Henry’s long career was distinguished in part by the invaluable service he provided at the highest levels, both locally and nationally, where he was sought out for his wise advice and leadership skills. When the College of Human Ecology was reorganized in the late 1960s, there were numerous politically sensitive issues that had to be navigated, including the name of the new college and the nature of its component departments. Henry was tapped to lead this effort along with Professor Sally Blackwell, and the reorganization committee came to be known as the Blackwell-Ricciuti Committee. To this day, Henry’s imprint can be seen on the College of Human Ecology.

Henry was called on three times to serve as department chair of Human Development, and agreed to do so twice (1970-73, 1982-86). His leadership role was instrumental in the department’s transition from a strictly applied orientation to one that was also known internationally for its basic research informing policies related to children and families. So successful was the model that many other universities imitated Human Development at Cornell and nationally his vision came to predate the current evidence-based goals of many agencies.

Henry believed deeply that scholarship could and should inform policies and practices. In the 1970s, out-of-home child care became an important issue as young mothers were increasingly entering or remaining in the labor force. He designed and served as project director for a pioneering infant care center serving both Cornell and the community. His research on the topic informed a 1976 position paper he wrote on infant day care and child development, commissioned by the Department of Health, Education and Welfare.

As day care became more prominent, it also became controversial, with conflicting claims about its advantages and disadvantages arising from different studies. Recognizing the importance of the issue for policy and for family choices, the National Institutes of Health brought the key scholars in the field together to re-examine their data and to design a large-scale study to try to resolve the issues. In 1989, Henry was chosen to chair the steering committee of what became the highly influential and costly longitudinal Study of Early Child Care and Youth Development, which was conducted at 10 sites around the country and involved more than 50 investigators.
Henry’s signature was clearly visible in the study’s design and implementation. Even after stepping down as its chair, he continued to advise the leadership at NIH as part of the five-member advisory board. The study ultimately identified the critical features of day care programs that affect children’s development.

Henry’s valuable contributions to the Child Care study, and his many other service contributions over the years, were formally acknowledged by the Society for Research in Child Development in 2001, when Henry was selected to receive the society’s prestigious award for Distinguished Contributions to Public Policy for Children.

When Henry officially retired in 1988, it was truly only on paper. He continued to do research and to publish. Not surprisingly, the publication of which he was proudest was one that he co-authored with his daughter, Anne. Henry’s office door was always open, and he was rarely alone. He counseled a string of diverse visitors. Graduate students continued to rely on him for methodological suggestions for their research. They also depended on him as a sounding board for their ideas; they knew that Henry would not only help them refine their ideas, but would also be open and encouraging about ideas that were still in the development stage. Assistant professors, too, relied on Henry to shepherd them through the system. He was someone with whom they could be honest, with every expectation that their concerns would be kept confidential and that he would use his experience and wisdom to provide them with good counsel. Because he had few illusions about political realities, Henry was able to help people deal with them effectively.

In addition to being a deeply respected scientist, advocate, teacher, and mentor, Henry was also a model academic to his colleagues, especially the younger ones who saw his professional behavior as the way to be a good professor. They were inspired by Henry’s fundamentally positive outlook, which was manifest in all he did. They admired his ability to disagree with others without dismissing them, and to see their personal strengths in spite of their flaws. Whether he was asking a question of a new graduate student after their first research presentation, or challenging the logic of an eminent scholar at a large conference, his manner revealed the respect he had for others and what they held to be important.

Henry’s approach to complex or contentious issues was calm and rational, reflecting an underlying optimism that a resolution was always possible. His comments during faculty meetings were not only fair and objective, they were wisely integrative. The thoughts he shared added value to the discussion rather than merely staking out a position. Even after meetings were over, he would sometimes send open “memos” to all his colleagues to explain how he saw things and to make suggestions about how to proceed. These notes were always carefully thought out, diplomatic, and genuinely useful.

Henry’s positive, constructive approach to things benefited all of us over many years. It is no surprise that he was the only person to serve two separate times as department chair in the last 65 years. We were fortunate, indeed, that he continued to share his wisdom, hope, and optimism with all of us for over 20 years after his retirement. In his eulogy, Henry’s pastor said that Henry was as close to a saint as he had ever met.
Henry Ricciuti passed away at the age of 93 at his home in Ithaca. He is survived by his wife of 61 years Florence Brennan Ricciuti, his sons; James and Thomas; daughters, Anne and Mary; grandchildren, Michael, Paul and Brennan.

*Steve Robertson; Chairperson; Steve Hamilton, Steve Ceci, Barbara Koslowski*
Robert (Bob) Richardson was born on June 26, 1937 in Washington, DC. He grew up in the Washington suburb of Arlington, Va. He attended the Arlington County public schools and graduated from Washington-Lee High School in 1954. He was very active in the Boy Scouts. He became an Eagle Scout and especially enjoyed the outdoor activities of scouting - hiking, camping, and bird watching. He attended Virginia Polytechnic Institute between 1954 and 1960 where he obtained both B.S. and M.S. degrees in physics. After a brief time in the United States Army he returned to graduate school in physics at Duke University. His thesis work involved NMR studies of solid $^3$He. He obtained his Ph.D. degree from Duke in 1966. His thesis advisor was Professor Horst Meyer.

