JOHN MORTON BLUM
(Steve Gunther and Charlie Cheney)

John Morton Blum was born and raised in New York City, educated at Andover and Harvard, served in the United States Navy for three years during WW II, returned to Harvard where he married Pamela Zinc, his college sweetheart, and earned his Doctorate in History.
After nine productive years on the faculty at M.I.T., he was recruited by Yale as a full professor in the history department in 1957. We met him five years later in History 35, a lecture course that he was to give for 34 years. For more than the course subject, we signed up to take "Blum " whose reputation was already established.

Three times each week, he gave a 45 minute tour de force lecture in the law school auditorium, speaking without notes or hesitation or voice magnification from an encyclopedic knowledge of twentieth century politics, much from his own research. He brought history alive for a group of students more diverse in interest than he had anticipated.
I have collaborated with Charlie Cheney in forming these remarks. I was a premed and biology major for whom history filled a course distribution requirement, just the student that Blum thought he was leaving at M.I.T. But, like many here, Charlie was the real deal, a history major who remembers Professor Blum as a personal mentor in his further studies. Interesting that we both immediately proposed Blum for this honor.

If imitation is the highest form of flattery, John Blum should be blushing right now. How many of us have taken a bit of the man with us to the present? At Yale we used to practice his delivery and mannerisms, but I was no match for my roommate who was a natural. Even twenty years later when I asked how things were going, he said while laughing, "Gunth, I can hardly believe this, but I am afraid that I have become the John Morton Blum of Columbia Law School. "
Dr. Pamela Zinc, Mrs Blum, my new penpal, through 63 years of marriage you have been both yourself and a significant part of this man. For this we honor you as well. Thank you for being here today, and thank you for your clever contributions to this testimonial.

MARIE BORROFF
by David MacKenzie

I was going to talk to you today about Sterling Professor Emeritus of English Marie Borroff and her many accomplishments and richly deserved honours. Then Auden's hidden powers took over and reminded me that the person I knew was Miss Borroff and what I had to say was for her, not about her and even if intensely personal, I believe it will resonate with many of my class mates

Miss Borroff, thank you.
Thank you for introducing me to a raucous, bawdy, irreverent, bunch of pilgrims quarrelling their way to Canterbury, an introduction made with such warmth, wit and passion that they have accompanied me on all my journeys ever since.

Thank you for bringing the Middle Ages to vivid life and illuminating them with imagery and colour so entrancing that it led me on to Huizinga and the works of Sigrid Undsett.

Thank you for making the Gawain poet accessible with those marvelous translations. Like him, they will endure forever.

Thank you for a comment read many years after leaving New Haven which led me to Norman Maclean and his wonderful *Young Men and Fire.*

Thank you for *Stars and Other Signs*. I believe it, too, will endure. It is never far from my side. *Gathering* came often to mind as I prepared these remarks.

Above all, thank you for introducing me to new worlds 53 years ago and as you did so, touching my mind and my heart in ways so profound that even today I am still discovering just how far reaching the changes are.

But that's what Great Teachers do and you are indeed one of the greatest. Miss Borroff, thank you,

VICTOR BROMBERT
(George Steers)

"It was clear that he took an interest in every one of us. We had no words to describe our elation. His fervor, his knowledge, his resplendent digressions, his sunny voice, his endless verbal resources, his ability to synthesize broad currents of intellectual history were a heady feast. I understood then that to teach meant not so much to impart factual knowledge and hand down ready-made opinions as to provoke, incite, perplex, and even disturb one's students, and to encourage them, not to imitate and repeat, but to discover their own voices."

Those words were written by Professor Victor Brombert over a decade ago, reflecting on his memories of Henri Peyre, the legendary chair of Yale's French Department. They were sent to me by classmate Burr Heneman who went on to say:

"His descriptions of Peyre, and the ways Peyre inspired Victor's teaching, are apt descriptions of how Victor himself was so remarkable. I remember especially the flow of his intellect as he opened window after window onto multiple ways to appreciate whatever we were reading."

I could not on improve on Burr's words and will not try; however, unlike Burr, I still think of you as Professor Brombert, rather than Victor.

You have justly received many prestigious awards and honors for your scholarship and teaching during your career. While today's honor may not qualify as prestigious, we hope you will find it particularly gratifying that, after fifty years, your former students, some of whom have difficulty remembering where they left their car keys, so readily, fondly and gratefully remember their time spent in your classroom.

