



YALE 1963 TEACHING AWARD NOMINATIONS

Here are copies of correspondence so far from Classmates who have nominated "Our favorite Yale Professors" to be honored at our 50th Reunion this June 1st.

Also acknowledgment/acceptance remarks by recipients themselves or a surviving family member.

We welcome your additional Nominations, just follow the instructions posted in www.yale63.org.

I would like to nominate **William von Eggers Doering** for a teaching award at our 50th reunion. Doering taught my sophomore first year Organic Chemistry class. He was a masterful teacher whose enthusiasm for chemistry was obvious and contagious. It was his influence that prompted me to major in chemistry at Yale and then receive a PhD in Physical Organic Chemistry from the University of Wisconsin. I was amazed at having an instructor of Doering's reputation teach an introductory organic chem course. He was my first and only teacher who said in the first day of class, "Look to your right and look to your left - one of these classmates will not finish this course." Surprisingly, I do not recall anybody dropping out.

Edgar J. Boell was the Ross Granville Professor of Experimental Zoology. Amongst his many positions and honors, Professor Boell was the Chairman of the Biology Department, Master of JE, acting Dean of Yale College, acting Secretary of Yale University, and the Executive Secretary of the Search Committee that selected Bart Giammati as Yale president; he was the recipient of the Yale Medal. I first met Professor Boell my freshman year in Biology 101, which he insisted on teaching even though he was Chairman of the Department at that time. I got to know him better later in freshman year because I had the chutzpah to bring him a baby caiman that a girlfriend sent to me from FL (when it was legal to do such things) and I sought his advice on how to keep it alive. Long story short, he became my mentor, teacher, friend, and surrogate father until he died at the age of 90 in 1996. But going beyond my personal experience with Professor Boell, he showed a genuine interest and concern for every student who came in contact with him. While Master of JE, he exemplified what a master of a residential college should be like; he and his wife Millie were like parents to all the students at JE and there is an annual Edgar Boell Award at JE to honor him.

I would like to nominate **Michael Kahn** who was a psychologist teaching in Culture and Behavior. He taught a course on doing research in the area of Human Sexuality in 1962 which predated Masters and Johnson. His teaching opened my eyes to doing research in the area of sex and aggression which was my Senior Honors Essay later published in Journal of Personality with Ralph Norman Haber. It also was the basis for my dissertation at Univ of Minnesota and my course on Human Sexuality which was televised at Michigan State University over a 10-year time-span. Mike went on to have a distinguished career as a clinical supervisor and he presently continues his supervision in California. His later work on transference in therapy was extremely helpful for me. Thanks for playing such an important part of our Reunion.

Here are my snap-shot recollections about a few of the nominees:

- a. **BLANSHARD**: In one -- repeat, one -- semester Brand covered the gamut from the early Greek philosophers to 20th century logical positivism. Amazing, as I think back on his course.
- b. **BROOKS**: I never took any of his courses, but the the book he co-authored with Robert Penn Warren ("Understanding Poetry") is superb. Brooks also wrote the "Well Wrought Urn" which is terrific.
- c. **WARREN**: In a seminar I took with Warren, we only studied three books -- "A Farewell To Arms," "Lord Jim" and "American Tragedy." As I recall, his constant admonition was "How does the book hang together?" I think we spent two hours just analyzing the 1st paragraph of the Hemingway novel. As a novelist and poet himself, Warren spoke with authority!
- d. **WEISS**: Incredible gusto and exuberance in his aesthetics class. Here again, I have frequent occasion to refer to his books "The World Of Art" and "Nine Basic Arts." Hey, I think Weiss even appeared on the Johnny Carson Show years ago!

Basil Duke Henning '32 [1910-1990] is a great-great grandnephew of Chief Justice John Marshall [1755-1835]. That helps to explain The Duke's very intense and focused interest on the Written American Constitution and the Unwritten British Constitution.... ...Even to the point of wanting to know personal biographical and genealogical details about individual Members of Parliament. I recently managed to get a mint copy of Henning's three-volume *The House of Commons 1660-1690* in which he and his grad students have chronicled the lives of the 2,040 men who served as MPs during that period -- in exhaustive detail. The MPs are sliced and diced by every sociological criterion imaginable. BDH was quite the scholar -- and a *bon vivant* to boot -- Yale man.