In the Fall of 1966 he began work at Cornell University in the laboratory of David Lee. Their research goal was to observe the nuclear magnetic phase transition in solid $^3$He which could be predicted from Richardson's thesis work with Horst Meyer at Duke. In collaboration with Douglas Osheroff, a student who joined the group in 1967, they worked on cooling techniques and NMR instrumentation for studying low temperature helium liquids and solids. In the Fall of 1971, they made the accidental discovery that...
liquid $^3$He undergoes a pairing transition similar to that of superconductors. In the case of superconductivity, the electrons flow through a metal without electrical resistance. In the newly discovered phases of the $^3$He, the helium atoms carried no electrical charge but could flow without resistance – thus the liquid is a superfluid. The onset of superfluidity was observed at .0027 Kelvin degrees above absolute zero. Although $^3$He atoms are not charged, their nuclei are very weak magnets. In each of the pairs of $^3$He atoms in superfluid $^3$He, these weak nuclear magnets are aligned parallel to one another, giving a net magnetism. Thus the use of nuclear magnetic resonance played an important role in the discovery. In fact, the Cornell work was the very first use of magnetic resonance imaging (MRI) in a physics experiment. Osheroff, Richardson and Lee were awarded the 1996 Nobel Prize in Physics as well as the 1976 Sir Francis Simon Memorial Prize of the British Institute of Physics (IOP) and the American Physical Society’s 1981 Oliver Buckley Prize in Condensed Matter Physics, for their discovery of superfluid $^3$He.

The issue of the magnetic phase transition in solid $^3$He was finally settled in later experiments by Bob Richardson along with his graduate student William Halperin and also Charles Archie, Finn Rasmussen and Robert Buhrman. After follow up experiments on superfluid $^3$He, Bob and his students performed a series of experiments on cross relaxation of the nuclear magnetism in liquid $^3$He and the nuclear magnetism of fluorine atoms in tiny fluorocarbon beads. He then spear-headed an effort to construct a microkelvin facility to achieve even lower temperatures which was completed in 1986 to study electrical and magnetic properties of various solids.

Bob’s career at Cornell spanned five decades beginning as a research associate in 1966, a professor in 1968, full professor in 1975, the Floyd R. Newman Professor of Physics in 1987, Director of Cornell's Laboratory of Atomic and Solid State Physics from 1990 to 1996, Senior Vice Provost for Research from 1998 to 2007, Founding Director of the Kavli Institute at Cornell for Nanoscale

Bob was the recipient of numerous awards and distinguished fellowships. He was a member of the National Academy of Science, the American Academy of Arts and Sciences and the American Philosophical Society. He served on several national boards that worked to advance research and higher education policy. Bob also served as a member of the National Research Council Committee on Prospering in the Global Economy of the 21st Century from 2005 to 2007, which produced the vital report "Rising Above the Gathering Storm."

Of his many accomplishments, Bob often highlighted his 30 years of teaching college physics. In 1985 he prepared a series of video taped lectures for Physics 101 and 102, the course for biology students. Bob was also noted for giving popular lectures involving demonstrations of low temperature phenomena. Finally, along with his wife Betty and Alan Giambattista (both senior lecturers at Cornell), Bob was a coauthor of a popular elementary physics text “College Physics” (McGraw-Hill 2004).

Robert Buhrman, David Lee, John Reppy
Richard E. Ripple, Professor of Education in the College of Agriculture and Life Sciences died on September 16, 2010 in Ithaca New York, following 49 years of service to Cornell, as a Professor, as a Department Chair, and as a residential house dean. He was born in Milwaukee, Wisconsin on July 30, 1931. Richard is survived by his wife Jessie, his daughter Lynne Ripple Goldsmith, and his grandchildren Christine and Michael.

Richard held a Ph.D. from University of Wisconsin, Madison in educational psychology and earned his undergraduate degree at the University of Wisconsin, Milwaukee in education. Upon completion of his undergraduate education, Richard started his career as a sixth grade teacher at the Dover School in Milwaukee and was soon drafted into the U.S. Army during the Korean War Conflict. After his tour of military duty, the GI bill enabled him to enroll at the University of Wisconsin - Madison where he received his Masters of Science and Doctorate Degrees in Educational Psychology. While earning his Ph.D., he simultaneously supported his young family by teaching sixth grade at the Lincoln School in Madison and by playing the saxophone and clarinet in his cousin's band at weekend gigs in Milwaukee. Prior to receiving his doctorate, he had accumulated nine years of experience in teaching, administration and research at all levels in public school and military settings.

Including a very active period as Professor Emeritus, Richard’s time at Cornell spanned nearly 50 years. As an academic with a wide range of interests and capacities, he made valuable contributions to the Cornell community as a researcher, teacher, leader, mentor and friend. Richard felt strongly that newly-arriving students benefited from contact and friendship with a faculty member. As Professor Emeritus, he accepted the position of the House Professor of Mews Hall where he and his wife Jessie could regularly be seen entertaining groups of students over a meal. They often invited other faculty to join the students and them for a meal. This provided entering students with an important touchstone in the first-year experience of Cornell students. With a deep and unwavering interest in the education, Richard provided inspiration and support to many students at various points in their development – undergraduate, graduate, and post-graduate. With expertise in developmental psychology, it would be fair to say that Richard was committed to exploring both the theory and the practice of how best to nurture
human development.

During his Cornell career, Richard was an engaging teacher and colleague, whose exuberance and good humor left an indelible mark on generations of students and colleagues. He received many accolades and awards in recognition of his achievements and he was a Senior Fulbright Scholar at the University of Exeter in England during the 1967/1968 academic year. He was also a visiting professor/scholar at numerous universities including: the University of Hawaii, Monash University in Melbourne, Australia, the University of Southern California, the University of Witwaters and in Johannesburg, South Africa, the University of Texas at Austin, the University of Texas at Arlington, Lingnan College in the New Territories, China, City University in Hong Kong and the University of Hong Kong where he was appointed chair of the Psychology Department (1982). Richard was a well published author in his field He wrote several books on educational psychology and human development. Some of his notable books include Piaget Rediscovered (1964, with Verne Rockastle), Human Development (1982, with Biehler & Jaquish), Learning and Human Abilities (1971, with Klausmeier). Creativity was another area of his research that occupied much of his interest. His early work in the 1960s that investigated the potential for programmed instruction to facilitate creativity was notable in this regard.