Sam Chauncey
(Hank Higdon)

A graduate of the class of 1957, Sam Chauncey joined the University before graduating and became a special assistant to Yale President Kingman Brewster in 1963. For a while, he was the Dean of our class during our senior year. He served as Dean of Students and later as Secretary of the University. He was a trusted and influential advisor to several presidents and has had a lasting influence on Mother Yale. Sam was credited in part with the successful management of the volatile atmosphere on campus in New Haven in May 1970 during the New Haven Black Panther trials and was instrumental in the transition of Yale from an all-male undergraduate student body to a co-educational one.

After retiring from Yale, Sam embarked on a second career, first as the Founding Partner of Science Park, and later as President of Gaylord Hospital. He later returned to Yale as Director of the Health Management program in epidemiology and public health.

Over the years, Sam has been a fixture and a wonderful supporter of the Yale Squash program. He also served as the coach of a championship Davenport College hockey team, with three undefeated teams. An authentic New Havener, he has worked tirelessly to enhance the quality of life in New Haven and the relationship between Yale and the town. Sam was honored in 2000 by receiving the prestigious Yale Medal from the university.

On a personal note, Sam was a great help to me when I decided to take time off from Yale our senior year and work in Brussels, Belgium. He was particularly supportive and encouraging, at a time when I needed it. Our class is proud to honor Sam Chauncey.

RAYMOND C. CLEVENGER III
(Paul Field)

Adding a great deal of pleasure to this wonderful day is my opportunity to recognize and honor a very important contributor to the Yale experience and education of fortunate few of us, Raymond C. Clevenger. In our freshman year I took History 10, European History, the obligatory large lecture class. Several afternoons a week a handful of us met in Linsly Chittendon Hall, conveniently across the alley from my room in McClellan. At the very beginning of our Yale careers Ray Clevenger introduced us to the challenge and passion of history, and the excitement of a seminar. With a deft and firm hand, he led and inspired our seminar group, sharing insights and encouraging us to impassioned debates bringing alive the great and small moments of history.

With his authority, knowledge, humor and leadership, I didn't realize that he was only a few years older than we were. Ray Clevenger was an early Carnegie Teaching Fellow, having graduated from Yale only the year before. That academic year was the only year he taught. After a brief stint at Morgan Guaranty, he entered Yale Law in 1963 with several members of our class. After clerking for Mr. Justice White, Ray Clevenger spent 23 years at Wilmer, Cutler. He left a partnership at the firm upon being appointed to the United States Court of Appeals, where he is now Senior Judge.

But I have never forgotten the great start in my Yale experience and the fostering of my love of

history from that freshman seminar. I ended up majoring in American Studies and it has become a life-long passion of mine.

Judge Clevenger, on behalf of the Yale Class of 1963, It is a great honor indeed to recognize your significant effect on me and a handful of fortunate classmates so long ago in that dingy seminar room.

JAN DEUTSCH
(Jud Calkins)

As freshmen first we came to Yale, bound, determined not to fail, we entered the great lecture halls to the stentorian orations of Charles "I am History" Garside and "Wild Bill" Emerson on the great sweep of European history. But it was in the related seminars conducted by graduate assistants where we truly learned what history and Yale were all about.

Jan Deutsch, my seminar leader, in his spare time was pursuing both law and PhD degrees at Yale, becoming thereafter a distinguished author and the Walton Hale Hamilton Professor Emeritus of Law and Professorial Lecturer at Yale Law School. Despite his multitasking, he was on time at an early hour, smooth of dress and speech, keen of thought.

At an early exam, my classmate Jim Thompson, fresh out of revered Bethesda Chevy Chase High School, anticipated multiple choice but instead confronted a question on the relative strengths of France and Italy in 1300, some 200 years after the current period of study. After confirming with the proctor that he was in the right room; he promptly froze. "I tried to think of what data I had memorized, the names of kings, of battles, of inventions in 1100," he recalled. "Nothing came to mind. So I simply recast the question into a statement, then I ran out of gas. My career at Yale passed before my eyes."

In an audience thereafter with his professor, Jim learned, against hope, that the 40 on his blue book was not a reduction from 100, but his actual score. "The payoff was the thoughtful advice he gave me: The course and the question were designed to make you think, not merely memorize data. Lesson learned." Professor Deutsch: we honor and thank you today for teaching us to think.