You Taught Us To See

Dear **Vincent Scully**,

You taught us to see.

When we arrived in your hometown of New Haven in the fall of 1959 we had no idea how you would give us the gift of seeing art and architecture in a whole new light. This new sight would literally transform our lives.

After experiencing your transforming often mesmerizing and always inspiring lectures many of our Yale Classmates have become Museum Curators. Others have served decades on Museum Boards, or become dedicated to supporting the Yale Art and Architecture Schools.

Some of us have been fortunate enough to become architects ourselves or hire architects that you introduced us to such as Robert Venturi (whom we first heard about in your course).

We have visited Greece to see that balance of the Earth, Temple and the Gods that you described. We have gone to Newport and Florida and various New England towns to see the American Shingle Style and Richardsonian libraries and other public buildings and private places and new communities you so brilliantly brought into focus for us.

Your passion and original perceptions ignited a fire for art and architecture in our hearts so many decades ago and still burns brightly as we prepare to gather for our 50th Class Reunion in New Haven next spring.

Today we all walk and look at every building we see with new eyes, and cannot help but imagine "what would Scully say?"

As we come back from all the corners of the earth in June we will look around at the Yale Campus and remember with such great gratitude those days when we walked out of your amazing lecture halls to see with new eyes Louis Kahn's art gallery or even begin to dream some day about participating in some way in the art and architecture of our times.

Whatever we did in years past or do now, the sight that was brought to light in your hometown is a gift that lives in all our lives.

I would like to nominate **Robert Farris Thompson** as a recipient of the Teaching Award. Bob Thompson made an indelible impression on me in our sophomore year, when he was a graduate student and a "section man" for the very popular introductory survey course in art history. I had taken the course in the hope of witnessing Vincent Scully fall off the stage as he described a Frank Lloyd Wright masterpiece, or the majestic spire of St. Peter's soaring up into the sky above Rome. He didn't, but I was fortunate to be assigned to Bob Thompson's discussion section, which turned out to be one of the most engaging hours in my week. Bob and his wife Nancy had just returned from several years of field work in Africa, studying the Yoruba tribe in Nigeria. He frequently brought African musical instruments and objets d'art to our section meetings, and on one particularly memorable occasion, he and Nancy put on an African musical performance and dance demonstration for us. When Bob returned our graded papers, they were liberally marked with pithy and colorful observations, frequently bearing evidence of whatever beverage had been inspiring him as he reviewed our papers. Of course, Bob stayed at Yale and went on to become quite a famous scholar, currently serving as the Trumbull Professor of the History of Art, and until recently serving as Master of Timothy Dwight College where he attained the distinction of being the longest tenured master of a Yale residential college. My decision to major in the History of Art was almost entirely due to Bob's infectious enthusiasm for the subject.

I'd like to nominate **Martin Duberman** who lived in Silliman and taught classes there too while we were at Yale for the 1963 teaching award. He had just finished his biography of Charles Francis Adams but has since gone on to a distinguished career, publishing numerous other books, and has become an outstanding historian, playwright, and gay-rights activist. He was a superb teacher and the most eloquent person I think I've ever met. Although I had courses with Ed Morgan and C. Vann Woodward, Duberman was by far the best teacher.

My nomination is **Theodore Ziolkowski**, BA Duke, Ph. D. Yale. His field was German literature, but his knowledge extended vastly beyond that. He left Yale in 1963, spent two years at Columbia, and then went to Princeton, where he spent the rest of his career, and a good bit of it as Dean of the Graduate School. In his field--which is better described as comparative literature rather than just German literature--, he is the equivalent of Harold Bloom. He is one of the very few true geniuses I have met in my life. He graduated from Duke at 15 and got his Ph. D. from Yale at age 19.

I nominate **Gordon Haight** and **Bart Giamatti**. Both for having inspired in me a deep appreciation of literature and its central role in the development of all civilizations. In our senior year, Bart, then a graduate student, taught a seminar in Renaissance Italian poetry that I originally took as a schedule filler and found to be the best course of any I took that year, and the equal to Gordon's course in the 19th century English novel. Gordon was instrumental in getting me to apply for a Rhodes, and then encouraging me to go to Cambridge after the Rhodes committee mistakenly passed me over in favor of some galumpus from another university.