There are individuals who seem to have the capacity to occupy a large swath of the world and fill a room with energy. As anyone who came in contact with Richard would know, he was one of those rare types who could move an audience in whatever direction he pleased. It was his unique talent and consistent pleasure to move people in a direction that landed them places that provoked thought, fostered creativity, and promoted growth. For many years Richard was the lynchpin of a cross-campus group of faculty and staff who played low-stakes poker. These games were notably less fun when Richard was unable to play. His zany eloquence was riotous, something the group looked forward to more than the poker. In all areas of his life, Richard presented a fine and unusual blend of intellectual creativity, technical rigor, humor, warmth, and generosity, all presented with a level of eloquence that was without rival. His enthusiastic manner and spirited mood were both impressive and contagious aspects of his character.

From lectures in one of Cornell’s amphitheatres, to a chance meeting in hallway or in a coffee shop, an encounter with Richard promised to be interesting, provocative, and honest. His was a life that was filled with wonder and amazement, not just about what he witnessed as a spectator of events, but also about his own journey from Milwaukee as a depression child to Cornell as an Ivy League professor (with bits of Cambridge/Oxford, Melbourne, Hawaii, South Africa, Hong Kong sprinkled in for good measure). Richard was justifiably and genuinely amazed by the developmental trajectory that was his life. There were moments when he appeared to be occupied by a sense of glee, mixed with curiosity, as he moved about his self-constructed world as “Professor.” It is reported that he sometimes would head into the lecture saying, “I can’t wait to hear what I have to say!” Ultimately, he knew exactly what needed to be said and always found an engaging style of expression to bring an idea to life. Richard was the quintessential professor.

Mark Constas, Chairperson; Steven Ceci, James Dunn and Arthur Wilson
When Jerry Rivers retired and became Professor Emerita of Nutritional Sciences in 1984, after twenty-two years at Cornell, her colleagues celebrated her contributions to science, to dietetics, to the College of Human Ecology, and to the university at large. She brought to her research and teaching curiosity, intelligence, and fervor, which meant that all who were touched by her were inspired to perform at their best.

In her warm drawl, which one suspects purposefully never left her, Jerry would tell you that she was born and grew up on a farm in Bogota, a small town in Northeast Texas. There she learned to care for her own livestock, for which she earned multiple awards. The money she earned went to necessities for schoolbooks and clothes. Perhaps more importantly, her experience raising livestock taught her the importance of nurturing in all senses of the word. It is not surprising, then, that she chose to major in Food and Nutrition as an undergraduate at Texas Technological University in Lubbock, Texas. Following her graduation in 1951, she completed a dietetic internship at the U.S. Public Health Service Hospital on Staten Island. This internship introduced her to some of the most difficult problems a dietitian must face. The compassion these problems kindled in her later brought fire to her teaching, because she realized that her students must be the best they can be in order to serve their patients most effectively.

In 1953 she returned to Texas to become a therapeutic dietitian at the U.S. Public Health Service Hospital in Fort Worth. The following year her natural leadership skills led her to become Director of Dietetics at the Methodist Hospital in Lubbock, Texas. Ever intellectually curious, she realized that she wanted to learn more, and to contribute to nutritional knowledge as well as care. She returned to Texas Technological University where she obtained her MS degree in Nutrition and Chemistry in 1958 with a thesis entitled: “A study of the influence of dietary protein on resistance of the albino rat to whole body irradiation at multiple sublethal doses.” She then earned her Ph.D. in Nutrition and Biochemistry at Pennsylvania State University in 1962. Her dissertation topic was “Human metabolism of L-ascorbic acid and erythorbic acid.” After completion of her degree she was invited to become a faculty member of the College of Home Economics at Cornell University, an invitation she gladly accepted.
Ascorbic acid in all its roles was a major focus of Jerry’s research. With the help of thirty-three graduate students whom she mentored over the years, she first established the importance of vitamin C in pregnancy and in persons using oral contraceptives. She then turned her attention to the role of ascorbate in the function of endocrine glands, including the thyroid and the adrenal gland. As megadoses of vitamin C became popular in the 1970’s, she carried out research into the detrimental effects of excessive vitamin C intake on endocrine function and on drug metabolism. She had NIH support to develop the guinea pig as an important model for vitamin C research. All of her findings have become part of the “common” knowledge concerning vitamin C.

At Cornell, Jerry found that she had a knack for teaching. A key ingredient of teaching, she said, was to be completely aware of students, where they are in their learning, and how to help each of them learn and practice what they learned in the way that suited them best as individuals. Her research and teaching earned her promotion to Full Professor in 1972.

In 1976, she was the principal investigator for an innovative federally-funded program in allied health awarded to the university, with the goal of creating scholar practitioners of nutrition and dietetics, who would be an integral part of health care teams. Though the program was discontinued after 10 years because of changes in the way dietitians could obtain licensure, in its time it produced a number of highly trained practitioners who went on to make a mark on the profession and on nutritional sciences generally.

Long before problem-based learning became the watchword for cutting edge teaching in the health professions, Jerry and her colleague Daphne Roe organized a course on nutrition and disease that emphasized student collaboration in solving the problems of real patients. Problem-based learning meant deep thinking and examining patient issues from all possible angles, from the biochemical to the social. Jerry’s experience and compassion contributed to making this course, and the other courses she taught, “must takes” for students from all over the campus.

Her interest in the well-being of students led her to be active in a number of campus initiatives. One stand-out among her accomplishments was her work on the committee that developed the College of Human Ecology from the College of Home Economics in 1969, and the Division of Nutritional Sciences in 1974 from the Department of Food and Nutrition and the Graduate School of Nutrition in 1974.

