fitting, therefore, to conclude with Ross's own statement on teaching in which he pays tribute to the teacher who most influenced him and recalls that part of our mission he would wish us never to forget.

On Teaching

I shall not shock anyone, but merely subject myself to good-natured ridicule, if I profess myself inclined to the old way of thinking that the primary concern of teaching and teachers is the student.

While such an observation may seem elementary, it should be noted that for those who define the functions of a university as "the discovery, preservation, and transmission of knowledge," the role of teaching (presumably the transmission of knowledge) is formulated in such a way as to avoid mentioning either the teacher or the student. Indeed, when confined to the transmission and preservation of knowledge alone, teaching would seem to be little more than the transmission of decaying sense, entombed in that graveyard of knowledge, the notes of the teacher's students.

Teaching necessarily involves the highest forms of discovery, the awakening of the students' minds and souls to the world of creativity and imagination. A good teacher challenges students to join in the continuous, meticulous and solitary questions of the mind. I myself prefer important questions partially answered to unimportant questions fully answered.

Who could doubt that those students were blessed who witnessed the phenomenal mind of Enrico Fermi as he unleashed the power of the universe on that cold winter day under the bleachers of Stagg Field at the University of Chicago? There, with only the assistance of a slide rule and his hands, Fermi managed to do what now requires the use of two computers to replicate: to produce man's first nuclear reaction. There, a great teacher, in the tongue of his native Italy and understood by hardly anyone present, managed to convey to his peers the desperate need to insert the carbon rods back into the nuclear mass, thereby saving not only themselves, but the city of Chicago.

No doubt everyone remembers the teacher who most influenced his or her thoughts, person, and soul. No one is perhaps more aware of the best teachers than teachers themselves. That person who most influenced my own thinking was the Sage of Goose Creek, Charles S. Hyneman, Indiana University's Distinguished Service Professor and president of the American Political Science Association. That man did something for me that few teachers have ever done for a student. In a desperate effort to teach this kid from the wilds of Montana about the American Regime, Charles Hyneman took me on a 15,000 mile, 5-year trip across America, where he introduced me to every site where an Indian had died, every sausage factory in America, and even Alvin, Texas, home of Nolan Ryan.

Today I attempt to lead my students on such a journey of the mind. Some days are good; some days are not so good. But everyday I remind myself that teaching is like missionary work, and that I am the messenger, not the message. I constantly strive to bring others to see the excitement, as well as limits, offered by the life of the mind. I encourage all students to be bold in their thoughts, moderate in their actions, and courageous in their defense of truth—wherever it is and however it can be known.

As I now come to my own golden age, I often think of my teacher. Of his incredible kindness, of his depth of soul, and the power of his imagination. My real hope is that I, too, will be remembered by those who come after me with the same fondness.

This is my philosophy of teaching: teachers love their own teachers, and they are loved in turn.

* * * *

We say farewell to our friend and colleague in the confidence that he is loved in turn.

Donald S. Lutz
University of Houston
Susan D. Collins
University of Houston

Austin Ranney

Austin Ranney, the eminent political scientist and leading American authority on political parties and elections died, peacefully, at his home in Berkeley on July 24, 2006. He was 85 years old and for a number of years had been battling the debilitating effects of congestive heart failure and diabetes. Ranney's doctoral dissertation, *The Doctrine of Responsible Party Government* (1954), and his Jefferson Lectures at Berkeley, *Curing the Mischiefs of Faction* (1975), are major explorations of the role that parties play in the overall scheme of the American political system. The broad-gauged view adopted by these studies, theoretically informed but also rigorously disciplined by wide-ranging empirical study, was typical of Ranney's style of work, which extended to important contributions on democracy and the party system, referendums, presidential primaries, the measurement of party competition, the impact of television on elections, and the recruitment of candidates for public office, among other topics. His collaborators in some of these projects included Willmoore Kendall of Yale University and David Butler of the University of Oxford.