I nominate **Brad Westerfield** for posthumous recognition. His Freshman Year course, "Introduction to International Relations", certainly had a profound effect on me. It led me later to decide to concentrate on international relations within my major in political science, and I continued to seek Westerfield's wise advice and counsel on a variety of matters throughout my 4 years at Yale.

I would like to nominate **Martin Duberman**, who was an Assistant Professor of History during our freshman and sophomore years at Yale for our class Teaching Award. During the first year of the College Seminar Program in our sophomore year at Yale, he taught a Silliman College Seminar on Antebellum American History, which was one of the best courses I took at Yale. That year he also won the prestigious Bancroft Prize for his biography of Charles Francis Adams. After leaving Yale, as you may know, he became a leading voice and academic in the gay rights and Black History movements. In 1963, his play *In White America*, which you probably remember, won awards as the Best off-Broadway play for that year.

I'd like to nominate **R. W. B. Lewis**. I took his American Studies 59 (Twentieth-Century Literature) class in my sophomore year. He was a wonderful teacher, deft at bringing out the significance of texts, putting them in historical and literary context. He pitched his lectures just right, such that we were all engaged and on different levels of interest. For example, not just English majors (which I wasn't at the time) but definitely also English majors. I have special (not ulterior) motives for wanting to celebrate him. He later became my friend and, when I had returned as a graduate student in 1965 (Ph.D. 1969 Comparative Literature), he was named Master of Calhoun and asked me to be Dean in Calhoun. Perhaps surprisingly, the administration went along with his suggestion, and we had three wonderful years together in

Calhoun. One of the things I regret about my life so far is that I never thanked him enough (I may have showed him) how much I appreciated and valued his support of me, his confidence in me, his friendship. He brought out the humane in the humanities.

I would recommend **Ed Morgan** for the teaching award. His field was Colonial America. What I most valued about Morgan was his honesty and forthrightness. Morgan did not have pretense. He was a teacher who valued his subject, was committed to the ideal of allowing the evidence determine the claim, and liked teaching. Morgan was not dynamic the way John Morton Blum was -- if you had his twentieth century American history course you know what I mean. And he lacked the elegance of C. Van Woodward and he did not achieve the national stardom that Woodward did (or that Gordon Wood has). But Morgan was a major scholar (in the 80s and 90s he also wrote often for the NY Review of Books), he was an exquisite teacher, and he was a fabulous person who made himself accessible. My enthusiasm for Morgan has little to do with my agreeing with him -- I didn't, at least often. But Morgan would listen, consider the claim made, and not only respond but perhaps moderate his own position if something was said that he did not know or previously consider. For an undergraduate, having a conversation with a major scholar who listened and absorbed what a sophomore had to say, meant a ton and meant that such a scholar -- in this case Morgan -- was a rare bird.

I have two nominations. First, **Marie Boroff** who illuminated the work of Chaucer for me with warmth, wit and passion that fostered a love of and joy in the writings of this most human of story tellers and poets that has endured ever since. Second, a posthumous nomination for T.D.'s much loved TGB. **Thomas Goddad Begin** was not just a noteworthy Dante scholar but also something far more important, a humane and most human master who mentored, admonished and supported his charges with a wit, generosity of spirit and warmth of understanding rarely encountered. His comfort and support following the death of my mother during the spring of my senior year was something for which I will always be grateful.

I would be happy to nominate **Robert Dahl** for an award. My sophomore year I had a seminar with Professor Dahl in Calhoun College. I still remember the intellectual challenge of the interactions. I wrote a paper on gerrymandering for Professor Dahl. Now, 52 years later I am the Registrar of Voters of Napa County California and have been responsible for redistricting our local supervisor districts in both 2001 and 2011. Who would have guessed that my work with Professor Dahl would have that serendipitous an influence on my later career. I hope I avoided any hint of gerrymandering in the work we did.

I would nominate **Hans Frei**, now deceased. I had him for two courses, one on modern religious thought and the other for the second half of a course on the history of Western Christian thought. He was a passionate teacher, eager to convey his insights and to hear those of his students. At the risk of self serving, I would add that he helped me get a Fulbright Fellowship to the University of Hamburg, Germany. I would also nominate a course: freshman biology, botany the first semester and zoology the second. It was not given by one person, rather a series of lectures on one topic was given by someone knowledgeable in that particular sub-field of

biology. We students got the best, except for one lecture I remember, of what Yale had to offer in the biological sciences. I do not know who organized the course, perhaps Galston.