As a person of Cherokee descent, she was tapped to be chair of the Provost’s Minority Education council, an initiative that led formation of the American Indian Affairs Committee, the committee that was responsible for creating and implementing the American Indian Studies program. Not incidentally, her knowledge of Native American ways was not confined to an understanding of her family tree. She also had an extensive knowledge of the medicinal uses of native American plants that she shared with those who happened to ask.

It wasn’t just students who received counsel from Jerry; young faculty members could always count on her support and guidance, helping them weather their first years in academia more gracefully. Staff, too, found her door open and her ear ready to listen to their needs.
In service beyond the Cornell campus, Jerry served as the College Representative for Liaison with the New York State Legislature, and helped guide the Multi-Disciplinary East Harlem Nutrition Program. This program was a pilot that eventually led to the Expanded Food and Nutrition Program (EFNEP), a USDA program that continues to help some of the state’s most needy citizens. As a member of the American Dietetic Association, she helped develop Plan IV, Minimum Academic Requirements for Membership, which assured that programs such as Cornell’s could maintain their roles and standards in educating future dietitians.

After retirement from Cornell, Jerry returned to her farming roots. In partnership with her colleague and friend Professor Marge Devine, she created and ran a Christmas tree farm for ten years. Illness prevented her from continuing this project, and she finally retired for good in 1994.

Jerry’s vision of the future of nutrition and dietetics, and how that vision could continue into a reality, inspired all who were exposed to Jerry’s enthusiasm and knowledge. She gave of herself warmly and openly, greatly enriching the lives of all who are still touched by her legacy.

Virginia Utermohlen, Chairperson; Malden C. Nesheim, Marge Devine
Kenneth L. Robinson, Liberty Hyde Bailey Professor of Agricultural Economics Emeritus, left his own special mark on the students and faculty with whom he worked at Cornell University. He was a superb lecturer and teacher, and he inspired his undergraduate advisees to improve their innate skills and make a difference in their fields of endeavor. He set high standards for himself, his colleagues, and those who sought his advice. In his kindly way, he encouraged all of us to give our best in what we wrote, said, and did, and moreover he provided a fine example of commitment to the wider community.

Born in Olympia, Washington, July 2, 1921, Ken grew up on a fruit farm near Yakima, WA and earned his bachelor’s degree in agriculture at Oregon State College in 1942. Enrolled in ROTC, he entered the army as a 2nd Lt. in the Field Artillery, serving in a variety of posts including some time in China at the close of the war. After the war, he worked briefly with his father on a fruit farm before entering the MS program in agricultural economics at Cornell University, where he wrote a thesis on the efficiency of alternative spraying systems for fruit. In 1948, Ken entered the Ph.D. program in economics at Harvard University, completing his degree in 1952. During this period, he also spent a year at Oxford University as an Elmhirst Fellow.

Professor F. F. Hill, then Head of the Department of Agricultural Economics, persuaded Ken to return to Cornell as a faculty member, and this proved to be an inspired decision, as Ken brought exceptional breadth to the Department’s teaching, research, and extension programs. He was especially known for his expertise in farm and food policy and in agricultural prices. But, he also did the general economic outlook and taught a graduate-level course in production economics.

Ken became a widely heralded master teacher for undergraduate and graduate students, for extension educators, as well as for the general public. His lectures both on and off campus were enthusiastic, insightful, and full of information. His high standards were passed on to his graduate students, some of whom won national awards for their theses. They hold professorships and positions of leadership throughout the world.
Robinson was sometimes an outspoken critic of those journal articles that he judged to have little value. His reviews of manuscripts typically contained in-depth comments on substance as well as detailed editorial suggestions. He was a careful scholar and writer, and the quality of his professional work was recognized by his election as a Fellow of the American Agricultural Economics Association (AAEA) in 1979. The AAEA provided further national recognition in 1990 by its award for the quality of communication of his book, *Farm and Food Policies and Their Consequences* and in 1997 by its award for the enduring quality of the book, *Agricultural Product Prices*, co-authored with colleague Bill Tomek.

At Cornell, he was named a Liberty Hyde Bailey Professor, was elected a professor of merit by the senior class of CALS in 1959, and recognized with the College’s Edgerton Career Teaching Award in 1987. His impact on undergraduate students and advisees is further evidenced by the endowment, in 1992, of the Kenneth L. Robinson Professorship of Agricultural Economics and Public Policy by John Dyson, one of Ken’s undergraduate advisees. John has said “… he changed my life. … His course awakened an interest in public policy that led me … to a lifetime work in making such policy in New York State and City. He was unfailingly kind to me … As an undergraduate, one spends a lot of time trying to figure out what to do with one’s life and at every important juncture there was Ken Robinson with a helpful and supporting word.”

Robinson took leaves to lecture in Japan, Portugal, and Australia. He spent a sabbatical leave at the Institute for Tropical Agriculture in Nigeria and another at the University of California, Berkeley. He retired from Cornell in 1987 after 36 years of distinguished service.

Ken continued his active service to the Ithaca Community in retirement through tax counseling for senior citizens and low-income households, sorting books for the Friends of the Library, maintaining trails at the Nature Center, maintaining public gardens at Kendal at Ithaca, and serving on the Board and committees of United Way.

He is survived by his wife, Jean Anderson Robinson, a fellow Ph.D. student in economics at Harvard, and two sons: James, a lawyer in London, UK; and Alan, an engineer in San Francisco; and two grandsons. The Kenneth L. and Jean R. Robinson Scholarship Fund benefiting students in the College of Agriculture and Life Sciences was established and funded by them in 1998.