In the discipline of political science, Ranney's benign, constructive influence can be found nearly everywhere from the time he received his Ph.D. from Yale in 1948 right up to his retirement from the faculty of the University of California, Berkeley, in 1991, and beyond. At one time or another he was president of the American Political Science Association, book review editor, then managing editor of the *American Political Science Review*, program chair for the Association's Annual Meeting, member of the Association's Council and its Executive Committee, and chair of the Task Force on the Future of the Association. Little wonder that he was among the first recipients of the Association's Frank J. Goodnow Award for service to the profession. For many years, Ranney was also a major influence on the work of the Social Science Research Council, serving as chair of its Committee on Governmental and Legal Processes and member of the Board of Directors and its Executive Committee. His pioneering work on the selection of parliamentary candidates in Britain, recorded in *Pathways to Parliament* (1965), led to his election as a corresponding member of the British Academy, and he was an officer of the American Academy of Arts of Sciences, of the International Political Science Association, and of Pi Sigma Alpha, the political science fraternity. Two of the universities from which he graduated, Northwestern (B.A., 1941; Doctor of Laws, 1995) and Yale (Ph.D., 1948; Doctor of Social Sciences, 1985), awarded him honorary degrees, as did SUNY Cortland (Doctor of Laws, 1986), located in his birthplace. He also earned an M.A. (1943) from the University of Oregon and was awarded the Wilbur Cross medal of Yale University for outstanding professional achievement by an alumnus of the graduate school. He was a Guggenheim Fellow and later served on the Foundation's Educational Advisory Board, and a fellow of the Center for Advanced Study in the Behavioral Sciences.

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Ranney's teaching career included professorships at the University of Illinois (1947–1963), the University of Wisconsin, Madison (1963–1976), and the University of California, Berkeley (from 1987), where he was a notably successful chair of the political science department. He also served on the senior staff of the American Enterprise Institute in Washington, D.C. from 1975 to 1985 and on the editorial board of the AEI journal *Public Opinion.* He visited on the faculties of Yale, Georgetown, and the University of California, Davis.

Ranney, a loyal unhyphenated Democrat, was frequently called upon by his party. He was active in the Hubert H. Humphrey campaign of 1968 and served subsequently on the party's commission on Party Structure and Delegate Selection (the McGovern-Fraser Commission). His other public service included a long term as trustee of the Institute for American Universities of Aix-en-Provence, chairmanship of the Governor's Commission on Registration and Voting Participation in Wisconsin, membership in the Presidential-Congressional Commission on the Political Activity of Government Employees, and as an official observer of referendums in the Trust Territories of the Pacific-Micronesia, including the Marshall Islands. This last experience yielded a book, *Democracy in the Islands* (1985), written with Howard Penniman. In retirement he presided over the University of California, Berkeley's Committee on Human Subjects and served on the board of directors of the Cal Retirement Center.

J. Austin Ranney, Jr., was born September 23, 1920, in Cortland, New York. At an early age he moved with his family to Corona, in southern California, where he grew up doing chores at the family creamery. A debate star in high school, he was offered a debate scholarship to attend Northwestern University as an undergraduate. After his M.A. year at the University of Oregon, he did graduate work at Yale. While at Yale, Ranney did some teaching at Wesleyan University nearby and fell under the influence of E. E. Schattschneider, then the leading student of political parties in the profession. Ranney enjoyed saying that he was the Wesleyan department's first and only Ph.D.

While he discovered his lifelong intellectual agenda at that time, Ranney never subscribed to Schattschneider's strong majoritarian views. His early contributions to the literature were respectful, but highly skeptical of the famous APSA Report *Toward a More Responsible Two-Party System* (1950), which expressed many of his mentor's ideas. Ranney, a student at Northwestern of the social psychologist Angus Campbell, had already assimilated a sociologically grounded perspective that undergirded his critique of the rather mechanical assumptions about human behavior to be found in the Report.