The one who really stands out in my mind was **Thomas G. Bergin**, the master of TD. Who can forget his occasional memos to the college, sprinkled with words and phrases in Latin, French, Italian, and Provençal? His specialty was Dante. I can still remember a conversation where we were commenting on the fact that Paul Samuelson of MIT had made millions from the sale of his beginning economics textbook. Bergin replied, "yes, but I have had Dante." I did not have any classes with him as an undergraduate, and I didn't take Dante with him; but I did take a year-long course on Old Provençal language and literature. He was Yale '24, if I remember correctly, and used to write a back-page column for the YAM called "Of Time and Change." A wonderful man.

Dean Howe and **President Griswold** had a view about Yale students that is different than the current one. They were looking for "lopsided" men with "promise." Much emphasis was put on character and the opinions of those that knew the individuals, grades, board scores and i.q. were deemed to be instructive but not determinative of merit. Both men were roundly criticized for their "elitist" approach to creating a class (I am not sure that they understood elitist to be a reproach). Shortly after we left, metrics began to prevail and the school began to change dramatically. Dean Howe is still with us (he played football for Yale and might be unable to suit up at this stage, but he is still sharp). I would like to nominate him for a faculty award.

Charles Garside (History 10, first semester 1959-60): The lectures opened a new world to me and apparently many others. It was a rare day that a lecture ended without significant applause.

I am pleased to nominate **Phil Moriarty**, who was the varsity swimming and diving coach at Yale during our years in New Haven and for many years thereafter until his retirement. Participation on the swimming team was a meaningful part of my Yale experience, and I'm confident that this view is shared by many former members of the Yale swimming and diving teams over the decades that Phil served as the head coach.

I would like to nominate Yale Electrical Engineering Professor **J. R. Vaisnys**. Rimas is a polymath. He entered Yale as a freshman at age 14, graduated at age 18, and earned a Ph.D. in chemistry from U. Cal. Berkeley at age 21. He was an assistant professor of chemistry when he taught me in Chem. 42 Instrumental Analysis in 1962. He was my advisor as a chemistry major and introduced me to the book "Introduction to Solid State Physics" by Charles Kittel. Under his guidance, I inhaled this book, and for many years have used its later editions to teach the UAH graduate course in solid state physics. After his stint in the Chemistry Department, Rimas became a Yale Professor of Geology and finally a Professor of Electrical Engineering.

Altogether, he has been a member of the Yale faculty for more than 50 years. I have visited him on nearly every trip that I have made to New Haven and know him well.

On a personal note, **Professor Morgan** was indeed one of a handful of professors during my entire Yale education, which, because of a masters degree, lasted five years, who made my spirits soar and whose exceptional integrity touched and inspired me. I vividly recall that he and I had more than one exchange -- especially about the US Civil Rights Movement that was then in full bloom -- about the morality and utility of civil disobedience. During these exchanges he gave me his full attention, his honest feelings and, I thought, his respect. For an undergraduate, to get all of that from him was an extraordinary gift which I have always treasured. Once Professor Morgan invited me to his home where I met his daughter - was she perhaps a student at Brown (I cannot recall). That was another moment that stands out in my memory. In any event, that was all half century ago. Since then I have read much of Professor's Morgan's writing, especially his essays published in The New York Review of Books and his biography of Franklin.

I don't think there's anything that can make a teacher happier than to be remembered by his or her students. I really liked teaching at Yale, especially teaching undergraduates, and thought the students were endlessly interesting -- especially after class! I've been back to New Haven a couple of times for special events connected with programs I'd been part of (the Five-Year B.A., Afro-American Studies), and I am honored by your invitation.

I wish to nominate Prof. **William Muir** who taught a class in Constitutional Law. His lectures were interactive. At the first class he asked us to define Law. I was the only engineering student in the class among philosophy, history, political science majors etc. He began asking me to give a definition for what law is. I gulped and came up with something, and started paying attention and learned right then that law could have many meanings depending on context, religious law, God's law, the laws of physics, statute law, etc. unwritten law, written law, and so forth. From his class I learned there are just 4 or 5 arguments that can be made, about a "case." Those arguments are ipso facto, stare decisis, reductio ad absurdum, a priori, and prima facie. He, historically became Elliot Richardson's new special Watergate Prosecutor while I was at Berkeley in 1974. I got in touch with him and he had time to have lunch with me.

