

Andrew Leon Winsor

October 30, 1890 — December 26, 1965

Andrew Leon Winsor was born in St. George, Utah. He received his A.B. degree from the University of Utah in 1920 and his A.M. from the same institution in 1921. He began his professional career as an instructor and director of teacher training at Weber College in Ogden, Utah where he served on the faculty from 1921 to 1926. This term of service was interrupted by a short period of study at Stanford University in 1924. He held an instructorship at Cornell University from 1927 to 1930 and completed all requirements and was awarded the Ph.D. degree in 1929. He was an Assistant Professor of Rural Education and Hotel Administration from 1930 to 1936, when he became a Professor in the Department of Rural Education. During the First World War he served as a private in the United States Army, and during World War II directed research for aviation pilots. From 1946 to 1955 he was head of the department of Rural Education and director of the School of Education. Professor Winsor became the first Dean of the School in 1955. He took leave from his responsibility in 1956 to become director of a Comparative Extension Education Project supported by a grant from the Ford Foundation. In preparation for this Project he visited a number of European and Asian countries in 1955. In 1957 he studied extension programs in several countries of Latin America. Although he retired in 1958, he continued to serve the Comparative Extension Education Project as its director until the summer of 1961. He returned to teach in his home state of Utah for several short periods, most recently during the summers of 1964 and 1965.

Andrew Leon Winsor will be remembered as a warm friend whose counsel many persons sought, whose company was enjoyed, whose achievements were admired, whose steadfastness in support of worthy educational developments were appreciated, and whose character was a model that many were challenged to emulate. Both in his many committee activities and in the classroom he was adept at bringing purposes into clear focus and in securing wide participation to achieve them. In all his teaching and leadership work, he was characterized by great personal modesty. By word and deed he expressed confidence in his associates and thus challenged them to strive for a high level of achievement. His willingness to serve and to accept responsibility for leadership was especially notable, even when the situations were new and fraught with difficulties. His ability to organize, to work well with others, to apply both common sense and high intelligence, brought uncommonly good results. He fully merited the high regard and warm friendship which he attained wherever he served.

Dr. Winsor had a strong research orientation based on his own studies in physiological psychology where he concentrated on the effects of caffeine and alcohol on human responses. He was one of the early researchers in this area to quantitatively measure reactions. The search for solutions to problems related to education caused him to be sought as a consultant by many school systems as well as by industrial organizations. He saw the significance of psychology in many aspects of life, and he became a leader in the applications of psychology to hotel administration. He taught in the School of Hotel Administration over many years and also carried forward research studies related to this area.

The need for help in underdeveloped countries caused him to plan and win approval for the Comparative Extension Education Project which brought extension leaders from many developing countries to Cornell for special studies. While working on this program he developed strong ties with individual students who were preparing for important leadership roles in their home countries. In relation to this Project he journeyed to many nations in Europe, Asia, and Latin America to observe and to study the social, economic, occupational and educational problems at first hand. The professional esteem and warm friendship growing out of this work brought many students to Cornell for advanced studies. His influence is perhaps best noted in Pakistan where an institution is named the Winsor School. The Winsor home in Ithaca was the place for friendship, understanding, and congeniality on the frequent occasions when the students from abroad were guests. Dr. Winsor came to be regarded as a world authority in extension education, and his influence on developments toward greater self sufficiency in many nations of the world was great and will continue far into the future.

Dr. Winsor was also concerned about conditions in his home community. He served for many years as director of the Ithaca South Side Community Center, was a member of the Ithaca Board of Zoning Appeals and the Ithaca Rotary Club, and served as the president of the latter in 1943. His loyalty to his church was well known. However, it was the Cornell community that demanded much of his thought and attention. Included in his activities were: chairman of the Board of Physical Education and Athletics, chairman of the Student Activities Committee, and director of the Cornell Veterans' Advisement and Guidance Center. Closer to his professional responsibilities were: representative of the Field of Education in the Graduate School, membership on the General Committee of the Graduate School, and services on many committees of the New York State College of Agriculture.

Among the scientific and professional organizations to which he belonged were: Sigma Xi, Phi Kappa Phi, Phi Delta Kappa, the American Psychological Association, and the American Association for the Advancement of Science.

One of Dr. Winsor's professional hopes for Cornell was the establishment of a College of Education with the Department of Rural Education as the core and with a professional staff drawn from several units of the University. He envisioned a Graduate School of Education to serve the leadership needs of the State of New York. This School he envisioned as having an independent state budget but also resources from the University. He stated his official hope in the following words, "My last official hope is that the interest of education for the young people of the state will outweigh political purposes and institutional rivalry, and that the best education for teachers we know how to provide, will be available at Cornell."

Leon, as he was known to many persons, demonstrated his belief in the importance of the individual in his many professional and community activities. He saw in every individual he knew, something of worth and promise. He was as free from prejudice and bias as any person could be. His daily life, as he lived it in association with others, was a testimonial to his religious and spiritual convictions. One of the little known facts about Leon was his long series of visits to the home of an infirm and aged friend who was otherwise cut off from the world. It was this type of dedication which illuminates the real character of the man. Thus he gave of himself to many responsibilities of life with distinction and fidelity. These included also his role as husband, father, and grandfather. He will be sorely missed by his colleagues and by his family, to whom he showed constant devotion. He is survived by his wife Ina, two daughters, and three grandchildren.

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