James Wells Gair was born on December 27, 1927. He received his BA magna cum laude (1949) and MA (1956) in English from the University of Buffalo, and served a year in the U.S. Army in Korea. He completed his Ph.D. in Linguistics at Cornell in 1963 and immediately joined the faculty as Assistant Professor, becoming full professor in 1974. Jim remained at Cornell until his retirement in 2000. His rich and productive years of teaching and research in Ithaca were interspersed with teaching appointments at the University of Alberta, the University of Pennsylvania, the universities of Kelaniya, Kerala, and Delhi in India, and the University of Colombo in Sri Lanka, together with stays as visiting scholar at Harvard and the Massachusetts Institute of Technology.

Jim was a foundational figure in South Asian linguistics and South Asian studies more broadly. He was a founding member of the Association for Asian Studies, and served on the board of directors for the American Institute for Sri Lankan Studies. He helped to build and sustain Cornell’s South Asia Program, directing it from 1970 to 1977 and initiating its ongoing collaboration with Syracuse University. Jim established the Sinhalese language program at Cornell, which continues today as the only program of its kind in the western hemisphere.

The Department of Modern Languages and Linguistics at Cornell, when Jim began his career there in the early 1960s, was an international center in the empirical study of the languages of South, Southeast, and East Asia, and also the largest and most prominent collection of linguists working in the still-dominant framework of American Structuralism. Already, though, the theoretical center had begun to shift, in the direction of generative grammatical theory as developed by Noam Chomsky and his students and colleagues at MIT. Jim’s 1970 book, *Colloquial Sinhalese Clause Structures* was one of the first in-depth generative analyses of an understudied language. Jim’s analysis of the Sinhala focus construction, a syntactic pattern found in languages as scattered as Yukaghir and Ryukyuan Japanese, continues to provide an impetus for investigation by contemporary scholars.

Building on his theoretical breadth and credentials as one of the world’s leading specialists on Sinhala and Tamil, Jim led the integration of research in generative theory with empirical language particular studies at Cornell as associate chair of the DMLL from 1978 to 1981. In this
capacity he guided the hiring of a new generation of scholars who would establish the identity of Cornell as a leading theoretical department.

Jim studied and taught numerous South Asian languages. His research focus was on Sinhala and Tamil, but he also wrote and taught about Hindi, Dhivehi (Maldivian), Malayalam and Pali, the canonical language of Theravada Buddhism. Jim’s research extended to English language acquisition and Blackfoot. Other books include *A New Course in Reading Pali: Entering the Word of the Buddha* (1998) and Jim’s Sinhala textbook *Colloquial Sinhalese* (co-authored with Cornell mentor Gordon Fairbanks and M. W. Sugathapala De Silva; reprinted 1984), which remains the standard in the field.

Jim’s long collaboration with Sri Lankan linguist W.S. Karunatillake began with the commencement of the latter’s graduate studies at Cornell in 1965 and continued throughout their lives. Jim’s collaboration with Professor Karunatillake resulted in a series of major works, including *Literary Sinhala* (1974, 1976 comprehensive); *A New Course in Reading Pali: Entering the Word of the Buddha* (1998, reprinted 2001), which remains the most effective introduction to the study of Buddhist literature in Pali; *Dhamma Saṅgaho: An Introduction to Pali Literature* (2012); *A Reader in Colloquial Sinhala* (with Karunatillake and John Paolillo) (1987); as well as *An Introduction to Spoken Tamil* (1978) with Professors Suseendirarajah and Karunatillake, a text which provided the first structured teaching material for colloquial Jaffna Tamil of Sri Lanka. Jim and Professor Karunatillake’s final collaboration was *The Sidat Sangara: Text, Translation and Glossary* (2013).

Jim was predeceased by his first wife, Sylvia Gair; by his daughter, Barbie Friedenberg; by his dear collaborator Professor Karunatillake. He is survived by Barbara Lust (Human Development), his wife and scholarly collaborator for 38 years; his son, Alex Gair and his wife, Diane; his grandchildren, Brian and Amelia; and by numerous friends, students and colleagues who will remember him for his inspiration, his insight, his humor, his hospitality and his skill in a formidable kitchen stocked to overflowing with South Asian spices and condiments.

Jim passed away at age 88 in Ithaca on December 10, 2016, 17 days short of his 89th birthday. He retained his love of words to the end: these included the verse of Wallace Stevens, the topic of his MA thesis; and Shakespeare, whom he quoted with perfect relevance on his deathbed. James Gair’s final degree was a Doctorate of Letters in 1993 from the University of Kelaniya in Sri Lanka, where he was awarded the title of *Sahitya Chakravartin*, “A Benevolent Emperor of Literature.”

Jim’s long collaboration with Professor Karunatillake began with the latter’s studies at Cornell as a graduate student beginning in 1965 and continued throughout their lives. This collaboration resulted in a series of major works, including *Literary Sinhala* (1974, 1976 comprehensive) and unsurpassed to this day; *A New Course in Reading Pali: Entering the Word of the Buddha* (1998, reprinted 2001), which remains the most effective introduction to the study of Buddhist literature in Pali; *Dhamma Saṅgaho: An Introduction to Pali Literature* (2012); *A Reader in Colloquial Sinhala* (with Karunatillake and Paolillo) (1987); as well as *An Introduction to Spoken Tamil* (1978) with Professors Suseendirarajah and Karunatillake, providing the first structured teaching material for colloquial Jaffna Tamil of Sri Lanka. Through these books James Gair and W. S. Karunatillake created the conditions for others to learn the languages necessary for scholarship in a wide range of fields, and, moreover, exemplified in their long-lasting collaborations, how co-operative scholarly relations were key to producing cross-cultural scholarship of the highest order.

Their collaboration culminated in the publication of *The Sidat Sangara: Text, Translation and Glossary* (2013) with notes on the classic 13th century Sinhala grammar and its commentaries.
Professors Gair and Karunatillake labored together on this monumental work of scholarship for almost three decades.

The wide knowledge and linguistic understanding reflected in the collaboration between Professors Gair and Karunatillake, with its linkage of theoretical linguistic analyses to deep and profound knowledge of specific languages, led them to discover profoundly similar structural properties as well as distinct differences across languages. These discoveries often revealed phenomena unknown through studies of English or European languages alone, and challenged current theoretical assumptions about the nature of language. This work has had wide consequences not only for the development of theoretical linguistics and implications for discovery of language universals, but also for language typology, and studies of language contact and change.

In addition, the depth and scope of Professor James Gair’s work led to major contributions to language pedagogy, since he and his collaborators developed one of the most extensive bodies of language teaching materials for the languages he was teaching. The pedagogical materials he and his analyses created are foundational, have trained generations of scholars, and remain in use as exemplary resources in language learning.

James Gair’s work has also contributed significantly to the basic scientific study of both first and second language acquisition, as well as language loss in dementia, and related cognitive science; he was a major contributor to research in each of these areas and to relevant cognitive science networks.

Known for his strength of mind, his incisiveness and unmatched ability to strip away from obfuscation to the underlying critical point of any proposal, Professor Gair always saw both sides of an argument, completely without prejudice. Among the rarest of brilliant intellects, Professor Gair was marked by an unsurpassed deep humanity. His study of language learning involved not only the intricacies of grammar, but also the country, its culture, including its food, and mostly its people.

James Gair was a lover of words. These included the words of Wallace Stevens whose poetry (MA thesis) until the end remained in his mind verbatim with deep understanding, and of Shakespeare whom he quoted with perfect relevance on his deathbed. They also included the words of interaction with everyone his path crossed, regardless of their role in life, understanding them as uniquely significant individuals, insisting on knowing them by name, eager to share cultures, languages and wit with each person he met.

James Gair’s intensely inquisitive mind led him to voracious reading, passionate hobbies of cooking (he became a master South Asian chef, with a Sri Lankan cookbook underway when he died), culinary herbs, travel, cars, as well as the intense enjoyment of children riding carousels.

The immense knowledge and understanding housed in James Gair’s mind, which he freely shared, were unfathomable to those who knew him. The integration of intellect and humanity was unsurpassed.

Written by John Whitman
Marjorie (nee Spector) Galenson was born in New York City in April 12, 1917. She graduated from the Julia Richman High School. Throughout her college education, B.A., M.A., and Ph.D., her interests were in Economics. She graduated with a B.A. in 1937 from Barnard College, with a M.A. in 1943 from Columbia University; and with a Ph.D. in 1961 from the University of California, Berkeley.