I would like to nominate **Alison Henning**, "Duchess" of Saybrook Castle, wife of Duke Henning, who taught me about life, as all the profs were teaching me subjects.

I'm deeply honored (and much pleased) by your invitation to come to your Class of 1963 reunion, where I will have the opportunity to meet again with a lot of men whom I remember with fondness. I look forward to catching up on all your life events.

It is with pleasure that I nominate Professor **William S. Massey** for this recognition. The mathematics department of my era had several internationally distinguished members teaching undergraduate courses, and I benefitted from these. Professor Massey continued to support my career after I left Yale and that support certainly contributed to the success that I have enjoyed. Such interest may be extended to one's PhD students, but its extension to an undergraduate merits special attention. Among other things, when I was starting mathematical research, Professor Massey reported on my work at a major conference, thus introducing me to the leading members of my field in the most propitious manner. In subsequent years much of my work has been based on papers of Professor Massey and that has led to further contacts and correspondence. Taken as a whole, Professor Massey's interest has had the profound impact on my career for which the Class Teaching Award is intended.

I want you to know, first, that your message was a wonderful surprise that lifted my spirits more than I have words to describe. A teacher can receive no higher honor than recognition and praise from his students. Your first year at Yale was my last. I was there for seven years, the last four as a member of the faculty, teaching three courses, six days a week! I have fondest memories of you and other students during those years that were important in shaping the lives of both of us. They were good years, full of optimism and plans to conquer the world. I joined the faculty of the University of Pennsylvania in the fall of 1960, and I stayed here for 40 (!) years, retiring in 2000. My first assignment here was to design a two-semester course in the history of Western music, which I of course modeled on H-10. It became a very successful and popular multi-section course, and I continued to enjoy teaching it for many years. I thank you and your classmates most humbly for remembering me and for honoring me with a Class of 1963 Teaching Award. With deepest gratitude I accept your invitation to attend your Class lunch on June 1, 2013.

I did not agree with much of **Bill Coffin's** international political views, but there is no question that he represented an applied moral force that we could use more of in our country these days. I particularly remember his criticism of the YALE DAILY NEWS when it questioned Professor Barghorn's possible-spy-status while he was still being detained in the Lubyanka Prison in Moscow. And the days when he brought Martin Luther King to Yale. Coffin was the kind of person I would have gone to with any personal problem (in those years I didn't think I had any personal problems).

Counseling ultimately turns on the relationship between one faculty member and a student. As an Economics major I thought I was interested in the heart of that discipline, never realizing that my passion was at best on the periphery; that belief held firm until I took **Chris Argyris's** course in small group behavior in the fall of senior year. At the time I was applying only to Ph.D. programs in Economics, still convinced that this was my true intellectual path. Fortunately I continued with Professor Argyris's course in the Spring where, recognizing my true intellectual interests, he supported my application to the doctoral program in Organizational Behavior at Cornell, his Alma Mater. When acceptances arrived in the late Spring, the only one that interested me was the letter from Ithaca. All that came after turned on the supportive advice and counsel that Professor Argyris's provided to me, just one of the thousands that he surely touched as a teacher.

I have been a writer/editor all my professional life, principally with The New York Times, and you “Professor Berger” had a lot to do with setting me on that path, though you have little reason to know that. It goes back to a moment, indeed to a single phrase, that you were responsible for all those years ago. I have had occasion to recall and relate it literally hundreds of times during my five decades of being a writer and editor when I have been asked to explain why I became a journalist. As I remember it, you one day talked about something called the “recreative impulse”, an animating principle that something hasn’t really happened to you until you have told someone else about it, i.e., until you have in effect recreated it, given it life in your own words and through your own thought processes and analyses. That phrase spoke to me because all my young life I had been dogged by an almost physical need to record something that I had participated in or witnessed in order to validate it as real life experience. I had spent my teenage summers working in the galley of a merchant marine ship that took me to ports in Africa, Europe and South America, and I remember being absolutely driven to pull my portable typewriter out of my cabin closet in the evenings and record these exotic experiences so they wouldn’t disappear. They were long letters to my parents meant to be dispatches (I still have them), and I wasn’t content with life until I had written them. Thus was born the instinct to become a journalist, though I didn’t really understand it until I became an English major at Yale, encountered inspiring teachers like you and learned to value story- telling as the great art form that it is. I remember you in particular because of your youth and restless energy and love of language. And that phrase. Which I always credited to “Professor Berger” in my sophomore year at Yale.