*B. F. Stanton, Chairperson; W. G. Tomek, and D. L. Call*
Verne Rockcastle, Professor of Science and Environmental Education in the Department of Education at Cornell, and Professor Emeritus, died Easter Sunday, April 5, 2015 in Ithaca, at age 95. Verne was an active faculty member at Cornell since 1956, despite formally retiring at age 66.

Verne was raised in Rochester, NY, a child raised during the Great Depression by teacher-parents. His career was influenced in no small way by his history and by his summers on Tupper Lake, his love for nature, and his commitment to hands-on learning. He wrote in his memoir, “Most of my boyhood memories centered on experiences on the Raquette River near Tupper Lake. My father had built a cottage there for our family doctor, Dr. Kimball, who had said to my father that he could be paid to build the camp, or he could use it for the month of July each year as long as he lived. Since my father was a teacher, he decided that the latter course was the better one.” Verne and his family have summered in Tupper Lake thereafter, building their own “camp” and enjoying time there together as the family has grown. He once boasted to his colleagues how the land at his cottage was of his own making—he had, for years brought leaves swept from his Cayuga Heights property up to the Lake, where nature took its course and created a rich soil in his ‘camp.’

Verne did not always aspire to be a science teacher and college professor, but his interest in science and nature were long-seeded since those early days in Tupper Lake. At first he had an interest in being a Forest Ranger. But still feeling the effects of the Depression, he attended the state-tuition side of Syracuse University College of Forestry in 1937. He soon concluded, “being in the woods was not the best way to support a family”—a thought that may have coincided with meeting his to-be wife Madeline, a junior transfer from Bucknell, during his sophomore year. Likewise, the world can thank his “disability” of being color-blind for his becoming a science teacher and teacher-educator. Due to discovering color blindness while a Pulp and Paper Engineering student and unable to do the visual work for his major, he transferred to major in Landscaping. But, he found that “the same color-blindness...still haunted me in Landscaping.”
He therefore took an additional year to finish the science and math requirements and became a teacher in 1942. He wrote, “I had grown up in a teaching family. So what better could I do than to pursue a teaching career?”

But before this career was underway, like most men of his age, Verne served in the Army upon college graduation, intent to fight in World War II. Due to a combination of fated factors such as exposure to illness, his high scores on an intelligence test, and what he called “luck,” he served in the Army by attending MIT, intending to be trained as a meteorologist in the US Air Corps. Instead of being shipped out, Verne was retained as a teacher at MIT to teach other Air Corp trainees. He there earned an M.S. degree (and married Madeline). After the war Verne attended a workshop taught by Cornell’s Dr. E. L. Palmer, a naturalist and experientially-based teacher, who influenced Verne to apply to the Cornell Ph.D. program. Accepted, Verne worked with Professor Eva Gordon as his Committee Chair, a professor who authored and edited the Cornell Rural School Leaflet, a 32-page Quarterly for rural elementary schools of the State, which Verne later took over for about 15 years, after Verne had joined the faculty at Cornell. Verne was at first an associate professor of science education, arriving here from teaching at SUNY Brockport, and he continued to be a beloved teacher throughout his career and his active emeritus status. Verne is most known and fondly remembered for his ability to bring science to life to students of all ages through experiential education.

In his teaching, Verne was before his time with experiential and experimental education. It was during his first sabbatical in Europe that Verne met Jean Piaget, one of the most world-renowned cognitive developmental scientists and father of constructivist education. Verne was one of a group of Cornellians, including Richard Ripple, also of the Education Department, who arranged for Piaget to give a series of lectures at Cornell in 1964, which marked among the first of Piaget’s trips to the United States. Verne’s own science teaching had always been constructivist in nature, without having made these theoretical connections at that time. Verne and Professor Ripple published a monograph based on Piaget’s visit entitled, Piaget Rediscovered: A Report on the Conference of Cognitive Studies and Curriculum Development.

Verne also served as a professor for the summer portion of Cornell’s Adult University (CAU) for more than 20 years, first in Ithaca, and later in other areas, including Tucson, the Grand Canyon, Alaska, and the Galapagos Islands. Additionally, he taught at Fresno Pacific College for 13 summers. He was senior author for the Addison-Wesley Science Program, and co-author of a number of science textbooks. Verne was always very hand-on and experiential when it came to teaching—at every level—before it was popular. Colleagues recall that he was most proud of these trips throughout the world, bringing people to science—whether it was in Alaska or in the gorge near Cornell. He used the world as his laboratory and brought people’s attention to it.

At age 66 Verne formally retired from Cornell, as “was the custom of the time,” he said, but did not retire from working. He continued to work nearly daily for the next 40 years, spending many days in the emeritus office at Cornell, as well as taking short teaching assignments throughout the country. Two decades after formal retirement, he developed a web site where he could “continue the development of simple investigations by school kids to demonstrate and explain science concepts that I felt were both basic and important, but were not often well understood, and often were not even included in elementary, junior high, or secondary school science.”
(Rockcastle, Acorn to Oak, p. 233). He called his web site (www.rockcastle.org) “Rocky’s Science Fun.” One colleague recalls Verne coming to her backyard to film her children conducting one of his outdoor experiments; the videographer was one of his own grandchildren.

For nearly all his years at Cornell, since 1956, Verne lived with his wife of nearly 72 years, Madeline, in a lovely cottage in Cayuga Heights, where they raised their two daughters. Verne always gave credit to Madeline for his success—whether it was through her hosting weekly visits at their home for students, continuing to bake her amazing baked beans recipe for potluck dinners on campus. She drove him to work each day in his later years, being sure to pack him a light lunch that included (or rather, comprised of) a cookie and fruit—which he thought to be the healthiest way to eat lunch! His longevity seems to prove his point.

