

As men rise. x means not rise.

3/22 I'm reminded of my favorite teacher, Miss Millificent Rex, Oxford grad, ancient history teacher at Madeira. On one paper she commented, "Too much Euripides, not enough Constance." I see Harold made a similar comment. No need to prove that you're widely read. Better to sustain your own voice, which is so good. I want more of what's promised in the very good introduction — what people don't understand about how scientific research works. How collegial and cooperative much of it is. How hard it makes is (blind alleys). How conservatives perceive scientists as having no reverence for life — when scientists have reverence, and a desire to extend life. This seems spouse-serving, but I didn't see an idea of how you + Harold collaborated another time.
In conceiving the emn-et-al-experiment, "Why did that guy varaus get to go to Stockholm?" one wonders. I'd also like to know more about wrong guesses, wrong theories, time wasted. And I need a sense of the size and feel and tone of the lab. The technicians, the animal people, the post-docs. And the kind of teaching that goes on informally.

If you're going to make these funny asides about the pain of administrative work as chancellor, I'd like to know what makes it worth doing. Not just noble endeavor, but examples of things that bring satisfaction. And (the reader) really needs to know what Katzen was doing when you were in med school (Newton schools?) and when your friends were in the lab. [Misc: Nothing wrong w/ naming the members of Congress you talked to. Those conversations weren't off-the-record.]