We should include **Fenno Heath** in the list of Yale Faculty and Administrators which have made positive contributions to our Class. Fenno, as you may recall, was director of the Yale Glee Club and Professor in the School of Music. I would guess early 40 members of our Class or more were directly impacted by Fenno each year we sang under his great conducting and traveled throughout the United States as well as overseas. Moreover, many of his musical compositions continue to be favorites among choruses throughout the country. Inspired by Fenno, many of us are still involved with Yale singing including 4 of us who serve on the Yale Alumni Chorus Board and many more who have traveled with the Chorus throughout the world. In addition, many of our Class has served on the Board of Yale Glee Club Associates which supports the undergraduate singing program at Yale.

Thank you and the class of '63 for the invitation to the reunion and the luncheon on Saturday, June 1, 2013. It is indeed flattering to be remembered so kindly after fifty years. Longevity does pay off. If my wife and I are still capable of traveling next year, we would gladly come to New Haven for the occasion.

I can't think of another faculty from my undergraduate years whose scholarly work I could point to as having an ongoing impact on my life. And of course, it all started when I was still an undergraduate at Yale, discovering the possibilities of choral music. **Fenno Heath** showed me and a large number of our classmates the joys that could come from a perfectly arranged piece that wove the unique sounds of four different male voice parts into a perfect tapestry of sound. Ten years after we left Yale and women joined the ranks of the Glee Club, Fenno saw that beauty that could come from adding the distinctive sounds of sopranos and altos. As I listened

to the new sounds of the Yale Glee Club and then had the chance (in the Alumni Chorus) to sing Fenno's SATB choral pieces with a mixed chorus of men and women I recognized the genius of this faculty member.

I've just returned from a trip abroad to find your extraordinarily generous letter with the announcement of a Yale Class of 1963 Teaching Award and its invitation to your Reunion Class luncheon. The classes of those years I recall with particular pleasure. Let me accept and say how much I am looking forward to the occasion. This weekend will be a joy in many ways -- a chance to renew our conversation not only about fragmentary heretics (Raskolnikov) but about issues we discussed your senior year. I am still much interested, perhaps with my law school path not taken, in the discipline of the humanities, their vertebrate inner structure and power to evoke critical thinking. And it will probably be my last term in a Yale classroom -- as well as my 60th Reunion and daughter's 15th. So, my appreciation again for this honor, and I'll have new cause to seek the Spring,

I was deeply moved to know that your class is awarding John the Teaching Award posthumously at your 50th reunion. I would be honored to attend your Class Lunch on June 1st to receive it in his place. Until he came to Yale, **John (Blum)** had taught only seminars, but from day one he found himself totally comfortable on the podium. and after the first lecture, he never wrote out another. It was all done from memory and on adrenalin. I look forward to meeting you and look forward to June first and hearing your memories of studying with John. Until then, best wishes,
Pamela Blum

Although **Fenno Heath** never taught me a formal class at Yale, I had extensive time and contact with him through singing. On reflection I can't think of anyone that had a more profound positive effect on me during my four years. I spent one year at Yale and one summer in Europe with the Glee Club that he directed. And one year singing with the Whiffs conjointly with the Glee Club. I was not a musician and Fenno recognized that but he also recognized that I had a natural but untrained voice that he could find ways to use very effectively. At first I was very wary of him, a life long Yale and former Whiff, a professor of music, and a sophisticated maestro of choral singing. We were worlds apart. Overtime I came to appreciate his drive, his sensitivity to the music and his singers. Slowly I grew to trust him and admire his genius. After graduating and reflection I realized I had learned a lot more from him about living life and professionalism than just choral singing. He was universally admired and respected by everyone. Short (5'8"), sorta stocky, short salt & pepper hair, leather elbow patches on his tweed jackets. And was fond of reversing the expression "fits and starts". Isn't it interesting the oddities that one remembers?