Verne was an active member of the Ithaca community as well as the Cornell Community. In addition to being the faculty advisor to the Cornell track and cross-country team, which he took tremendous pride in, he and Madeline were generous supporting members of the First Presbyterian Church in downtown Ithaca, supporting myriad missions and programs there. After church each Sunday, Verne and Madeline could be seen visiting friends and residents of the Oak Hill Manor Nursing Home, even throughout his own 90’s. He always had a smile, a chuckle and a story to share with each of them. Skiing was another activity keeping Verne active into his 90’s. Even after surgeries on both knees, Verne was still making weekly trips to Greek Peak to ski, putting the rest of us younger colleagues to shame.

Verne’s wife Madeline died in November of 2015. He is survived by his daughters Lynn (Forrest) Thye of Blacksburg VA and Diane (John) Wiessinger of Ithaca NY; his half-sister Lois Rockcastle of Alaska and Tupper Lake; four grandchildren, eight great-grandchildren, and nieces and nephews, all of whom continue to spend time in Tupper Lake.

Photo of Verne and Madeline Rockcastle from the Ithaca Journal obituary.

Dawn Schrader, chair; John Sipple, Mark Constas
Richard B. Root

September 7, 1936 – January 22, 2013

Richard Bruce (Dick) Root, Professor of Ecology and Evolutionary Biology and of Entomology, died in Ithaca on 22 January 2013 with his family around him. Dick was an exquisite blend of theoretician and empiricist, testing core theories with beautifully designed experiments based on unsurpassed knowledge of natural history. He was a distinguished biologist, as well as a prolific and profound contributor to the literature, especially in ecology. He was also an inspiring mentor of students.

Dick Root was born in Dearborn, Michigan, and spent much time as a child wandering in nature, and enjoying the outdoors on the family farms of his grandparents. He attended the University of Michigan where his childhood interests in nature and his budding interest in ecology were reinforced and much expanded. Graduate studies were at the University of California, Berkeley. In 1964 Dick received his Ph.D. and became an assistant professor of Entomology at Cornell. While an undergraduate at Michigan, Dick married Elizabeth (Betsy) Eichstedt. They separated in 1978 and after another ten years, Dick married Barbara Page.

Dick’s doctoral research at Berkeley focused on several insectivorous bird species, especially the blue-gray gnatcatcher. He sought to define the ecological niche of its local population and to
compare critical niche dimensions with those of other insect-feeding species, revealing often subtle differences in foraging behavior that permit coexistence of several apparent competitors in the same habitats. The primary publication from his doctoral work on the blue-gray gnatcatcher marked the first in a series of distinguished research papers. It is particularly well known for introducing the concept of the ecological “guild” – “a group of species that exploits the same class of environmental resources in a similar way” (such as the foliage-gleaning guild of birds he studied). This has become such a foundational concept in ecology that few remember its origins.

Moving into the Entomology department at Cornell meant switching his research focus from birds to insects. Dick recognized and developed the extraordinary potential of agricultural systems for elucidating ecological principles, and focused on insect-plant interactions for the duration of his long and productive career. Although based in Entomology, Dick became affiliated with the new Section of Ecology and Systematics in the Division of Biological Sciences, which was founded at Cornell not long after his arrival. Even when just a joint appointee in Ecology and Systematics, with a base in Entomology, Dick was one of the most important influences on shaping the direction of that department, and he became among the most visible icons of Ecology and Systematics, inside and outside of Cornell. It would have been impossible then to think of Ecology and Systematics at Cornell without Dick Root, and it is not much easier now.

Dick spent his first years at Cornell studying the insect fauna of human food plants, especially crucifers such as cultivated collards. He was primarily interested in discovering how the trophic structure and abundance of arthropod species are organized, how they depend on plant density, proximity to plants of other species, and more generally how such “component” ecological communities, as he referred to them, are organized in space and time. The most notable paper to come from this work was his 1973 paper in Ecological Monographs, “The organization of a plant-arthropod association in simple and diverse habitats: The fauna of collards, *Brassica oleracea.*” In this paper Dick introduced the “Resource
Concentration Hypothesis:” specialized insect herbivores are more likely to find and accumulate on acceptable host plants that are concentrated than on those that are dispersed among diverse vegetation.

Subsequently Dick took up goldenrods (genus Solidago) and their insect fauna and continued to work on different aspects of this native system, so common throughout upstate New York, until he retired. Themes that ran through this work include the use of powerful field experiments to elucidate underlying factors and relationships, the emergence of important conceptual advances in the resulting publications, studies of unusual duration, and extensive, well conceived field work with its attendant dedication to natural history observations and copious field notes. Two hallmark studies of the goldenrod work were the mowed grid in which the experimental removal of insect herbivores from the dominant meadow goldenrods caused a dramatic shift in plant species relationships, and the Cayuga Survey in which standard sampling of the goldenrod insect fauna from the same 16 sites over many years allowed a nuanced assessment of the degree of organization of a complex, native community and how it varied over space and time. He also gave his research an international dimension, spending a study year with his family in Cali, Colombia, under the sponsorship of the Rockefeller Foundation, studying milkweeds and their associated fauna. Dick’s scientific papers were widely read and cited by others. Both the gnatcatcher and the collard fauna papers have been cited well over 1000 times.

Early in his career at Cornell Dick began a relationship with Archbold Biological Station in Florida that flourished for decades, to their mutual benefit. Dick developed a graduate field course at Archbold where students honed field skills and did research projects, and left with fond memories of Dick, the place, and their class experiences. Dick also conducted research projects there and was on its Scientific Advisory Board (member, chair) and Board of Trustees, helping bring science into its decision-making. Dick loved Archbold—the species and habitats, the scientific staff, and the institution—and he thrived on playing a role in keeping it a healthy, vibrant institution.
One of Dick’s great loves was the Ecological Society of America. He served the Ecological Society as its President (1985-6) and as an Editor of its journals (Ecology, 1971-3; Ecological Monographs, 1970-3; Ecological Applications, 1988-1992). He was honored with its Eminent Ecologist Award in 2003 and the Eugene P. Odum Award in 2004.