From 1960 to 1966 Professor Galenson was a Research Economist and Assistant to Clark Kerr, President of the University of California. She joined the faculty of the Department of Consumer Economics & Public Policy (now the Policy Analysis and Management Department), College of Human Ecology in 1966 as a Research Associate. In 1968 she was appointed as an Assistant Professor. In 1974 she gained tenure and was promoted to Associate Professor. She retired in 1982 and was awarded the title, Professor Emeritus.

Professor Galenson’s research and teaching interests spanned labor, consumer and consumption economics. She taught one of the first, if not the first, “law and the consumer” courses in the country. The inception of her course coincided with the rise nationally in the 1960s of the interest in consumer rights and the rise of the Consumer Movement. In labor economics her research included women in the labor force, comparative real wages both internationally and between men and women, and labor law. In consumption economics she did research on family savings and racial differences in saving rates. The research of the graduate students she directed focused on consumer policy. One dissertation she directed won the best thesis/dissertation award from the American Council on Consumer Interests in 1971. She was the author of one book, the editor of another, and published scholarly articles in several journals including the American Economic Review, the Yale Law Review, and the Columbia Law Review.

Professor Galenson was married to Walter Galenson, Professor Emeritus, School of Industrial and Labor Relations, Cornell University. They had three children: Alice Galenson of Saratoga, California, Emily Schneider of Yonkers, New York, and David Galenson of Chicago, Illinois, and three grandchildren: Daniel Taylor, Joshua Schneider, and Joel Galenson. She had a lifelong interest in art stemming in part from her father who was an artist. She spent the last 13 years of her life in Westchester Meadows, Valhalla, New York, a continuing care retirement community.
W. Keith Bryant, chair and Jean Robinson
At the time of his passing, Professor Ephrahim Garcia was described as a “gregarious” colleague. If you look up what gregarious means you get a few synonyms that accurately describe how Ephrahim was as a both a friend and a colleague to many: “sociable,” “company-loving,” “friendly,” “affable,” my favorite “informal chummy,” and “warm.” He was the kind of guy who would address you by your last name in that “we’re good buddies” kind of a way. His friendly and outgoing nature is what led him to become an informal mentor to so many of his junior colleagues. His engaging nature meant that many of the discussions one would have with him were long and drawn out, but they were always, or at least usually, valuable. Nearly everyone can remember Ephrahim pacing outside his office waiting to engage someone in a conversation about some new idea and application of mechanics and electronics. While always a proponent of new ideas, much of his advice tended to revolve around focusing on those things that were important to you (both professionally and personally). If building up a particular part of your research program was important to you, do that. If starting a business was important to you, do that. Don’t do things because you believe other people think they are important.

Ephrahim Garcia was born in Manhattan to Cuban refugees Efrahin and Zenaida Garcia. Like many first generation Americans, he had very strong feelings about his new country that were reflected not only in his academic research but also in the obligations he eventually assumed to enhance the nation’s security. In addition to being a Professor, he worked as a program manager at the Defense Advanced Research Projects Agency (DARPA) and as a consultant to the CIA. At 30, Ephrahim was diagnosed with cardiomyopathy, and realized he would not live a normal life span. Most of us did not know of this diagnosis, which likely shaped his larger than life personality. He was determined to make the time he had productive. And he did that, he lived every day fully.

He earned his B.S., M.S., and Ph.D., all in Aerospace Engineering, at the State University of New York at Buffalo. After finishing his Ph.D. in 1990, he spent a year as a research associate at the U.S. Air Force Academy, and then a year in the same capacity at the Air Force Phillips Laboratory. In 1991 Ephrahim accepted a position as an Assistant Professor of Mechanical Engineering at Vanderbilt University and shortly after in 1994 he obtained tenure and was promoted to associate professor. From 1998-2002 he took a leave from his position at Vanderbilt to serve as a program manager at DARPA. Finally in 2002, he joined the Cornell faculty as Associate Professor of Mechanical and Aerospace Engineering and was promoted to Full Professor in 2011. From 1990 to 1997, he was also the principal of Garman Systems, Inc., a
small high technology consulting company in Nashville, Tennessee, which was eventually sold to another company in Franklin, Tennessee.

At DARPA, Ephrahim developed and managed four programs with a total funding of around $218 million. These programs all dealt with defense and intelligence issues, but of course had civilian applications. One of these, the “Exoskeletons For Human Performance Augmentation Program” was focused on developing an integrated approach to power, actuation, control, and the man-machine interface. The goals were to generate new capabilities for ground forces. This technology also has applications to devices to enable mobility for amputees. These uses have now been advanced to a remarkable degree.

Engaging, creative, inquisitive, scholarly, combative, respectful of older colleagues, proud to be a member of the Cornell faculty and of the Sibley School faculty, Ephrahim taught students the intersection of Physics and the Art of Engineering and Engineering as both a creative and competitive endeavor. He was demanding and wanted students to strive for quality. He would withdraw a team from national competition if they were not at their best. Ephrahim believed that modern engineers could learn from past generations. He often kept models of ingenious mechanisms of the Reuleaux collection on his desk to inspire new applications.

His research was very diverse, but centered around “smart” structures (which can adapt and be reconfigured by actuator control or automatically by sensing temperature, stress, or some other characteristic of its state), control engineering, flight characteristics of unmanned flying vehicles, and generally the design and analysis of mechanical systems. Ephrahim established the Laboratory for Intelligent Machine Systems that explored this fascinating field and its applications to aerospace structural systems, energetics, bio-inspired robotics, and precision motion controls. The types of research projects that most appealed to Ephrahim were those that were somewhere between a little far flung and very far flung, but had the potential to be incredibly impactful. In particular, he was very excited about projects that could use mechanical systems to augment biological ones and vice versa. This fascination is easily understood by looking back to his days at DARPA where he founded the “Exoskeletons for Human Performance Augmentation Program” and more recently to his days at Cornell where he worked on a number of projects including those entitled “Insect Cyborgs” and “Lab-on-a-Bird.”

Perhaps it comes with experience, but Ephrahim was particularly good at putting people at ease and maintaining calm in stressful situations. A specific example was before a DARPA program meeting in Hawaii at which the team had to give a presentation on its approach to a particular project. Millions of dollars were on the line. The rest of the team was freaking out in the hotel room trying to get the presentation together, worrying about how others weren’t sending us their stuff, etc. Ephrahim was never worried, confident the team would perform well when the time came, walking around the hotel room wondering if we have to pay for the in room coffee. Of course, come show time, everything worked out, we gave a dynamite talk, and the money came through.

He had incredible pride in his family. He spoke of his kids often, being known to catch early flights back from travel to make more time with them. He was very proud of the growth of his wife Maria’s medical practice. In that spirit let us close this memorial statement with two quotes from his family.

“Ephrahim was more than a husband. He was a great friend with extraordinary vision, passion and belief in not only his own goals, but his family's as well. He often would tell people he didn't need any hobbies or toys since his work as a
researcher satisfied all of those needs for him. He meant it. His research was his joy.

“Ephrahim occasionally took our children, Isaac or Sarah, on conference trips and adventures with him. One particular trip that stood out was when he took our son Isaac, as a young boy, to a DARPA grand challenge. Ephrahim was very moved when Isaac, despite the desert heat, looked up at his dad and said, ‘You have the coolest job in the world!’ Ephrahim's response with his typical cockeyed grin was ‘Yeaaahhh, I do, don't I!’

“We will forever miss Ephrahim's enthusiasm for living life to its fullest potential. He is not gone from the hearts of those who had the privilege to have known him, and his visions will move forward in the research community through his former students and colleagues and future generations. His life and work were not in vain.”

His son Isaac also had to say: “He was the best father anybody could have asked for. Loving, strong, courageous – I had the privilege to grow up with a bull in my corner. His combination of extraordinary wit and integrity was something I had to grow up to learn is rare in most men. It was easy to have him as a father, because he could always be whatever I needed him to be. I loved him, and I never once had in all of my life one moment’s doubt whether he loved me back. He was always steadfast.”

_David Erickson, chair; Sidney Leibovich, Francis Moon With assistance from_  
_Dr. Anna Marie Garcia and_  
_Isaac Garcia_
During her all-too-short time as Cornell’s 13th president, Elizabeth Garrett touched Cornell and thousands of Cornellians in deep and enduring ways. Her intelligence, her energy, her candor, and her fierce determination inspired and pushed the university to think more boldly about what we can achieve together, and to take greater risks to get there.