I remember a graduate student who ran my world history seminar. A smart, terrific guy and instructor named something **Clevenger**, I'm pretty sure. Aside from running a memorable and insightful seminar, he always wore shirts with button down collars and a collar pin. Never seen that combo before or since. I thought that was very cool – the epitome of Shoe.

Norman Holmes Pearson, who oversaw the Pundits for so many years and recruited so many of us into the CIA, launching wonderful careers. And I have owed Jan Deutsch a Con Law paper for what will be 45 years at the time of the reunion. Perhaps I could present it to him at the luncheon. (anyone have a Con Law paper for sale)?

I would like to nominate **John Whitney Hall**, Professor of History (Japan). He came to Yale in our sophomore year, and it was considered a great coup that Yale got him to leave Ann Arbor. (He always said that coming from the Big 10 he couldn't understand why the Yale Band couldn't march). Professor Hall was perhaps the pre-eminent scholar of Japan and was the author of one of the standard histories of that country and many other publications. I think because of his leadership Yale was able to bring some very talented younger scholars to New Haven and build up a very strong department. Beyond all that, he was very approachable and a great teacher, in a lecture hall as well as a seminar room. We students loved him and learned from him. Born in Kyoto of missionary parents, his demeanor seemed to be a combination of the modest and considerate Japanese and the consummately knowledgeable and urbane New England scholar.

Thank you very much for the nomination of **William von Eggers Doering**. We'll put him on the list of deceased nominees. Once again, reading this condensed CV, I am struck by the serial genius of the teachers we had at Yale. You also mentioned something that others have noted and that I think we should weave into the narrative of this Teaching Awards idea: how **Yale has insisted that the great professors also teach at the undergraduate level**. And even in introductory courses to Freshmen! I recall my first year biology course was studded with the top people in sub-fields, one after the other. Great teachers were almost an everyday event, not unseen adornments on faculty lists. We're all looking forward to mixing with many of them at the Class Lunch on June 1.

I would like to nominate Prof. **Ian M Sussex**. Ian is presently Yale Professor Emeritus of Molecular, Cellular and Developmental Biology. As an undergraduate student of Biology from 1960-1963, my focus was on Botany and the most influential mentor that I had in those years was Ian Sussex. He was a new, enthusiastic assistant professor who introduced me and his mostly graduate level students to the remarkable studies that he and others were actively pursuing in plant morphogenesis - the origin and development of plant structure. His lectures and discussions were rich in analysis and critique of primary literature - a dramatic departure for an undergrad who at that time was used to reading textbooks that gave just the facts. Sussex made science and critical thinking come to life for those of us around him. Classes with him and his Yale colleagues Ian Ross, Ted Delevoyas, Arthur Galston, and Norman Giles, gave my career a real jump start into grad school and then as a Plant Biology Professor at the University of Georgia.

Mr. Rudin taught a first term freshman seminar in Connecticut Hall to about 15 freshman. Its title was Current History.” as I recall. Our text book was to read the New York Times. At the time (1959), one of the things that we read in the NYT was an ad signed by distinguished person, including Mr. Rudin, who were protesting the U.S. Involvement in the Vietnam War, which at the time involved only a few “advisors.” Mr. Rudin was the Chairman of the History Department, and it was indeed an eye-opening experience to have the regular dialogues with such a pre-eminent scholar about “national security” and other subjects about which many of us probably had never before thought. I still cannot pick up a copy of the NYT without thinking of Mr. Rudin. I would be surprised if many of the other freshmen involved in the class did not feel the same way. I know that Gareth Williams does. Mr. Rudin also gave me a lesson on writing and grammar in the first term paper assignment. . He drew a horizontal line about 1/3 of the way through the paper and noted that this was where he stopped reading. He then suggested that we meet at his office to discuss. . We met and he gave me a number of pointers about how to be more focused and succinct in my writing. I did not know then that he had received the John Eliot Porter Award in 1932, but he gave me some of that wisdom. I thanked him and then he said, “Well, I imagine that you will want to do a different term paper now.” And so, I wrote a second one on a completely different topic. His particular interest was African Studies and I know that he inspired a number of us in our own interests in that subject. Mr. and Mrs. Rudin always sat in the balcony of Battel. Chapel and always had friendly greetings for the students whom they met there. Mr. Rudin was formal in manner, but was certainly an inspirational teacher.

