

and identity. This may be seen in his essays in his last major effort, *From Many One: Readings in American Political and Social Thought* (Georgetown, 1997), which he had a chance to utilize in the last course he taught at UC-Davis, and in the work he had in progress. Part of the tragedy of Sinopoli's death is that we will be denied what unquestionably would have been his clarifying thoughts on the nature of our current controversies.

A word needs be said, as well, about Sinopoli's teaching. Given his engagement with the issues he tackled in his scholarship, it is no surprise that he was an excellent teacher. Where he particularly shined was with the students—at UC-Davis, no small number—who initially came to his theory courses more because of scheduling needs than of any interest in the subject matter. By his ardor, his intensity, and his ability to translate theoretical issues into practical terms, Sinopoli transformed the disinterested into the committed. Many became Sinopoli devotees and they shared equally in the sadness over his death.

There is no way, finally, fully to express the tragedy of the loss of Richard Sinopoli. The only comfort one can find in its wake is the reminder from *Proverbs* that “the memory of the just is blessed.”

Larry Peterman
University of California, Davis

Vernon Van Dyke

Vernon Van Dyke died May 26, 1998. He graduated from Manchester College in Indiana in 1933, and he received his Ph.D. in 1937 from the University of Chicago. He served in the United States Navy during World War II. Before and after the war, he taught variously at Manchester, DePauw, Yale, and Reed College, and in summer terms at Berkeley, Columbia, and Wisconsin. He especially distinguished the faculty of the department of political science at the University of Iowa, which he joined in 1949 and from which he retired in 1983. He had reached the age of 85 years, and had been re-

tired for fifteen years. He died at his home in Iowa City, Iowa, after a brief illness. These are the basic markers for a life that meant a great deal to the profession, to colleagues, to family, and to friends.

Vernon's great love was for scholarship. He authored or edited nine books, four of which were published after he retired from the Iowa faculty. His initial writing interest lay in international relations, the subject he taught for many years. His first book, *International Politics* (1957; 3d ed. 1972), represented Vernon's approach to basic teaching in the international field, and the book was, in its heyday, an influential text. At the same time, Vernon puzzled more broadly over the scope and rationale for political science as a discipline. In the mid-1950s he directed Ford Foundation-supported postdoctoral seminars in Iowa City on teaching international politics. He found “unsettling” his effort in these seminars to adumbrate “a philosophy applicable to teaching and research in the international field.” His efforts to clarify meanings and methods in the philosophy of political inquiry were developed in *Political Science: A Philosophical Analysis* (1960), where he declared it his purpose “to contribute to the development of good scholarship in political science.”

By the late 1950s, Vernon had set a firmer course for his scholarly future. Never truly certain what scholarly problem or issue he should tackle next, Vernon turned his invertebrate curiosity to burning issues of public policy. This led him to investigate the values and interests going into the establishment of the space program of the United States, centering around the policy issue of manned space flight. He spent a year at the Brookings Institution in Washington, DC working on *Pride and Power: The Rationale of the Space Program* (1964). But thereafter, Vernon's intellectual interests turned to global issues of human rights and equality. He first wrote a general treatment of the subject, *Human Rights, the United States, and the World Community* (1970). Then, a National Endowment for the Humanities award and a stint at the

Woodrow Wilson International Center for Scholars led to *Human Rights, Ethnicity, and Discrimination* (1985), where he analyzed public policies leading to equal treatment and elaborated his commitment to the rights of groups. His last two books flowed from some of his earlier work. In *Equality and Public Policy* (1990), Vernon explored the meaning and implications of constitutional or public policies requiring equal and nondiscriminatory treatment. And, in *Ideology and Political Choice* (1995), he examined the values at the heart of major ideologies in a characteristically Van Dykian fashion, dissecting meanings, reaching for clarity of thought, and advocating rationality and reasonableness in discourse and action. It was to be his last book.

Along with his prolific writing of books, Vernon's work appeared over the years in the leading political science journals. A number of his research articles appeared in the *American Political Science Review*, the *American Journal of Political Science*, the *Journal of Politics*, the *International Studies Quarterly*, *World Politics*, and other journals. Vernon fervently believed that a scholar should establish a “regular record of scholarly productivity” in books and journal articles, and he practiced what he preached.

Although Vernon was a scholar in print above all, he was also a dedicated teacher. He taught college or university classes for most of fifty years; for fifteen years he wrote and revised a textbook in international relations; he took special pride in the mid-1950s postdoctoral summer seminars he ran for teachers of international relations; and, for several years, he chaired the APSAs committee on undergraduate education. In 1974, Vernon assembled a conference in Iowa City to consider salient issues in teaching political science, and he edited the conference papers as *Teaching Political Science: The Professor and the Polity* (1977). He had come to believe very passionately that “the teacher in the undergraduate classroom . . . must deal with relatively broad problems, handled in the world of politics on the

basis of judgment and moral choice. . . .” In retirement, Vernon returned to broad issues in the study of politics; he wrote a general treatise on politics and government—*Introduction to Politics* (1988, 3d ed. 1996)—which he twice lovingly and carefully revised, honing and perfecting his argument that values of all varieties, including moral values, must, along with empirical knowledge, concern teaching about politics.

While Vernon’s first love was for scholarship—for the discipline and craftsmanship required in scholarly writing—he was no wall flower. He provided professional leadership when it was needed, and he was unmistakably recognized for his leadership role. Above all, Vernon led the Iowa political science department to become a nationally-recognized program, serving as its chair from 1959 to 1962. He was the third chair in the department’s history, and he established the practice of electing the chair for a single, three-year term in order to foster equality among faculty members. In the years after his service as chair, Vernon worked hard to establish high professional standards for faculty promotion and tenure, and for student performance. More than anyone

else, Vernon shaped the emergence of the Iowa department as an important venue for research, teaching, and advanced study.

For three years, he served as editor of the *American* (then *Midwest Journal of Political Science*). In the 1960s, he was president of both the Midwest Political Science Association and the International Studies Association, and vice president of the American Political Science Association. Moreover, Vernon was often a working member of professional societies, serving as chair of the APSA committees on professional ethics and undergraduate education, among others. And, his leadership was manifested in the mid-1950s when he brought together teachers of international relations to consider problems and challenges in teaching, and in the mid-1970s when he assembled students of human rights to discuss common research interests. For his scholarship and professional leadership, he was named Carver Distinguished Professor at Iowa in 1978.

Vernon’s commitments as a scholar and teacher were never more vividly displayed than when he worked with colleagues or students one-on-one. He was a marvelous taskmaster and mentor. When his

colleagues and students discuss Vernon’s influence on them, they often refer to what came to be called “the Van Dyke treatment.” Vernon held himself and fellow scholars to a high standard. More important, he was always willing to read a manuscript and provide a critique. When Vernon first read my work, sometimes his criticisms and suggestions were nearly as long as the manuscript itself! A good critic is precious, and hard to find; Vernon was a good critic. His thorough, incisive comments and suggestions about my work improved it markedly; before long, I was writing with Vernon’s standards in mind, hoping to pass his muster for clarity of thought, consistency, parsimony in expression, and good scholarly craftsmanship.

Vernon was my friend for more than thirty years. I will always remember him as a distinguished scholar, a committed teacher and writer, an honest, loyal, and forthright person, a demanding and generous mentor, an interesting, joyous, good-humored companion, and a kindly, unpretentious gentleman. Vernon has an important place in my heart. His life made a difference to our profession, and to me.

Samuel C. Patterson
Ohio State University