Answering a question about what she hoped her legacy at Cornell would be, President Garrett offered this observation: “My family on my mother’s side, the MacKinnon clan, has a motto: ‘Fortune assists the daring.’ I can’t predict what my legacy as president will ultimately be, but I intend to be true to that motto, while always keeping academic values, and academic excellence, at the fore.”

During her eight months in office, President Garrett invigorated standards of excellence across the university, particularly in the three areas she identified in her Inaugural Address:

- renewing and revitalizing the faculty as the foundation of Cornell’s continuing intellectual leadership;
- strengthening the academic experience of our diverse students by making a Cornell education more engaged, more global, more entrepreneurial, while also building on a strong foundation of the liberal arts and sciences;
- exploiting the extraordinary potential of Cornell’s dual footprint—in Ithaca and in New York City—to create new collaborations and to realize synergies that would extend the university’s excellence and impact.

The first woman to serve as Cornell’s president, President Garrett also held tenured faculty positions in the Cornell Law School, the Department of Government in the College of Arts and Sciences, and the Samuel Curtis Johnson Graduate School of Management.

Shortly after being named president-elect, she told *Times Higher Education* magazine, “it is important for women and men to see strong and capable women in positions of leadership, so we
understand that certain characteristics such as gender and race do not determine how well people do in those offices.”

President Garrett was deeply committed to the liberal arts, having earned her B.A. degree in history with special distinction from the University of Oklahoma before going on to earn her J.D. degree from the University of Virginia School of Law. She believed that humanistic understanding is essential for navigating complex problems, and provides an important foundation for a rich and meaningful life. She knew as well that the pursuit of curiosity-driven research in the sciences and beyond is an investment in the future, since the discoveries of today often contribute to the inventions of tomorrow. A commitment to students and the residential educational experience was also fundamental for her. She understood that a high quality college education has the power to transform lives.

As a legal academic, President Garrett was a superstar and a strong addition to the Cornell Law School faculty. She began her legal career as a law clerk for U.S. Supreme Court Justice Thurgood Marshall, an iconic figure in the development of American law in the twentieth century. She began her teaching career at the University of Chicago and quickly became a leading figure in the fields of legislation, direct democracy, and tax policy.

At the University of Southern California, which was her academic home immediately prior to coming to Cornell, she was the Frances R. and John J. Duggan Professor of Law, Political Science, Finance and Business Economics, and Public Policy, and she continued to publish law review articles at an impressive clip even after becoming USC’s vice president for academic planning and budget and then provost and senior vice president for academic affairs. She also taught law as a visiting professor at the University of Virginia Law School, at Harvard Law School, and in Budapest and Israel, and in 2005 was appointed to a tax reform panel by President George W. Bush.

At Cornell, President Garrett’s efforts to surmount bureaucratic obstacles were instrumental in speeding New York State’s approval of the Law School’s new LLM program in Law, Technology and Entrepreneurship at Cornell Tech, which launched in fall 2016 in New York City. Her help was crucial to the Law School’s ability to get the program off to a strong start, but it was also emblematic of her style. She was simply unwilling to let red tape stand between her and the goals she wanted to achieve.

When President Garrett addressed the Johnson faculty and staff in late November 2015, she spoke of Johnson as “one of the most exciting business schools in the country,” with “the ability to evolve and respond to a changing world.” She spoke about the importance of collaborations across the academy that drive the application of
knowledge and ideas to solve complex global problems, and she believed that closer connections among all the schools at Cornell would better enable us to address this objective. She cited connections between Johnson and the College of Engineering and Department of Computer Science at Cornell that resulted in the Johnson Cornell Tech MBA and Johnson’s new Digital Technology Immersion.

During a private meeting with the Johnson Advisory Council, while still president-elect, Elizabeth Garrett had a lively discussion of business education at Cornell. That meeting convinced her that integrating Cornell’s three accredited business programs—the School of Hotel Administration, the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management was an important priority, and she set in motion discussions among all stakeholders that resulted in an integrated College of Business, with the excellence, scope and scale needed to cement Cornell’s position as a world-class center of teaching and research for business management and entrepreneurship. The College of Business, which opened on July 1, 2016, is among the most visible achievements of President Garrett’s time at Cornell.

Part of what drew Elizabeth Garrett to Cornell was Cornell Tech, and the spirit of entrepreneurship and reinvention expressed there. She was ready to bring that inventive energy to the rest of the university as well and to challenge us to imagine our roles in new and creative ways. She supported new teaching approaches, called for us to become more globally engaged, saw the university as a leader in fostering dialogue over difficult topics, asked us to be disciplined and strategic in our choices and investments, and encouraged the development of new interdisciplinary research areas. For all of this, as well as for her sense of infectious optimism and her dazzling smile, she is remembered and greatly missed.

In her Inaugural Address Beth Garrett set out her hopes for Cornell. She used C. P. Cavafy’s poem *Ithaka* as a metaphor for life’s difficult journeys. Beth’s journey to Ithaca, her personal bravery, and her commitment to excellence will continue to inspire a generation of Cornellians who have all too briefly felt the intense power of her intellect, her ambition and her aspirations.

Surviving her are her husband, Andrei Marmor, professor of law and philosophy at Cornell; her parents, Robert and Jane Garrett; sister, Laura Gruntmeir; and other family members.

*Provost Michael I. Kotlikoff, chair; Dean Soumitra Dutta, Cornell College of Business; Dean Eduardo Peñalver, Cornell Law School and professor of law; and Dean Gretchen Ritter, College of Arts & Sciences*
Edgar Gasteiger, professor emeritus of physical biology, died February 9, 2019 in Ithaca, New York. He was 99.

Gasteiger studied neural science and electrophysiology, with notable work on the neurophysiology of the spinal cord. He played a key role in developing the Section of Neurobiology and Behavior at Cornell in the 1960s, reorganized and improved premedical advising in the 1970s, and helped introduce the use of computing systems to the College of Veterinary Medicine.

But those who knew him believe his most valuable contributions came as a teacher and member of the Cornell community.

“He would have appreciated being remembered as more than just a professional scientist and professor, and rather as somebody who also cared about humanity, world peace and justice, something that ‘pure science’ might frequently lack nowadays, but which to his understanding was an essential part of university education and research,” said Birgit Albowitz, Ph.D. ‘87, a scientific consultant at the Ministry of Science and Education in the state of Lower Saxony, Germany, Gasteiger’s last graduate student before he retired.

Born November 25, 1919, in Meadville, Pennsylvania, Gasteiger earned a Bachelor’s Degree (1942) from Allegheny College, a master’s (1943) from the University of Illinois, and a Ph.D. in biophysics (1956) from the University of Minnesota. In 1951, he joined the faculty at Harvard Medical School, while also serving as a research associate in surgery at Massachusetts General Hospital.

In 1957, he was hired as an assistant professor of physiology at the University of Rochester School of Medicine. He served there until 1961, when he joined Cornell’s faculty as a professor of physical biology at the College of Veterinary Medicine. Gasteiger was elected emeritus in 1987.

Cornell hired Gasteiger to fill a gap in research and teaching in the neural sciences and systems physiology, according to the late Cyril Comar, former head of the physical biology department, in a 1971 letter of support for Gasteiger. To fill those needs, Gasteiger developed and taught the courses Mammalian Neurophysiology and Functional Organization of the Nervous System.
Due to his background as a biophysicist, he brought systems analysis, electronic design and electrophysiology, and new principles and techniques of online computing, to the Department of Physical Biology and the veterinary college. His graduate students were the first to use interactive computing and make the conversion from analog to digital at Cornell. These efforts eventually led to the development of a computing facility that served the veterinary college and underpinned the thesis research for five of his doctoral students.

Along with studies on the nervous systems of mammals, Gasteiger was in the news for refuting controversial and widely discussed findings suggesting that plants had emotions. Previous research had asserted that plants responded to ‘psychic’ threats – shrimp being killed nearby – by altering electric outputs in their leaves. Gasteiger and his students repeated the experiment and debunked the results. The findings were published in Science in 1975, and served as the only university research to disprove the theory that plants respond to such ‘psychic’ stimuli with electric outputs from their leaves. “We need many more such studies showing that some public ideas are not true,” Albowitz said.

Along with publishing and presenting scores of papers, Gasteiger was an adviser and teacher who had a lasting impact on his students.