Dick was an accomplished mentor of graduate students. His wide ranging interests were reflected in graduate students who worked in fields such as agricultural ecology, plant demography, mathematical modeling, avian ecology, animal behavior, and the history of science in addition to insect ecology. The Root lab was a spirited group, typically with 4-6 graduate students at any time, resulting in 40 obtaining degrees, mostly Ph.D. degrees, over the years. Many of those former students now hold distinguished positions primarily in academic and nonprofit sectors.

Dick experienced a gradual decline in mental and physical abilities during the last decade of his life. Although sad to witness and often frustrating to Dick, the decline, especially in the early years, progressed slowly so that he continued to enjoy life. Hobbies and interests included art, running, travel, observing nature on a piece of land he owned in the region, nature walks, and meditation. Dick’s entire family lived nearby, making it easy to also spend time with them. While Dick’s life became simpler and slower in his last years, he insisted on remaining active, and Barbara Page, his wife, supported and comforted him, while ever enjoying his company. He continued to go to Cornell regularly, stayed interested in science, and travelled while he could. One marveled at how committed he remained under difficult circumstances. For example, during weekly lunch meetings at Cornell with Marks, Dick would comment on an interesting paper he had read and summarize its findings. Or he would describe a lecture or a colleague’s lab meeting he had attended, and here too he could recount the main points. On a trip to Pennsylvania with Marks, Dick had a grand time visiting several field sites with local expert and former student, Carol Loeffler, and then enjoyed touring the Gettysburg battle sites. On trips like this, Dick occasionally got confused or needed help doing things; but for
the most part he enjoyed himself and was a good travel companion. Dick had a wonderful sense of humor and this remained, in somewhat muted form, to the end. This served him especially well when he sometimes enjoyed a good laugh after realizing that something he had just said made no sense. Also to his credit, Dick was never bitter or angry about his condition during the years of decline.

Finally one couldn’t help but notice Dick’s wonderful sense of style, quality, and beauty, evident in the clothes he wore, his offices at Cornell and at home, the gear he packed for a field outing, and even in his field notes (both appearance and content). He “paid attention” in the Buddhist tradition he so greatly admired, and he was a big man, physically and figuratively—not in the sense of dominating others, but rather in his obvious, enthusiastic engagement with whatever occupied him at the time.

Dick Root is survived by his loving wife, Barbara Page, his ex-wife, Betsy, two children, two stepchildren through his marriage to Barbara, eight grandchildren and step-grandchildren, and three great-grandchildren. He will be missed by friends, family, and colleagues alike.

Peter L. Marks, Chairperson; Paul P. Feeny, Harry W. Greene

After a short illness, Professor Emeritus Edgar Rosenberg passed away in Ithaca, N.Y. on December 19, 2015. The previous September he celebrated his ninetieth birthday in high spirits, traveling with his beloved wife Barbara to reconnect with long-time friends in Europe and North America.

Edgar was born in Fürth, Germany, on September 21, 1925. Fleeing from Nazi persecution in 1939, he and his family found refuge first in Switzerland, then in Port-au-Prince, Haiti, and finally a year later in New York City. After high school, he joined the U.S. Army and served in Europe, for which he received a Combat Infantry Medal in 1944. With characteristic bemusement and irony at his own expense, Edgar referred to the medal, earned for his accomplishments as a translator and interrogator of German prisoners-of-war, as given “for making small talk in my native language.” He attended Cornell on the GI Bill, was elected to Phi Beta Kappa, and received his B.A. in 1949 and M.A. in 1950. In addition to his doctorate conferred by Stanford University in 1958, he received awards for his fiction writing from Cornell, Stanford, the Bread Loaf School, and Doubleday Publishers.

In 1957 Edgar joined the English Department at Harvard University as Instructor and was quickly promoted to Assistant Professor. In 1965 he returned to Cornell as Associate Professor of English. From 1970 until his retirement thirty-two years later, he held a joint appointment as Professor of English and Comparative Literature. Edgar was the author of From Shylock to Svengali: Jewish Stereotypes in English Fiction (1960) and some fifty pieces of short fiction, translations, and articles in journals ranging from Esquire and Commentary to The Dickensian and The Shaw Review. His sumptuously annotated edition of Dickens’s Great Expectations (1999) is a classic. For his scholarship and research he received a Guggenheim Fellowship in 1973-74, a Fulbright Fellowship to lecture at the University of Haifa in 1988-89, and in 2012, in recognition of his cultural services in bridging the study and teaching of English, German, and American literature, an honorary doctorate from the University of Saarland at Saarbrücken.

Edgar’s outstanding work with students earned him a Cornell University Clark Teaching Award in 1993. Over the years he designed and conducted legendary courses on Introduction to Fiction, Introduction to Comparative Literature, The English Novel, The European Novel, and for the Creative Writing Program annual spring-semester workshop seminars in narrative.
fiction. Among junior faculty members Edgar proved a welcoming and encouraging colleague from the day they arrived until long after he retired. Among university-wide faculty at all ranks he engaged in a spirited correspondence and discussion about literary matters, whether through carefully thought-out written notes, telephone conversations, or face-to-face contact. There was no text to which he couldn’t add a surprising insight or erudite remark.