Ranney was widely renowned as a mentor and prized as a colleague. His gifted Ph.D. student (at Wisconsin) Douglas Rae (now a Yale professor), pointed out that to a remarkable degree "Austin understood the interface between ideas and empirics." His agreeable self-deprecating good humor drew students to him wherever he taught, and his acute analytical sensibilities, cheerfully and undogmatically applied to their work, invariably improved their minds with a minimum of pain. He was a man of eclectic enthusiasms that he loved to share with friends, embracing the local football teams, collegiate and professional, fine wine, good music, and Civil War history, where his deep expertise led him briefly to appear on a national quiz show. It gratified Austin that in his lifetime he saw the rehabilitation of U. S. Grant's reputation as a Civil War general.

Ranney married twice, to the late Elizabeth MacKay with whom he had four sons, Jay, Douglas, and Gordon, all of Madison, Wisconsin, and David, of Cupertino, California, who survive him along with three granddaughters. His second marriage in 1976 was to Nancy Boland Edgerton who, with her sons Scott, of Molalla, Oregon, and Bruce, of Reston, Virginia, also survives him, as does his sister, Harriet Watkins, of La Junta, Colorado.

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Paul Domenic Senese

Paul Domenic Senese, associate professor of political science at the University at Buffalo, died on June 20, 2006, after a long and courageous battle with illness. He left this world as he had spent the last several years of his life, surrounded by his loving wife, Tracy Jarvis, his parents, his two sisters, his brother, and many other relatives. At a time when social scientists are reporting weakening bonds of friendship among Americans, Paul was clearly an outlier. St Joseph's University Church could hardly contain the large number of close friends, professional colleagues, and former students who attended his funeral mass.

Paul was born on June 2, 1967. To many that knew him, Paul appeared to spend the rest of his days "sauntering," the only word that can be used to describe his easily imitated gait. But "sauntering" is also an apt description of Paul's persona. Paul appeared to take life as it came to him in easy stride; he was almost always positive about the past, the present, and, especially, the future. In fact, he even eagerly anticipated the operation that failed to extend his life. Paul was sometimes reminiscent of Joe DiMaggio. Paul probably would not like the comparison—because DiMaggio never played for his beloved Red Sox. But, like DiMaggio, everything seemed to come easily to Paul: friendships, scholarship, teaching, athletics, life in general. As well, Paul was graceful under pressure and always seemed to come through in the clutch.

Appearances, however, were deceiving. Despite his easy and mild manner, Paul was intense and competitive, but mostly with himself. But for his friends and colleagues in the department of political science at the University at Buffalo, Paul's inner drive only revealed itself toward the very end of his life. Even had Paul not recently confessed to some of us that he was in fact intensely driven, however, we would have known anyway. He fully and bravely confronted the disease that would eventually claim his life, never feeling sorry for himself. Rather than accept what turned out to be the inevitable, he opted to "go for it."

Paul was born in Niagara Falls and raised in the nearby Town of Niagara. He attended Niagara University as an undergraduate where he worked closely with Meredith Reid Sarkees and Nancy McGlen. At Binghamton University, where Paul earned an M.A. in 1992 and a Ph.D. in 1995, he studied with and was influenced by Glenn Palmer and the late Stuart Bremer. His dissertation, entitled *Dispute to War: Patterns and Processes in the Escalation of Interstate Conflict*, clearly demonstrated a knack for cutting-edge research that would shortly catch the attention of the academic community.

In 1995, Paul began his teaching career at Vanderbilt University, where he met Tracy, and where he still has many good friends. After leaving Vanderbilt, he spent a year in nearby Memphis as an assistant professor of international relations at Rhodes College. In what seemed to be his ardent desire and his destiny, he joined the department of political science at the University at Buffalo as an assistant professor in 1998. Paul was easily promoted to associate professor in 2005. In his last year at the University, he served as the department's director of Graduate Studies. Throughout, Paul was a popular undergraduate teacher and a

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