“He put a lot of time and effort into his teaching, particularly the undergraduate classes,” said colleague Ellis Loew, professor of physiology in the Department of Biomedical Sciences. “He recognized that he was not just faculty at the veterinary college, but also a citizen of the university at large.”

Gasteiger played an active role as a committee member to revise Cornell biological sciences and create the Section of Neurobiology and Behavior in the then-new Division of Biology in 1964. He was chairman of the Faculty Health Careers Advisory Committee from 1973-78, and in 1973 was appointed chairman of the Health Careers Office, which provided premedical advice and made career recommendations to hundreds of students. His advice to students and personal efforts were credited with greatly increasing the number of students who gained admission to health career schools after graduating.

“I would have to say that his dedication to the undergraduate programs was his greatest contribution,” Loew said.

He was predeceased by his wife of 49 years, Charlotte Gasteiger, and a son, Daniel. He is survived by three sons, five grandchildren and his partner, Anna Merson.

Written by Krishna Ramanujan
First published in the Cornell Chronicle on February 26, 2019
Emeritus Professor Jennifer Louise Gerner died on October 4, 2012, unexpectedly and tragically four days after she retired. She had battled sarcoma cancer for several years. She was born in 1947 in Shenandoah, Iowa, and graduated from Shenandoah High School in 1966. She completed both a B.A., 1970, and a Ph.D. in Economics, 1974, at the University of Wisconsin – Madison with concentrations in labor economics and public finance.

Upon graduation from the University of Wisconsin, Professor Gerner joined the faculty of the Department of Consumer Economics and Housing as an Assistant Professor. She was promoted to Associate Professor in 1980 and Professor in 1994. Initially, she had a three-way appointment in extension, teaching and research. From 1980 to 1994 she had a teaching and research appointment. From 1994 to 1997 she was Assistant Dean for Undergraduate and Graduate Education, College of Human Ecology. From 1997 to 2004 she was Associate Dean for Academic Affairs and Administration, College of Human Ecology. In 2004 she returned to teaching and research in the Department of Policy Analysis & Management. From 2004 to 2006 she served as Special Advisor to the Vice-President for Student and Academic Services. Professor Gerner’s research was concentrated in two areas: consumer economics and family economics. In the former area, she did path-breaking empirical research in the late 1970s on consumer appliance warranties and service contracts. This research resulted in the first empirical estimates of the size and frequency of repairs under appliance warranties and service contracts. She also did research on food consumption, nutrition in low income US households, and household energy use.

More recently, her research concentrated on family economics. In the late 1990s and the 2000s, she estimated the effects of family
characteristics and family disruption (i.e., divorce) on children’s college choice and investigated the effects of early childhood education on later school performance. Among her earlier projects in family economics were studies of the effects of divorce on family labor market patterns, studies of contraceptive choice among teenagers, research on time spent watching TV, and research of the role of family composition on investments in household capital.

Some of Professor Gerner’s most significant contributions to Cornell were in developing pioneering undergraduate and graduate courses and programs and in reframing departmental structure for the College of Human Ecology. In the late 1970s she contributed importantly to a complete overhaul of the graduate program in Consumer Economics & Housing. Throughout the 1980s as Director of Graduate Studies in Consumer Economics & Housing, she continued to improve the structure of the program. She introduced several new graduate and undergraduate courses, principal among them being an undergraduate course on the economics of consumer protection. In the 1990s she served as Departmental Undergraduate Academic Coordinator. Beginning in the late 1990s she introduced an undergraduate course on the economics of child and family policy. These latter courses helped to flesh out the policy emphasis of the major.

As Assistant Dean for Undergraduate and Graduate Education in the College of Human Ecology Professor Gerner devoted the same attention to undergraduate and graduate education in the College as she previously did for the Department. She restructured the College’s Office of Admissions and the College’s Student Counseling Office.

The 1990s was a decade of declining budgets. In the mid-1990s Assistant Dean Gerner and Dean Francille Firebaugh proposed merging the Departments of Human Service Studies and Consumer Economics and Housing. The impetus was not only to save administrative expenses. Ever since the reorganization of the College in the late 1960s, the two departments offered an interdepartmental policy studies major. By merging the departments Professor Gerner saw the potential of parlaying the long-standing curricular cooperation into a much stronger focus on policy studies and management. As Assistant Dean and then as Associate Dean, she was very influential in keeping this focus front and center in the subsequent negotiations and plans for the merger. Professor Gerner was, thus, instrumental in the creation of the current Department of Policy Analysis & Management.

She was as instrumental in improving campus and student life at Cornell. She loved to interact with students and to improve their well-being. She helped lead efforts to redefine Cornell’s residential communities in the late 1990s and to develop a master plan for campus housing. As chair of the Residential Communities Committee, she helped plan for the faculty-led house system that
makes up much of modern-day West Campus. From 1993 to 1997 she served as faculty-in-residence at Sperry and Balch Halls. In other capacities, Professor Gerner was Special Advisor to Vice President for Student and Academic Services Susan Murphy from 2004 to 2006. And she recently chaired the University’s North Campus and Collegetown Councils and the Institutional Review Board.

Professor Gerner married in 1968 and divorced in 1994. Her two sons, Joshua and Nicholas, survive her along with her daughter-in-law, Susan, an honorary son, Andy, and three siblings. She was immensely proud of her sons and daughter-in-law: Josh is a Systems Administrator with CIT at Cornell. Nick, a B.S. and M.S. in computer science from Cornell, is employed in a start-up software company in Seattle. Susan, a linguistics graduate of Cornell, is employed by Google in Seattle. Jenny was an excellent cook, gardener and bridge player. She played the flute and for a time sang and traveled with the Ithaca Community Choir. She prepared two editions of a cookbook for her sons filled with favorite recipes and family anecdotes. She haunted the Ithaca Farmer’s Market most Saturdays in season with her closest friend, Susan Watkins. She is much missed!

Keith Bryant, Susan Watkins
James Howard Gillespie, V.M.D., was a graduate of Doctor of Veterinary Medicine from the University of Pennsylvania in 1939. During World War II, he served as a Second Lieutenant in the Veterinary Corps of the U.S. Army, stationed primarily in Kunming, China. After intense and highly successful Army-style instruction in foreign language communication, he became able to communicate in Mandarin Chinese. When he completed his active military service, he was advanced to the rank of Lieutenant Colonel.

Re-entering civilian life, he was appointed as a poultry pathologist on the faculty of the University of New Hampshire. In 1946, while serving in that position, he was recruited to the Avian Diseases Section of the Department of Pathology and Bacteriology in the College of Veterinary Medicine at Cornell University.

In 1950, Jim was appointed Assistant Director of a new Veterinary Virus Research Institute that was developed by its Director, Dr. J. Andrew Baker. The Institute, modeled after the Rockefeller Institute for Medical Research, from which Dr. Baker had come to Cornell (his alma mater for his D.V.M. and Ph.D. degrees), was a sub-unit of the Department of Pathology and Bacteriology in Cornell’s Veterinary College.

That appointment gave Jim an opportunity to become involved in research on a number of virus diseases of domestic animals. Being well-disciplined, and having tireless, enthusiastic curiosity (but always a careful and patient researcher), he became an internationally well-recognized and appreciated contributor to the scientific literature. He was unquestionably one of Cornell University’s most prolific and distinguished scholars.

Research in virus diseases depends heavily upon laboratory techniques that require quantitative methodology. The ability to adopt a variety of such techniques was a particularly strong asset for Jim. He often noted that he was very grateful for an earlier, exceptionally fine education in mathematics.

One of his most appreciated contributions for the management and immunization of dogs against canine distemper (a virus disease) was the development of an immunological nomogram for the assay of material immunity in neonatal puppies, a means for determining the best age for vaccination of newly-weaned puppies, to avoid vaccination failure.
His interest in quantitative immunoassays led him to a sabbatical leave in Holland where he became involved in research on foot-and-mouth disease (of cloven-footed animals), a devastating virus disease of animals like cattle, swine and sheep (a disease which we do not have in North America because of the vigilance of the United States Department of Agriculture). Later, he served for several years as Executive Secretary of the United States Delegation to a United States Argentine Joint Commission on Foot-and-Mouth-Disease, serving at the direct request of President John F. Kennedy of the United States, and President Arturo Frondizi of Argentina.