GEORGE FAYEN
(Nelson L. Levy)

George was my gateway to scholarship. Prior to Yale and English 24H, I thought I could read, and especially, write. I was aghast when my brilliant first paper returned with a mere 80-something and a blanket of commentary in the margins. I kept trying, and George kept pushing and pulling. Finally, paper #4 came back, and George and I shared smiles as I eyed the 92. George, through his comments and encouraging criticism – and through the example he set with his lectures – showed me the difference between a bright high school kid who could learn and regurgitate facts and a scholar who could understand and create knowledge. And, George, I still remember the right way to pronounce Quixote – and why. Thank you so much.

KARSTEN HARRIES
(David Schoenbrod)

Once upon a time, a young man named Karsten Harries led a discussion group in Robert Brumbaugh's Introduction to Philosophy course. We met in one of those wonderful colonial buildings on the Old Campus around a big table in a small room at the north end of the ground floor. Professor Harries got us to talk about the great issues, listened carefully, and kindly got us to think harder.

Remembering Mr. Harries so distinctly and the liking his class so much, I immediately said "yes" to the request to speak today. There was a problem, however – what else could I say since I did not take to philosophy, or so I thought.

Then, it dawned upon me that I was wrong. In his book, The Ethical Function of Architecture, Professor Harries writes that the architecture of buildings should promote an ethical society. In my own, much less acclaimed works, I write that the architecture of political institutions should make elected officials accountable. We must have accountability in fact as well as theory to have an ethical society because "the most important principle for designing an ethical society is to make sure that everyone's reputation is on the line all the time so that bad behavior will always bring bad consequences." The quote is from The Righteous Mind, a wonderful bestselling book by Jonathan Haidt, Yale College class of 1985, who was an advisee and student of Professor Harries.

The perfect architecture for an ethical education is a big table in a small room in which Karsten Harries leads a discussion of great issues.

JOHN HOLLANDER
(Victor Sheronas)

I hated poetry because I was certain I was no good at it. And my freshman English teacher was the renowned (later on a national scale) poet, John Hollander! So terror overtook any reason or ability. I probably passed because the name Sheronas does roll off the tongue. But his greatness rubbed off on me by my sophomore year. Symbolism..check; got it from Frederick Fitch's Symbolic Logic course. Rhythm, sound, meter & tone..check, check, check and check; got it from William Waite's History of Music course. Describe, don't tell..check; life has taught me the necessity of being unafraid to describe how I feel rather than acting out. Decades past Yale, my budding-poet of a wife now asks me, occasionally, for my opinion of her work..and I get it! Dr. Hollander, you honor us now with your greatness and presence; you honored us then with your ability. I must keep this brief because we have "miles to go before we sleep."

DEAN ARTHUR HOWE
(Ian Robertson)

I would like to introduce Arthur Howe, our Dean of Admissions; the man who in 1959 recruited from millions of hormonally addled young boys the 1,030 men of 1963. Dean Howe's admissions philosophy was to look for promise as a person, he put less faith in grades and test scores, than in the opinions of people who knew you personally, and knew you well.

He was looking for three qualities: the unique talent, the imbalanced kid who was already an extraordinarily accomplished; musician, artist, historian, athlete, or leader. His other two criteria, scholarship & learning, but equally important intangible human qualities: caring, responsibility, discipline in social and personal lives, being a good neighbor, being a good public citizen. He was playing very risky game not rating the student on who he was today, but what was his long term potential.

Judging from the 588 essays in our class book he did an extraordinary job; please welcome Dean Arthur Howe.

FIRUZ KAZEMZADEH
(Stanley Riveles)

Freshman year, I studied Russian to avoid the math requirement. Though frivolous, that decision lead to a career. But it would not have occurred without Prof. Firuz Kazemzadeh's inspired teaching. His introductory course in Russian history revealed to me a whole wondrous new world--an exotic tapestry of Tsars and Boyars, of Varangians and Mongols, of empire and tyranny. Prof. Kazemzadeh drew me into this fascinating, alien culture.

In our class, I wasn't alone in falling under his magic with lifelong effect. Daniel Waugh, Russian history professor at the University of Washington, wrote that "Of my Yale professors, [Firuz] was probably the most accessible and encouraging. He always conveyed a sense of warm interest in his students." Tony Rhinelander taught Russian history at St. Thomas University in Fredericton, Canada. He had perhaps the ultimate encomium: "I developed my own university history course on Russian imperialism based essentially on Dr K's course outline."