Those who knew him will never forget his office in Goldwin Smith Hall, often packed with students in an impromptu seminar or tutorial, frequently graced by a colleague or out-of-town visitor, sometimes governed by Edgar alone, beckoning at the door for others to “Come in for a moment, I want to show you something.” That something would likely be a note with a striking turn of phrase by a dear friend from the past, treasured up in his prodigious memory. To go back in time, we’d remember at the center of his desk a manual typewriter whose carriage he would load with sheet after sheet of paper to type a sentence or two, tear it out, toss it away, and announce that he’d found a better expression to convey his thought. In later years his typewriter yielded to a non-stop computer flanked by stack upon stack of print-outs. On a shelf of his bookcase stood a row of vintage cameras. Edgar was a fine photographer, and when you’d least expect it an eight by eleven photograph that he’d taken of you a week earlier would appear in your mail.

But even those photographs ceded pride of place to his love of words. Edgar was a superb scholar, a gifted and accomplished storyteller, and he was one of the founding spirits of the English Department’s Creative Writing Program. He contributed to it in any number of ways, including financially. With serious undergraduate writers he was uncommonly generous with his time. The coffee table in his living room was piled not with books about the Metropolitan Opera or the Metropolitan Museum but with stacks of his students’ (and some colleagues’) works.

With his native German, near-native French, more than a little Spanish and Italian, even some Russian, ancient Latin and Hebrew, and what he called his Remedial English, Edgar was the soul of Comparative Literature. Sometimes he’d quip that academic study (in his words) had “fallen on Lenten days and silent nights,” that fashionable critics (in his words) “toggle with footnotes” and “play peek-a-boo with each other,” and that their bibliographies leave us with “the expense of spirit in a waste of names.” And yet Edgar’s brilliant edition of Great Expectations grapples mightily with these conventions. Its footnotes and bibliography account for everything associated with that novel except for (again in his words) “impertinent stuff, like Great Expectations: A Guide to Pregnancy and Great Expectations: Preparing for Evangelism through Bible Study.”

Not to betray too badly, we hope, a confidence, but Edgar’s wife Barbara told some of us (and there were witnesses) that Edgar could have wooed and won her with one of his footnotes alone, that was how much in love she was with the language of the man. He could have wooed and won his colleagues—in fact, he did—with his wonderfully baroque summations at the end of each department faculty meeting, first for the language alone, and second for the fact that those often opulent words signaled the end of the meeting. We were then free to walk out with Edgar’s language in our ears, occasionally wanting to hug the man and sometimes put a loving muzzle on him. We still do. What a genial colleague and what a dear loyal friend he was.
Myron Rush was born in Chicago, Illinois on New Year’s Day 1922 and studied at the University of Chicago, where he earned his bachelor’s degree in 1942. During World War II he served in the Army Air Forces as a meteorologist and later as an encryption specialist. Upon discharge, he resumed his studies at the London School of Economics and the University of Chicago where he received his Ph.D. in 1951 with a dissertation on “Disillusion in American Social Thought 1880-1920.” He is best known as a scholar of the Soviet Union and a pioneer in the methods of “Kremlinology.”

Rush began working on the Soviet Union in the 1950s as an analyst at the US Central Intelligence Agency and its Foreign Broadcast Information Service, where he learned to read Russian and developed his ability for close scrutiny of the public Soviet press as well as classified intelligence materials. In 1955, Rush joined the staff of the RAND Corporation, a think tank founded by the US Air Force in Santa Monica, California after the war, primarily to analyze Soviet foreign and military policy and develop strategies for nuclear war.

In 1965, Rush co-authored a RAND study, *Strategic Power and Soviet Foreign Policy*, with fellow RAND analyst, Arnold Horelick. When published as a book it became his most-cited work. That same year he was hired to Cornell’s Department of Government.

Rush’s subsequent work focused on leadership succession in the Soviet Union and other communist states and relied on Kremlinological techniques such as observing the line-up of top leaders at funerals, as well as textual analysis, to identify the likely successor. He applied his close scrutiny of texts to the work of his students and colleagues, as well, and could be quite liberal with the use of his red pen. He was even known to improve the prose of quotations from published works cited in his students’ papers.

Professor Rush taught popular courses on Soviet domestic politics and foreign policy. In the long-past era when Cornell prided itself on expertise in Russia across the disciplines, he co-taught a survey course on Russia with George Staller of the Department of Economics and George Gibian, the successor of Vladimir Nabokov in the now-defunct Department of Russian Literature. Some of Professor Rush’s students, such as Jack Bielasiak, James Richter, and Jeffrey Checkel, went on to become prominent scholars, who supplemented their expertise on Russia and Eastern Europe with broader contributions to the study of political science and international relations.
Throughout his career, Professor Rush maintained his relationship with the CIA, including as its first scholar in residence in the 1970s, and he would take leaves up to two years at a time to spend at the Agency. His involvement with the CIA angered some of the Department's graduate students, who worried that it might jeopardize their employment opportunities. When the students asked that the Department formally prevent Rush from associating with the CIA, however, the faculty declined, maintaining that the Department could not supervise what professors did in their private time.

Rush’s retirement from Cornell coincided with the demise of the Soviet Union at the beginning of the 1990s. In 1993, he published an article in *The National Interest* that argued that even though “it might appear that the Soviet Union was rotten and ready to expire in 1985,” when the reformist leader Mikhail Gorbachev came to power, “to my knowledge, no Sovietologist offered that judgment.” Nevertheless Sovietologists contributed a great deal to our knowledge of the USSR, not least among them the Kremlinologist Myron Rush.

Known for his devotion to his family, Myron Rush cared for his wife, Theresa, a fellow University of Chicago graduate, in her declining health until her death in 2012. He is survived by three children and several grandchildren, nieces and a great-granddaughter.

*Written by Matthew Evangelista (chair), Valerie Bunce and Isaac Kramnick*