Dr. Gillespie trained several graduate students on virology and viral diseases of animals. In 1964, Dr. Gillespie moved from the Veterinary Virus Research Institute (present Baker Institute) to the Microbiology Department of the main campus at the College of Veterinary Medicine. The feline leukemia virus (FeLV) had just been identified; a large study on feline leukemia was begun at the College under the direction of Dr. Charles Rickard. Dr. Gillespie reasoned that if the FeLV was to be studied and understood, we better know about the other important viruses of the cat. He had several graduate students, as well as research associates and other faculty members, who studied various feline viruses and the diseases caused by these viruses.

Because of the outstanding training provided by Dr. Gillespie, many of his graduate students went on to distinguish themselves within the veterinary profession and the scientific community.

The concentration of studies led by Dr. Gillespie on infectious diseases of the cat was unique; since very little research was being done on the diseases of the cat prior to the mid-1960s-cats were just considered “small dogs.” These feline studies eventually led to the formation of the Cornell Feline Health Center in 1974 in order to improve the health and well-being of cats everywhere.

Dr. Gillespie was a leader in developing scientific information about vaccines for animals. He was a great communicator with his many colleagues throughout the world, and he brought these scientists together for several species-oriented symposia on the latest information about the infectious agents and the vaccines to prevent these agents from causing serious disease. He coordinated the publication of the proceedings of these symposia so that the veterinary clinicians would have the latest information to understand and control the many infectious diseases they dealt with on a daily basis. Jim had an abiding interest in sports, and was an enthusiastic tennis player. Further, he had an insatiable appetite for music, especially jazz. Upon the retirement of Dr. Dorsey W. Bruner as Chairman of the Department of Microbiology and Immunology in the College of Veterinary Medicine at Cornell, Dr. Gillespie was named to that position; a position from which he ultimately retired. During his stewardship therein, he was actively instrumental in the initiation and development of a strong research program at Cornell on infectious diseases of aquatic species of animals.

George C. Poppensiek, Chairperson; George Lust, Frederic W. Scott
Professor James Warren Gillett possessed a passionate love of nature coupled with an equally passionate commitment to science and the best use of science in public policy decisions. He worked extremely hard, but to borrow Dickens’ memorable phrase, in his long hours of involvement in the life of the university he was not “severely workful,” for he was motivated by his insatiable curiosity, his love of learning, and an almost childlike delight in discovery. Those of us who knew him best found that in many ways he resembled the classic Greek and Roman ideal of the serious-merry man.

At the time of his retirement in 2006, a fellow professor in the Department of Natural Resources commented that having Jim Gillett as a colleague was like having an encyclopedia near at hand or ready access to Google. Time spent with Jim was always intellectually stimulating, and his broad range of interests contributed immensely to the pleasure of being in his company.

Jim liked to work with faculty colleagues across disciplines, and in his associations with Native Americans and other groups he demonstrated a high degree of sensitivity with respect to differing interests and cultural needs. But such sensitivity did not compromise Jim’s insistence on getting the facts right nor lessen his aversion to what he regarded as junk science. His emphasis on the importance of risk assessment in formulating policy had a positive influence on other Cornell faculty, especially on those who worked in fields like resource policy and management and environmental ethics. For Jim, high-minded goals for the regulation of pesticides and environmental pollutants that were not constrained by the limits of first-rate science posed a serious threat to the credibility of the environmental movement and to the long-term health of the environment itself.

Jim was born in Kansas City, Kansas in 1933. In 1940 he contracted polio and was one of the first patients in the U.S. to receive treatment by the Sister Kenny method (hot compresses, vigorous daily message, and tough exercise regimes) which contrasted sharply with the accepted practice of putting a child in braces with the resultant atrophy of muscles.

Educated in the Kansas City, Kansas public school system, Jim graduated from Mark Twain Grade School in 1947 in what may have been one of the most outstanding classes in the school’s
history. According to Jim over half eventually ended up with advanced degrees and/or became millionaires!

Environmental issues were important to Jim even as a young person. He became an avid bird watcher and an active Boy Scout and earned the God & Country Award in 1950 and his Eagle Scout badge in 1951. In 1965 he began working as an assistant soccer coach to the Oregon State Soccer club and over the next 20 years served as coach, teacher, and administrator during this period of Oregon’s growing interest in the sport. At Cornell he coached the men’s freshman soccer team.

In 1970 Jim married Mary Francis (Hebert) Goerz and with her had two sons, both of whom have served in the military–Grant Jameson (b. 1972) and Ian Michael (b. 1975). Jim also had two sons from an earlier marriage–John Stuart (b. 1963) and Peter Warren (b. 1964), and Mary has one son, Donald William (b. 1965) from her first marriage. Referring to Mary shortly after his retirement, Jim noted that in both Corvallis and Ithaca she was the pillar for all and sundry, being the room mother, den mother, and mother confessor for the boys and their friends, all this in spite of her courageous long-term battle with multiple sclerosis.

Jim graduated from the University of Kansas in 1955 with a Bachelor of Science degree in chemistry and from the University of California in 1962 with a Ph.D. in biochemistry. Dr. Gillett held teaching and research positions in agricultural chemistry at Oregon State University (1964-73), where he was promoted to Associate Professor. From 1973-1983 he was senior Terrestrial Ecologist and Environmental Scientist at the U.S. Environmental Protection Agency’s National Ecology Research Laboratory in Corvallis, OR, where he made significant contributions to various methods for evaluating the safety of pesticides and toxic substances.

Jim came to Cornell in 1983 from the EPA to direct the Institute of Comparative and Environmental Toxicology, and he served as Full Professor in the Department of Natural Resources until his retirement in 2006. In 1992 Jim became the founding director of the Cornell Superfund and Basic Research Program. Professor Gillett brought a remarkable level of experience and enthusiasm to these initiatives.

Over the course of his career in science, Jim produced over 80 peer-reviewed publications, two books, and numerous reports. He chaired several national committees on environmental issues and served a term on the President’s Scientific Advisory Board for Biotechnology. He consulted for many groups, agencies, and corporations on a wide range of topics, as well as working pro bono for local communities faced with monumental clean-up issues.

Those students and colleagues who had the benefit of spending time with Professor Gillett whether in the classroom, in seminars, in the field, or elsewhere around the campus – know that he brought out the best scholarship and critical thinking in everyone who encountered him. He had a wealth of scholarly and practical knowledge, and could generously bring this to the table at just the right time to prompt both rich discussions and thoughtful decisions.

Jim became a major contributor to the distinguished legacy that the field of ecotoxicology maintains on the Cornell campus. He was an active participant in faculty and student matters across the campus and devoted considerable time to being a good steward of faculty governance. He was strongly committed to the education of under-represented Native American students in environmental toxicology, helping them acquire new knowledge and the tools necessary to better protect native lands and people from environmental health hazards.
Dr. James Gillett was an inspiration to so many of us on the Cornell faculty. When we look to role models for scholarship, work enthusiasm, kindness of heart and visionary ideas, James Gillett is among Cornell’s finest.

Richard A. Baer, Jr., Chairperson; Rodney R. Dietert, Joseph B. Yavitt
Carl F. Gortzig ’52, professor emeritus and chair of the former Department of Floriculture and Ornamental Horticulture, died June 2, 2018 at the Oak Hill Nursing home in Ithaca. He was 87. Dr. Gortzig was a scholar, leader, advisor, and supporter of arts, culture, and athletics.

As department chair, Professor Gortzig was highly respected for his vision and leadership, and his advocacy on behalf of the field of floriculture and ornamental horticulture. As expressed by Dean Emeritus of the College of Agriculture and Life Sciences David L. Call, “Carl was the most cooperative, compassionate, and hard-working department chair in the college. He was a pleasure to work with.”

Professor Gortzig was also a strong believer in the three roles of the department and the college. “Carl not only championed excellence in research and teaching,” stated former senior extension associate Joann Gruttadaurio, “but he truly valued and guided our cooperative extension program.”

Professor Gortzig’s liaison role with industry leaders led to mutual respect, strong relationships and support that carried on for many years and continues today. His understanding of the scope of New York’s horticulture and turf industries as well as the need for research was at the heart of the Cornell’s land-grant mission. According to Dr. Marty Petrovic, Professor Emeritus of Turfgrass Science at Cornell, “Carl led the efforts to establish and expand the Cornell’s Turfgrass Program. During Carl’s tenure the Turfgrass Foundation was established with the New York State Turfgrass Association. This partnership produced funds that continued to support the research, teaching and extension programs in New York. His vision and support led to the growth of one of the most successful academic turfgrass programs in the country.”