But he is not only an outstanding scholar and inspiring teacher. Prof. Kazemzadeh has been a human rights activist on behalf of the Baha'i faith, a minority persecuted in his native Iran since the Revolution. Since the late 1970s, he has forcefully spoken out in defense of religious rights in every possible forum.

We are honored to have him and his wife with us today, to pay tribute to his teaching and his life's work.

HOWARD LAMAR
(David Boren)

Howard Lamar changed our understanding of what it means to be an American as he explained the diversity, the spirit and the promise of the West. One of our classmates, David Rudenstine described it this way in a recent email, "Howard Lamar's lectures disclosed the West as if he were painting some huge canvass of a twilight scene of a river valley. Apart from his gentle nature, his warmth, and his total approachability, he sang his thoughts as if he had a guitar on his lap sitting by a Wyoming fire while cows grazed nearby." None of us will ever forget his classes. Above all, none of us will ever forget him as a mentor and as a wise and caring friend. Even more than about the American West, he taught us about the importance and power of kindness. He helped us understand that it is how we treat each other that will shape our society. Howard Lamar, you will always be part of our lives.

PAUL W. MACAVOY
(Jonathan Rose)

(1) Professor, sometime Dean, White House staff member, conservative economist, began his 45 year teaching career a few weeks after completing his Yale Ph. D thesis by accepting a position as instructor in economics with three sections of economics 10 on TTS at eight, nine, and ten AM.

(2) This much esteemed position paid $5,000 per year, plus all the fun of empty class rooms on football Saturdays, slightly odorous Thursdays (why shower when Vassar women don`t arrive until Friday?) and the instructor had to take attendance and produce arithmetic grades?

(3) He still says that grading was the worst, overly exact when derived from attendance, quizzes, midterms final exams and class participation. The registrar was a tyrant, and ended up outing him for proposing changes in submitted grades.

(4) He is haunted by the member of this class that was graded 89 the first semester and 69 the second for a year`s grade of 79. Said member of the class of 63 came up to Prof MacAvoy at a cocktail party in New York ten years later and asked "remember me?" to which the response was "Econ 10. section two ,attendance problem, grade 79"

(5) The MacAvoys were starving on $5,000 a year so he went to see Provost Buck, taking senior faculty Bill Parker and M J Peck with him for protection, to ask for a raise. Dr. Buck consulted his 3X5 cards and responded that he was in the provost`s office on that mission two years too early.

(6) MacAvoy about then accepted an offer of an assistant professorship at the University of Chicago starting at $10,000 per year. James Tobin, Yale`s Nobel prizewinner to be, in a luncheon conversation later said to him that Yale scholars do not go to teach at Chicago, responded that some do for double the money.

(7) After three years at Chicago, he went around the circle to teach at MIT, Deaning at Rochester, at the Ford White House, the new Yale SOM, Teaching at Tuck and Brown. But the last round was 12 years fun years at the new Yale SOM.

EDMUND MORGAN
(David Rudenstine)

Today the Yale class of 1963 celebrates and honors Edmund Sears Morgan the teacher. Professor Morgan taught us the history of Colonial America, and by means of that experience he influenced our values, our aspirations and our ways of thinking.

Professor Morgan, who joined the Yale faculty in 1955 and became a distinguished Sterling Professor in 1965, remained central to the history department and to the education of undergraduates until he became emeritus in 1986.

Professor Morgan understood that undergraduates were not a "captive audience," and, as he has said, they "didn't have to listen to me if I didn't make it interesting." As a result, he set his mind to making Colonial America fascinating. And did he succeed! The clarity of his thought, the richness of his analysis, the force of his argument, and his bewitching capacity to view an event from differing perspectives all contributed to making his classes an experience that enlivened the mind and enriched understanding.

But Professor Morgan did more than teach us history. Morgan taught us how to consider a struggle from every point of view, how to have a skeptical mind without letting it become cynical, how to appreciate the evidence before us while pressing for more, and how to eschew easy and facile responses to important questions that begged for complexity and subtlety. Moreover, Professor Morgan modeled for us the importance of integrity, modesty, charity and generosity. Thus, while history was Professor Morgan's medium, what he really taught us were values and perspectives that shape a life, and because that lesson was so profound, our words do not and cannot capture our collective debt. But what we do say is thank you, a profound and heart-felt thank you.