Professor Deutsch was one of the more intelligent people I have ever encountered. I had him for a political science class. Only saw him in the big lectures, but he was remarkable and spell binding. His book, Nationalism and Social Communication, with its red cover, was most impressive. It is one of the text books which I still have in my library. The whole concept of his models for social and political interface was fascinating. The course taught me much about what it takes to make a nation and is helping me to understand the current failures at nation building in the Middle East. I quote him often. As I recall, the course was International Poli. Sci. I wrote a term paper on Afghanistan. At the time, the Americans were fighting the Russian influence. This course and Mr. Rudin’s influence were brought together in my senior honors thesis, “The Politics of Nationalism in Madagascar.”

I had only one course with **Mr. Haight**. It was on the Victorian Novel. Again, Mr. Haight had a unique way of making each book, the characters and the subject come alive, whether it was the story line or the allegory and subliminal political commentary. He brought to class original Dickens pamphlets and other memorabilia of the era. I give him credit for much of the way in which I approach books today, and my love of reading. If I had had his course earlier on in my undergraduate tenure, I certainly would have considered becoming an English major.

I would like to nominate Prof. **Charles Feidelson**, the great lecturer on 19th century American literature. He taught Moby Dick, with wonderful references to "the nothingness", and "the colorless all-color". He was an inspiring and hugely insightful teacher.

Addison Ward, Dept. of English and an 18th C. scholar led several seminars on Creative Writing in Davenport and shared an office complex with Judah Golden. He left Yale a year after we graduated to head up the English Dept. at Oberlin. He and his son were killed by a tornado less than a year later.

I was overwhelmed by your letter informing me that you and our classmates have selected me as one of the recipients of the class of 1963 Teaching Awards. Since I did not teach any regular college classes I'm honored to receive this teaching award for my work with the Yale Band. I am very grateful to have had the career I had at Yale and to have had the privilege of working with such bright guys as yourself.

On occasion, I used to study next to Department of Electrical Engineering Professor **Theron Usher** working in the Engineering library. He let me overlook his notes. In addition to preparing for upcoming classes and grading our work, he was doing outside consulting work for companies including *Electric Boat* at the time, designing complex control systems for the new generation of nuclear powered subs for Admiral Rickover. His sheer brilliance intimidated me, but his engineering problem solving in intricate and extended detail on the blackboard was an inspiration to behold. He attended via scholarship Yale, and graduated first in his engineering class in 1953 with a Bachelors Degree in Engineering, earning summa cum laude, Tau Beta Pi, and Sigma Xi, and receiving four prizes for outstanding achievement in electrical engineering. Also a Masters Degree in Engineering in 1955, and a Doctorate of Engineering in 1957, both from Yale. Perhaps the finest engineering student who ever attended Yale and a teacher second to none.

We should have done this recognition of our Yale professors 25 years ago when more of our honored Professors were still with us and really would have appreciated the recognition from their students earlier in their teaching careers. We should plant the seed in future classes coming along that this should be a key feature of their own 25th reunions rather than waiting until the 50th.

Ah yes, **Alexander Witherspoon**. Milton and Chaucer, individual conferences to review each paper, and I always remembered the silver dish inside his front door for calling cards.

Your beautiful note arrived today...it was so kind and so timely as the flurry of attention, cards, calls, emails has simmered down...to a mere trickle. I think you might be mistaken by assuming that you were one of the *least proficient swimmers* on the Yale team...I know for a fact that speed, times, and technique were **not** the only measure **Phil (Moriarty)** used to assess a talent or a contributor...he so often looked at loyalty, commitment, parental involvement!!!!, (I remember your parents so well!!!! ever present at so many meets!) enthusiasm, and the guts to

be "present". So regardless of what you may have thought...you were every bit as much a team member as a John Finch or Tim Garton or Mike Austin or anyone else!

Fred Sheffield was the seminar instructor who became used to the fact that I wasn't too sharp at statistics in psychology. He said any of us in the class could call him at home if we got stuck. He was so accustomed to calls from me that one night, when I did not call, he called me! Truly unusual.

..... I am honored. You bet I will be there June 1st. You made my day. Cordially, Bob

I am honored and touched by this honor and will be happy to join you for lunch on June 1. My sons call this sort of thing a blast from the past. Your E-mail did make me feel a bit old. I have been teaching for a long time. I still enjoy it.

YALE 1963 - TEACHING AWARD NOMINATIONS