Professor Gortzig’s own research covered floriculture economics and marketing. He worked closely with flower growers in New York State, and with the faculty in the former Department of Agricultural, Resource and Managerial Economics, including the late Dana Goodrich, distinguished professor emeritus. According to senior extension associate in the Dyson School of Business Tom Maloney, “Carl Gortzig understood the importance of sound business practices to the success of horticultural firms. He also served as mentor to many extension educators and specialists across New York State.”
George Schaefer, owner of Schaefer’s Gardens in Triangle, New York reflected on Professor Gortzig’s contribution to the industry: “Carl always got the job done. He respected input from industry leaders and responded quickly to industry needs. Our professional relationship grew into a cherished long-term friendship with both Carl and Jean.” George Schichtel of Schichtel’s Nursery in Springville, New York added, “Carl and I both graduated from Michigan State University. During the start of my nursery production business Carl was often called upon and was extremely helpful in problem solving production issues.”

In recognition of his multiple industry roles, in 1989 Professor Gortzig received the George L. Good Gold Medal of Horticulture, the highest honor of the New York State Nursery and Landscape Association, given annually “to an individual who has made outstanding contributions to horticulture in the State of New York.”

Professor Gortzig also cared deeply about the students he taught and advised. This caring was never more evident than during Joanna Beitel’s senior year in 1992, when her father became seriously ill and Carl made sure she could graduate early and get home before her dad passed away. In recognition of that kindness, Joanna and her spouse, David, endowed the Carl F. Gortzig Scholarship which is awarded annually to a deserving student in CALS. Another former student, Jamie Edelstein, credits Professor Gortzig with transforming him from a freshman struggling with a learning disability to his senior year when he graduated with honors.

Professor Gortzig also served as the Elizabeth Newman Wilds Director of Cornell Plantations (now Cornell Botanic Gardens) from 1993–1995, after a previous stint as acting director in 1989, and four years as chair of the Plantations Advisory Board from 1980–1984. Throughout his involvement, he devoted himself to the further development of the collections, the conservation mission, and educational roles of the Plantations, and oversaw the development of the Cornell Plantations Path, among other significant accomplishments.

Professor Gortzig displayed his love of community by assisting several local organizations, including chairing the boards of the History Center in Tompkins County, the Cayuga Chamber Orchestra, and the Tompkins County Public Library. He and his wife, Jean, were also longtime season ticket holders for Cornell men’s basketball home games, and on numerous occasions entertained members of the team at their home for sumptuous dinners. Matt Braun, who served as director of the History Center during Carl’s tenure on the board, shared that “Carl was a true role model who revealed his gifts to me with care, compassion, generosity, trust, and commitment. He guided and molded me at a time in my life and career when I absolutely needed that.”

In reflecting on Professor Gortzig’s life, Don Rakow MPS ’77, Ph.D. ’87 and associate professor in the Section of Horticulture stated, “In a period where basic civility is daily being challenged, Carl Gortzig was a true gentleman; he treated all people with respect, regardless of their role. He was devoted to the field of floriculture, to Cornell, and to his beloved wife, Jean.” And former senior extension associate Bob Kozlowski shared that “Carl leaves a cherished legacy to the field of horticulture and the Cornell community.”

Carl F. Gortzig served in the United States Army as a first lieutenant from 1952 to 1954; taught biology, botany and math at the McKinley Vocational High School in Buffalo from 1954 to 1955; worked as an Erie County associate agricultural agent from 1955 to 1964; and was employed by Cornell’s College of Agriculture and Life Sciences as an admissions counselor from 1957 to 1958. He joined Cornell’s faculty in 1965, earned tenure in 1971 and was promoted to full professor in 1978.

He is survived by his devoted wife of 55 years, Jean.

*Written by Donald A. Rakow (chair) and Joann Gruttadaurio*
Bob Gowin, an American philosophy educator, consultant, author, and inventor of the Vee Heuristic died peacefully at home in San Carlos, California on November 14, 2016. He was 91 years old; born on December 11, 1925 in West Palm Beach, Florida. His loving partner, Virginia Pugliese, survives him. He has three children, Sarah, Robin, and John.

Professor Gowin became Professor of Educational Foundations in the Department of Education Studies and Teacher Preparation in 1970 after serving as a courtesy professor at Cornell for three years. He had a distinguished career as a member of the faculty of Cornell’s Department of Education for over 20 years. He was a renowned education researcher and author of several books on the use of pedagogical tools such as concept mapping and “V diagramming” in education. He became Professor Emeritus in 1990.

He received a Bachelor of Arts degree from the University of Texas in 1948, his A.M. from Stanford University in 1952, and his Ph.D. from Yale in 1956. He was a High School teacher from 1951-1953, and started his career in higher education at the University of Bridgeport, CT, then the University of Chicago as an assistant professor. He served in the United States Navy from 1944-1946.

He was a Fellow in the United States Office of Education and the Philosophy Education Society, where he served as president from 1968-1970. He held memberships in John Dewey Society, the American Educational Research Association, the Association Process Philosophy Education (charter trustee), and the editorial board of Social Epistemology. Bob was the author of 15 books and monographs, and was an inspiring teacher and mentor.

Professor Gowin wrote many papers and manuscripts and had a strong impact on the theoretical and practical aspects of metacognitive learning in the field of educating. His research included explaining the uses of innovative ways to evaluate thoughts and feelings, such as, how does the V release energy for imaginative thinking and research? His publications were the culmination of many years of working with students, sharing ideas, following conferences, and, an always recurring theme, becoming close friends with his collaborators. His manuscripts The Art of
Educating with V Diagrams, Learning How to Learn, and Educating were commonly referenced. His interests ranged from theories of learning to the practical implementation of their use in varied classrooms. Working with Professor Gowin was enlightening; involving learning about philosophy, the give and take of writing, and mutual respect. In a 1999 lecture entitled "Simplifying Complexity Without Denying It" his message was clear:

Educating, as an eventful process, changes the meaning of human experience by intervention in the lives of people with meaningful materials, to develop thinking, feeling, and acting, as habitual dispositions in order to make sense of human experience by using appropriate criteria of excellence. - D. Bob Gowin

Beyond his ground breaking research on the relationships between philosophy and education, Professor Gowin is remembered as having a profound influence on his students. His art was to plant questions in their minds: What makes a discipline disciplined? To what end do we teach? What are the events of educating? How can we conduct value inquiries? He taught his students to seek an event-sense of any subject of interest. Academic discourse was encouraged. In one of his classes the discussion would go back and forth about what constituted the "event" of interest in a paleontological inquiry. Was it the fossil? The preservation process? The behavior of the creature recorded in rock? Professor Gowin demonstrated how shifting conceptual lenses made possible seeing events from multiple perspectives.

Many of his doctoral students stayed in touch with Bob throughout his life. One of those students was Charles “Kip” Ault, who shares his remembrances:

“Asking a philosopher to serve on my Cornell doctoral committee seemed like an unusual move in 1977 for an elementary school teacher interested in environmental education. And so began Professor Gowin's remarkable influence on my career, convincing me to remain an educator and not jump ship to geology or paleontology. His epistemology course took us through topics that would soon become his provocative and "telling" book, Educating. I've always loved his phrase: "telling questions." Questions do tell. Decades into teaching new science teachers, I would sum up my philosophy of education with the simple dictum, "Teach the question." It was my homage to him.

One summer in the 1980s I attended a conference organized by Joe Novak at Cornell where it was my distinct privilege to attend a session--sort of an epistemic refresher--led by Professor Gowin. His incisiveness mesmerized me. I have never witnessed anyone who could think more quickly and with such clarity on fundamental issues in education.