PHIL MORIARTY
(Chip Palmer)

It is truly a privilege to present to Ellen Moriarty, the daughter of Phil Moriarty, Yale's long-time Swimming and Diving Coach, this certificate recognizing her late father as a recipient of a Yale Class of 1963 Teaching Award. Phil was more than a legendary coach whose impressive 195-25 win-loss record, service as Olympic diving coach in Rome in 1960 and authorship of recognized swimming and diving publications earned him induction into the International Swimming Hall of Fame and honor as the 1971 NCAA Swimming Coach of the Year. Phil was an impassioned teacher first.

With the Payne Whitney pools as his classroom, Phil calmly created an environment in which his team members could mature and develop the confidence and self-reliance to go forth from Yale with the life skills that Phil so genuinely exemplified and inculcated and that so wonderfully complimented the knowledge and analytical skills his team members gained from other great teachers like those we also honor today.

Ever a gentleman, ever fair and considerate, he showed his team members how to be disciplined and competitive and still conduct themselves with dignity, graciousness and warmth. With kindness and endless patience, treating the least and most talented with the same respect and attention, helping each team member to reach his full potential, Phil taught us to value each person's effort to perform and, in turn, that a team could be greater than any individual. Even in retirement, Phil continued to guide us, leading an active and independent life, self-publishing multiple volumes of his poetry and prose and pursuing his passionate commitment to Yale and the Yale Swimming Association. In short, Phil exemplified the essence of a great coach at Yale: being an outstanding teacher.

WILLIAM K. MUIR
(Jerry Selness)

Many classmates have written about the value of a liberal arts education at Yale and I offer this definition of a liberal arts college: It is where the professors ask old questions to which they already know answers in hopes the students will produce new and better answers to.

Professor Muir challenges his students in his political science courses, earning Professor Emeritus recognition at the University of California Berkeley.

In 1963 Mr. Muir introduced himself to me, when at his first-day class on Constitutional law he began the class by asking "Mr. Selness, define law." I gulped, and came up with an audible answer, not what he expected from a science- engineering student. We learned, that defining law in a sense useful for examining the constitution of the United States is not so easy.

I learned from that class there are four or five arguments that jurists can make before the supreme court of the United States of America: stare decisis, ipso facto, a priori, reductio ad absurdum, and prima facie.

Professor Muir tackles tough questions with his research. His books contain insights about the workings of our constitutional form of government-- from the street corner cop, to the workings of the California legislature, and, to how President Reagan honed and repeated his broad-cast messages to lead our nation persuasively.

Ipso facto, it is my privilege to present to you, Professor William K. Muir, this certificate of appreciation on behalf of the Yale class of 1963 and in recognition of the interactive teaching you did in your lectures and classes for the students of the Yale Class of 1963 when you were an instructor in the political science department at Yale.

FRANK RUDDLE
(Jim Courtwright)

The late Frank Ruddle, Sterling Professor of Biology emeritus, joined the Yale faculty in 1961, bringing with him his experience and expertise in cell and genetic biology and incorporating those new perspectives into the upper level undergraduate Embryology course for zoology majors.

One goal of a good teacher is to clarify the myriate connections of known individual facts, Frank excelled in his combinations of lecture and laboratory presentations. A separate goal of a great teacher is not only to show how a given field of knowledge has been obtained but also to indicate what questions need to be asked and to encourage us to ask those questions and to design experiments that will produce answers that will advance that knowledge. In these respects, Frank represented teaching at Yale's best and research at a level equal to the most important frontiers of science.

Those of who knew Frank also knew that his door was always open, his thoughtful opinions personally shared, and that he was willing to help us make decisions that would make us better scientists. He helped define what experimental science, beyond the textbook, was all about and took the lead himself in identifying the genes that constitute the organism.

Beyond his talents as a scientist, with a lifetime of hundreds of publications and many books, Frank was also generous in his time, notably kind to all, and gentle in his efforts to get nature to reveal her secrets. For all of this Frank is to be honored and remembered by those who knew him and by those he guided and trained. We carry with us fond memories of one of the great biologists of our generation and are grateful for the lessons he taught us and the perspectives he opened to us.

ROBERT SEMPLE
(Jud Calkins)

After rousing ourselves early on Old Campus and shuffling to Commons for breakfast, some in 1963 were privileged to encounter Robert Semple as seminar leader in History 10, described by him as "the European history survey course which began somewhere back with Charlemagne and went as far as you could go by late May."