Quite serendipitously, in May 2013, I found myself having lunch with Joe Novak in Ohio. He knew Professor Jinshan Wu at Beijing Normal University, who wished to develop a meaningful learning tradition in Chinese higher education and had organized a set of workshops for that purpose. Thanks to Joe, I had the good fortune to be invited to teach in this project. I dusted off my Gowin's Vee notes and my concept mapping resources and, joined by Michael Brody (another Gowin student), soon found a receptive audience for meaningful learning and Vee diagramming despite the language barrier. Many of our students were doctoral candidates from diverse disciplines: linguistics, geography, mathematics, neuroscience, and even traditional Chinese medicine. I think we succeeded in helping them become smarter. How satisfied Professor Gowin would be to know that his work has found an eager audience in 21st century Beijing! And that, as part of the course, I had finally settled on the event of interest in geological and paleontological inquiry: "traces of the past."
The most colorful moment of philosophical debate I have ever experienced took place during the defense of my dissertation in 1980. Verne Rockcastle chaired the committee. He and Bob often sparred over such notions as warranting an inference. Their very animated debating considered the elephant "not in the room." Rocky argued that if an elephant's trunk was poking into the room through the door, then there must be an elephant in the hallway. Bob used this thought to riff on the problem of inductive inference. Soon talk turned to the meaning of "geologic time," the focus of my research (children's grasp of geologic time). Bob argued that "geologic time" was a construct within a context of inquiry. Rocky took the position that it was a fundamental fact of existence--a clear case of the discovery of "deep time," not a mere and tentative construction. For Bob, the use of time in constructing explanations was paramount. For Rocky, having a sense of the vast duration of earth history was a heritage from science for all to grasp. In keeping with good Ausubelian thinking as taught by Joe Novak, I struggled for an "integrative reconciliation" of these two viewpoints while the third member of my committee, paleontologist John Cisne, sat quietly with a bemused look on his face. Their debate is seared into my memory like no other intellectual experience. Thirty years later I at last found the rhetoric for integrating their positions: having a sense of geologic time means giving deep respect to the present moment. Not deep time but deep respect for the present moment is at the heart of my event-sense of geologic time. That view stands in contrast to treating all of human history as just a smidgen of geologic time. Vast duration is not the central issue. So much has happened to create the present moment and in this moment and no other we have responsibility for what might come next. Having Bob Gowin's voice echoing in my head--and posing telling questions--for many years has helped me to construct (or perhaps to discover) this insight. I trace what is my most important thought as a science educator back to my Cornell class with Professor Gowin and the spirited debate between him and Professor Rockcastle at my dissertation defense. I am so deeply indebted to the philosopher who did his best to make me a little bit smarter.

Thanks, Bob.

The words of Bob Gowin struck his students as the wisest and most telling of any they had ever known, and for most, the words stayed with them throughout their careers. Bob’s research and teaching captured what is true, and frustrating, about educational reform:

There abounds a false idea of Knowledge.
This false view leads to a Debilitating Rigor.
This obsessive Rigor leads to a Silencing:
Questions of fundamental interest are forbidden. Therefore, Questions Not Asked
Result in a False Idea of Knowledge.
The cycle is safe and therefore popular.


Written by Marino Alvarez, Charles (Kip) Ault, and Joseph Novak, Memorial Committee
Donald C. W. Graham, professor emeritus of Food Science died on Tuesday, August 24, 2010 at Hospicare in Ithaca. The oldest of 11 children, he was born in Boston, Georgia, the son of the late Inn e and Elizabeth Graham.

Donald began his academic career in 1954, obtaining his bachelor's degree in Zoology from Fort Valley State College in Fort Valley, GA. In 1958, after completing his master's degree in Foods and Nutrition at Tuskegee Institute in Tuskegee, Alabama, Donald worked as a research assistant and instructor in nutrition at Tuskegee from 1961 to 1964. Later he was an instructor in Nutrition and Science at Alabama State College in Montgomery. In 1964, Donald moved to Ithaca to begin work on his doctorate in Food Science in the College of Agriculture at Cornell University. He received his Ph.D. in 1971 and was hired as an assistant professor in the department of Food Science that same year. Dr. Graham was promoted to associate professor in 1977 and held that position until his retirement in 1994. He was a visiting professor of microbiology at the University of Minnesota during the 1982-83 academic year.

Donald's academic fields of interest included food fermentations, food microbiology, food mycology, and international food science. In addition to his research and teaching duties, Donald served on many departmental, college, university, national committees, as well as professional organizations.

Donald was advisor, mentor and friend to numerous Cornell students, many of whom remained friends long after their departure from Ithaca. During his career at Cornell, he supervised 21 masters and Ph.D. candidates, with 16 coming from countries other than the United States.

Although Don’s “Effort Distribution” was eaching 60%, Research 35% and Student Advising 5%, he was very generous with his time to include industry extension trouble shooting. With his expertise in Food Microbiology and Mycology he was a valuable consultant. He would make on site visits with the Extension staff to solve difficult food plant problems. The industry appreciated this resource. He was also very generous with his time in interacting with younger faculty members.

In addition to his department duties, Don served as Director of Minority Programs in the College of Agriculture and Life Sciences. He was a member of the Mann Library Committee, the University
Senate, and CALS Admissions Committee among others. In fact, during his faculty tenure, he
served on no less than 21 committees in his department, college and university.

Donald strongly believed in community service. He received numerous awards and recognitions
for the dedicated service he provided in this community. Among local organizations served were:
Area Congregations Together, the Episcopal Diocese of Central New York, the Town of Danby
Planning Board, the Tompkins County Planning Board, the Lansing Residential Center, Cornell
Federal Credit Union, Ithaca Cayuga Rotary Club, Human Services Coalition, the Black Caucus
of Ithaca, and the City of Ithaca's Affirmative Action Advisory Committee. He was very proud
of his nearly 60 years of membership in Alpha Phi Alpha where he enjoyed the fellowship of his
"brothers.” Donald was an active member of St. John's Episcopal Church, singing in the choir and
serving as Warden.

His passion was spending time with family and friends. He loved the outdoors, fishing, boating
and enjoyed all kinds of music. All these pastimes he shared with his wife, Jennie, their children
and foster children.

Due to his upbringing, Donald was no stranger to the kitchen. “When I was young, being the oldest,
my mother taught me to cook,” he said. He had polio when he was 8-years-old and was unable to
work in the fields like the other 10 children, “so I stayed home and helped my mother.” In spite of
the physical limitations of his polio and post-polio syndrome, Don always had a ready smile and
wonderful disposition. He used his great courage to live an active life.

Survivors include his wife of 57 years, Jennie C. Graham; a son, Karl Graham; three daughters,
Marcia Fort, Michelle Graham, Marianne Graham, six grandchildren and eight siblings, Damon
Graham, Maggie Graham Conyers, Nathaniel Graham, Herman Graham, Cleveland Graham, Rose
Graham, Ernest Graham, William Hollis; two aunts, Susie Hill and Mabel Boone and many nieces
and nephews. His parents, his brother, Joseph Graham, a sister, Bessie Graham Davis, and infant
son, Jeffery Graham, predeceased Donald.

A Memorial Service was held on Saturday, September 4, 2010 at St. John's Episcopal Church, in
Ithaca.

David K. Bandler, Chairperson; Syed S. H. Rizvi, John W. Sherbon
Professor Emerita Lois Spier Gray passed away on September 20, 2018, in New York City, only a few weeks before her 95th birthday. Lois continued going into the ILR School’s Outreach office on 34th Street and mentoring faculty in NYC and Deans in Ithaca until shortly before her death.

Lois joined the ILR School Extension faculty in 1947, when she was appointed by Dean Irving Ives to direct the first Extension office located in Buffalo, New York. In 1956, she moved to New York City to direct the Metropolitan District Office and, in 1976, became associate dean and director of extension. She was among the first faculty members hired by the new ILR School and was, at her death, its longest serving faculty member. She was one of the founders of the field of labor education and continued to be both a scholar and labor educator throughout her career.

Lois’s work was known worldwide, and she helped numerous countries start their own labor education programs, including Chile, Jamaica, and Barbados, as well as the Commonwealth of Puerto Rico. Additionally, she served as a consultant to universities as diverse as the University of Haifa and Penn State University.

During her tenure at ILR, Lois was an innovative and supportive leader, encouraging the development of new and exciting programs. Examples of new programming introduced under her sponsorship were “training trainers” workshops for industry and unions, the Institute for Women and Work, the Latino Leadership Program, international worker exchanges, the Northeast Regional Summer School for Union Women, off-campus credit and certificate courses for workers, the Program for Employment and Workplace Systems, and the Cornell-Baruch Master’s Program in New York City.

Lois continued doing research and publishing throughout her career. Her publications dealt with labor market trends, women and minorities in the workforce, training and adult education, labor-management relations in the entertainment industry, and women in union leadership. Another focus of her work was union structure, governance, and administration. Her wide-ranging work resulted in publications such as "A Socioeconomic Profile of Puerto Rican New Yorkers" for U.S. Department of Labor’s Bureau of Labor Statistics and Under the Stars: Essays on Labor Relations in Arts and Entertainment, and articles in academic journals including the Industrial Relations Review, Monthly Labor Review, and Arbitration Journal, as well as chapters in books too numerous to mention.
Lois understood what it meant for Cornell to be the land grant university of New York State and the accompanying definition of public service. She was appointed by three governors to chair the New York State Apprenticeship and Training Council and served on the New York State Manpower Training Council and Displaced Homemakers Taskforce. She also served on the boards of directors of various non-profit organizations, ranging from the Regional Plan Association to Non-Traditional Employment for Women to the Workers Defense League.

In recognition of her significant contributions, Lois was the recipient of many honors and awards from academic and civic organizations over the years, including the New York Hispanic Labor Committee, the New York State Labor History Association, the New York Committee for Occupational Safety and Health, and the New York State AFL-CIO. She receive the Alice H. Cook and Constance F. Cook Award for her efforts on behalf of women at Cornell. Both the Labor and Employment Relations Association and the United Association for Labor Education gave Lois their Lifetime Achievement Awards.

Lois was born in St. Louis, Missouri, and spent her childhood in Edmond, Oklahoma, where she completed high school. She received her bachelor’s degree at Park College in Missouri, majoring in Economics, also the subject of her M.A. from the University of Buffalo and Ph.D. at Columbia University. She was married to Ed Gray (deceased), who had been the Regional Director and Member of the International Executive Board of the UAW.

*Written by Ileen A. DeVault, Esta Bigler, Lou Jean Fleron, and Rosemary Batt*
Anita Vidussoni Grossvogel was born and raised in Italy and received her Laurea in Lettere Moderne from the Università degli Studi di Milano. She went on to earn a Masters degree in Romance Studies at Harvard and a Ph.D. in Comparative Literature at Cornell with a dissertation directed by Paul de Man.

Anita began her scholarly career by publishing *Le Pouvoir du nom: essai sur Gerard de Nerval* (Paris: José Corti, 1972), an original, convincing, and coherent reading that revealed her fine intuition for poetic language and her extraordinary knowledge of literature. Subsequently she turned her attention to Italian authors, producing articles on Gadda and Pirandello.

Anita was a dedicated, versatile, and successful teacher for over forty years. She began teaching in Grenoble, France in 1950, then taught as a lecturer at Cornell for almost ten years before, in 1973, she joined the faculty of the Department of Romance Studies, with a joint appointment in the Department of Comparative Literature. She was promoted through the ranks and upon her retirement from Cornell in 1994, she was granted the title of Professor Emerita of Romance Studies.

The contribution that Anita made to the Italian literature program at Cornell was immense. Often the anchor person in a program that was in flux, Anita taught courses dedicated to every major period of Italian literature from the Middle Ages (Dante, Boccaccio, and Petrarch) to the Renaissance (Lorenzo de’ Medici, Sannazzaro, and Poliziano) to 18th Century Thought (Vico, Muratori, Giannone, Genovesi, Beccaria, and the Verri brothers) to 18th Century Theater (Chiari, Goldoni, Gozzi, Metastasio, and Alfieri) to all the canonical Italian writers of the 19th and 20th Centuries, as well as many writers who were not part of the canon (from Caterina Percoto to Carlo Cignetti).

In most of her Italian courses, Anita introduced to the curriculum writers and cultural movements that had not been previously taught at Cornell, including Futurism, the “Ermetici” and “Novissimi.” When she taught in the Department of Comparative Literature, she used her extensive literary background to create several innovative courses that compared the writings of Borges, Beckford, Baudelaire, Rimbaud, Nerval, Stendhal, Proust, Mann, Kafka, Hawthorne, with those of Italian writers.
Anita was also the first faculty member at Cornell to teach courses on Italian cinema, and literature and cinema. The popularity of her cinema courses was matched by few courses in her two departments.

Consistently involved and caring, Anita mentored students throughout their time at Cornell. She was able to encourage, coax, and cajole many a student into making great progress and becoming more involved in Italian. Her students – a number of them now tenured in the academy -- retain very fond memories of her, remembering her as an extremely knowledgeable and supportive teacher, a truly gentle, kind, and generous person, and a legendary cook.

Having heard of Anita’s passing, Professor David Ward (Professor of Italian at Wellesley College), who completed a Ph.D. in Romance Studies with a dissertation directed by Anita, wrote: “Of all the times and places our paths crossed—in the classroom, in her beautiful house in Ithaca, her apartment in Venice—one comes to mind more readily than others. One December we discovered we were leaving from JFK on the same day and decided to rent a car and drive down. I drove. Anita didn’t drive and as far as I know never had a license. It was a dreadful upstate New York December day, a storm was depositing vast amounts of snow on car and road for most of the trip, cars to our right and left were sliding off the highway. Anita though remained blissfully unaware of the real dangers of driving in a snowstorm despite my ever whiter knuckles and 20 mph driving. The journey took an eternity, but once the weather abated I could not have wished for a better companion. Learning happens in many places—in the classroom, in offices, in houses. That day I learnt, and learnt a lot, about many things in a car during a snow storm with a remarkable woman.”

Anita leaves behind her daughter Deborah, living in Seattle with her husband Jay and two children; and her son Steven, now continuing his mother's work as a Professor of Italian at the University of Georgia, with his wife Mia, a daughter, and three grandchildren.

Marilyn Migiel, Chairperson; William J. Kennedy; Jeannine Suzanne Routier-Pucci

Many thanks to Anita’s son, Professor Steven Grossvogel, some of whose prose we have used, with his kind permission, for this memorial statement.
Professor Leopold Gruenfeld, a member of the ILR School faculty from 1962-1998 and emeritus professor, died at Cayuga Medical Center in Ithaca on July 24, 2017. He was 90 years old.

Leo was born in Berlin, Germany in 1927. In response to the rise of the Nazi Party, his family moved to China, and later to the United States, settling in Chicago, Illinois. Beginning in 1948, he spent several years working in the Production Control Unit at Revere Camera Company, and did a two year stint in the U.S. Army Infantry, before pursuing an undergraduate degree at Roosevelt University in Chicago. There, he became interested in psychological research, receiving his baccalaureate in social psychology in 1956. He then applied to the graduate program in psychology at Purdue University, receiving both his Master’s degree in industrial organizational psychology (1957), and Ph.D. degree (1960) in the same field, with minors in statistics and social psychology.

He served as an assistant professor in the Department of Psychology at Wabash College in Crawfordsville, Indiana from 1958-1962. Two years after completing his Ph.D., he joined the Department of Organizational Behavior in the ILR School, and played key roles in the School for the next 35 years. He served as the Director of research for the school from 1972-1975, and as the OB Department Chair from 1979-1981. He also served as ILR’s director of the Associate Degree Program (Adult Education Program) for a year.

Over time, he grew increasingly interested in Freudian psychology and was a founder (1984) of the International Society for the Study of Psychoanalysis in Organizations, holding a position as a member of the board of directors for many years. In line with his growing interest in personality studies, he also took a position as a Visiting Research Scientist at the Tavistock Institute in London in 1984. From 1990 until his retirement, he served as a consulting editor for the Journal of Applied Behavioral Science. Throughout his career, he periodically worked as a consultant for a variety of corporations.

Leo’s research and teaching were primarily focused on three main topics: personality, small group processes and leadership. He published over 30 journal articles in these areas, many co-authored with graduate students, along with a variety of book chapters and funded reports for major research foundations.
He was a dedicated teacher, whose classes attracted hundreds of students and, as his colleagues can attest, there were regular queues of students waiting to talk to him during his office hours. His influence on many students is represented in comments from a former ILR undergraduate, who went on to obtain a Ph.D. in Psychology at the University of Illinois and is now on the faculty at London Business School: “Put simply, he had a profound impact on my experience of Cornell, my intellectual interests and the direction of my post-Cornell life…Given my academic interests, he suggested I consider a Ph.D. in Psychology. Of course, given Leo’s candid and gruff manner, he also offered that I was unlikely to be admitted as an ILR undergrad. I took the encouragement part to heart and switched course, dropped my LSAT studies and bought a GRE prep book.” She also makes note of his distinctive classroom manner.

“As a junior, I took my first OB elective with Leo and was, by turns, fascinated and provoked and, sometimes, offended…Leo not only enjoyed his topic and enjoyed sharing it, but also took some pleasure in provoking and teasing the kids in the room.”

Leo retired from the ILR School in 1998 and became an emeritus faculty member in 1999. He is survived by his wife, Irit Gruenfeld, who resides in both Ithaca and Tel Aviv, and two daughters, Deborah Gruenfeld of Palo Alto California, and Dina Gruenfeld of Portland Oregon.

Written by Pamela S. Tolbert and Samuel B. Bacharach