He was a recent Yale graduate and a Carnegie Fellow recruited by Whitney Griswold to instruct the course, which he did with style and aplomb before heading to Berkeley for an MA in history and then a Pulitzer-Prize-winning career with the New York Times, where he continues today as associate editorial page editor.

My encounter with Professor Semple was brief – he handled a class for Jan Deutsch near semester's end – but entirely lasting. Unburdened by notes, making liberal use of the blackboard, he strolled and expounded, weaving together and making meaning of the historical threads we had covered. My classmate Chip Palmer, a regular Semple student, observed: "Bob was bright and knowledgeable with a facility for generating an interesting and lively discussion about pretty dry and unexciting subject matter. He was easily approachable and receptive to continuing discussion at the conclusion of the seminar sessions."

Chip took special note thereafter of the Semple byline in the Times. "Having confirmed that the journalist was indeed my former seminar leader, I read his articles with a special interest, not only because of the Yale connection but because his articles were first rate."

Bob, today we celebrate your time with us at Yale and thank you for what you gave us.

GADDIS SMITH
(Carter Findley)

Two memories of senior year are the most vivid. One is the view back over the campus from my full-length double window on the seventh floor of the Stiles tower. The other memory is working on my senior honors essay under Gaddis Smith's generous guidance. The guidance was really generous, because I did not know a thing about diplomatic history. However, faculty leaves had taken a toll on the department that year, and Gaddis took pity on an orphan. When I told him I wanted to use the French I had been learning, he suggested I study relations between de Gaulle's Free French movement and the Allies during World War II. It was an inspired choice of topic. There were published original sources including a lot in French, some unpublished documents at Hyde Park, and as yet no real scholarship on the subject. After much toil, I got my honors essay typed up, and it somehow won the John Addison Porter prize. A few years later in Cambridge, when I was courting Lucia, now my wife, we went to see Humphrey Bogart and Ingrid Bergman in "Casablanca" at the Brattle Theater. Ever since, poor Lucia has thought that movie is about us. Gaddis and I know the truth. That is really the movie version of my senior honors essay. Movie lovers, you owe it all to Gaddis.

IAN SUSSEX
(David Porter)

Ian M. Sussex is Yale Professor Emeritus of Molecular, Cellular and Developmental Biology. His widely recognized research on the genesis of form in plant structure (for example, the seemingly simple difference between flat leaves versus round stems) created a foundation for later studies on the molecular and genetic basis of plant development and its significance for plant biotechnology. But for me in the early 1960's as an undergraduate student in the then Botany Department, the Prospect Street wing of Osborn Laboratories was the place that became my academic home, and the most influential mentor that I had in those years was Ian Sussex. He was then a new, enthusiastic professor who introduced me and his mostly graduate-level students to the remarkable studies that he and others were actively pursuing in plant morphogenesis. His lectures and discussions were rich in analysis and critique of primary literature - a dramatic departure for an undergrad who was used to reading textbooks that at that time 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 own career a real jump start for grad school and then as a Plant Biology Professor at the University of Georgia. I am not alone - Sussex has mentored a generation of plant developmental biologists and continues to do so. It is my distinct pleasure to nominate Professor Ian Sussex, for a Class of 1963 Teaching Award and to be able to present it to him in person.

ROBERT FARRIS THOMPSON
(Michael Freeland)

I am honored and greatly pleased to introduce Robert Farris Thompson as a recipient of the Class of 1963 Teaching Award. Bob Thompson (more recently and affectionately dubbed "Master T") 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 while describing 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 Colonel John 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. He is truly deserving of the Class of 1963 Teaching Award.

RIMAS VAISNYS
(Jim Baird)

Juozas Rimas Vaisnys graduated from Yale College in 1956 at age 18 and received the Ph.D. in chemistry from the University of California at Berkeley in 1960. When I enrolled in his Chem. 37 Inorganic and Nuclear Chemistry course in 1961, I concluded that my teacher was a polymath. He has more than confirmed my judgment over his 53 year Yale teaching career having served sequentially as a professor of chemistry, metallurgy, geology and geophysics, and most recently electrical engineering. Whenever I have visited New Haven over the past 50 years, I have stopped by to see Mr. Vaisnys. He has always been willing to listen and has never failed to teach me something new.