

CLASS OF 1963

SUPPLEMENT

Strides and
Issues of the
Past Fifty Years

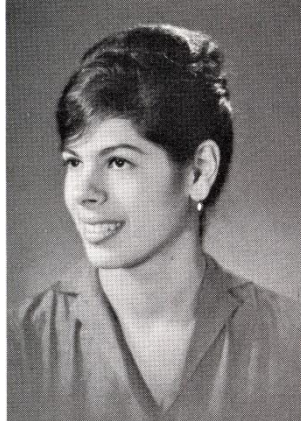
50th

REUNION

June 7-9, 2013

Brandeis University

BRANDEIS CLASS OF 1963
50TH REUNION YEARBOOK QUESTIONNAIRE



PERSONAL INFORMATION

Name at Brandeis: Joyce Kessler

Name at present time: Joyce Antler

Name of spouse(s) / partner(s) / significant other(s): Stephen Antler

DESCRIPTION OF PROFESSIONAL / WORKING LIFE SINCE BRANDEIS

PhD. US History, SUNY/Stony Brook, 1977. Faculty member in the American Studies Department at Brandeis since 1979. I'm the Samuel Lane Professor of American Jewish History and Culture and Professor of Women's and Gender Studies. At Brandeis received Abram S. Sachar Silver Medallion for Outstanding Achievement in Education and Harry S. Levitan Prize in Education, Received "Best Book in Women's Issues" award from American Culture/Popular Culture Association for my book, "You Never Call! You Never Write!": A History of the Jewish Mother. My historical play, *Year One of the Empire*, (co-authored with Elinor Fuchs), won a playwriting award in 1980. I'm the author (or editor) of 10 books, all in women's history except for *Year One*, and many dozens of articles. I was director of the Women's Studies Program at Brandeis in its earliest years (1980-1991); co-founded the Graduate Consortium in Women's Studies in 1992 (for 10 universities, now hosted by MIT), and have been involved in many Women's Studies activities, here and elsewhere. I've chaired the American Studies Department several times, and served as first Head of the Division of Social Sciences at Brandeis.

DESCRIPTION OF PERSONAL LIFE SINCE BRANDEIS

I'm the Academic Chair and founding board member of the Jewish Women's Archive, I also served as Chair of the Massachusetts Foundation for the Humanities. Spending time with friends, and dear family (my husband Steve and two daughters and their husbands) is my favorite leisure activity, Lauren is a former stand-up and improv comedian and theater administrator now working for Circus Smirkus in Vermont and about to make me a grandmother, and Rachel is a lawyer for a big firm in NYC, who like her sister, has a wicked sense of humor, often at their mom's expense (just kidding!).

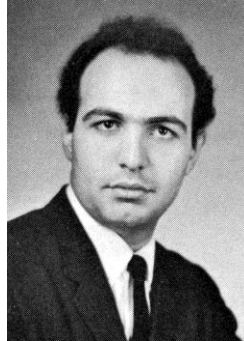
Since Brandeis:

It took me quite a while to start on the academic life that has been my major preoccupation since Brandeis. After very brief sojourns at the University of California at Berkeley and Columbia University right after graduation, I spent some years in NYC politics (getting a lot accomplished by bluffing the administration that we were "women in city government united" - all three of us, that is); then, in 1967, I started to research an anti-war play about previous periods of anti-war agitation in US history. My collaborator and I thought it could take as long as a summer to do this. Five years later, we had completed the script of "Year One of the Empire: A Play of Politics, War and Protest taken from the Historical Record" (published by Houghton Mifflin in 1973, and first performed in L.A. in 1980, with a cast of 25+; it was performed off-Broadway in 2008). Doing the play was a complete labor of love, and convinced me, after all my

foot-dragging, that I really loved doing historical research, and that an academic life might not conflict with my commitment to “changing the world.” When I entered a Ph.D. program in the early 70s, the women’s movement had already started, and it was slowly starting to shape academia (although in one graduate seminar my Ph.D. adviser told me to find a topic much more meaningful than intellectual women - wasn’t that a contradiction in terms, he asked?!) In any case, I chose women’s history as my subject, and have never looked back. After a post-doc, I was fortunate to come back to Brandeis as Asst. Prof. of American Studies in 1979; this year, as the Samuel Lane Chair of American Jewish History and Culture and Professor of Women’s and Gender Studies at Brandeis, I began my 35th year of teaching here. In most ways, Brandeis today is completely different from the Brandeis we knew - but its roots, traditions, and legacies influence who we are in the present. It’s a fantastic place, and I consider myself very fortunate to have been part of its development over this time. It will be difficult to pry myself away from Brandeis, but I see that happening within a few years. Then I can spend my time sorting through my papers, and giving them to our alma mater! I urge you all to do the same - we need to bolster our university archives with the stories of our alums. I’ve had several classes doing historical plays about Brandeis - one, “the Status is Not Quo” - about the first 25 years at Brandeis, and more recently, “When Rebellion Become Revolution”: A Play of Protest, Murder, Denial and Atonement” (the story of Brandeis students and FBI fugitives, Susan Saxe, Kathy Power, and the murder of a Boston policeman, in 1970); other classes have done oral histories of Brandeis professors, women at Brandeis, etc.

Social justice and engaged learning (beyond our campus towers) are now mantras at Brandeis, but they have always been, no? That, and the power of learning for its own sake, perhaps (as we discussed at Reunion, 2013). I look forward to 2018, and to resuming our conversations, which I find so stimulating.

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PERSONAL INFORMATION

Name at Brandeis: STEPHEN DONADIO

Name at Present Time: STEPHEN DONADIO

Name of Spouse: Emmie (Stonehill) Donadio

Work: Fulton Professor of Humanities; Director, Program in Literary Studies; Editor,

New England Review; Middlebury College

Family: Married to Emmie Donadio; two children, Rachel and David;
one grandchild, Talia Isabel.

DESCRIPTION OF PROFESSIONAL/WORKING LIFE SINCE BRANDEIS

After graduation, in 1963-1964 I had a Fulbright grant to Paris, where I did a little writing and spent most of my time seeing movies. (At that time, the Cinematheque Francaise had two theaters in the city, each of which screened films at 6:00, 8:00, and 10:00 every night, so I got to see hundreds of films over the course of the year, including, in sequence, all the films of many of the world's most important directors. I have never regretted spending my time this way, especially since the educational possibilities available at the Sorbonne in those years were hardly inspiring.) By the summer of 1964 I had achieved reasonable fluency in French and was considering staying on in Paris indefinitely, but I returned to New York and in the fall began graduate school at Columbia in English and Comparative Literature. After a year in the Master's program, I was inclined to try something else, but I had the very good fortune to begin working with Lionel Trilling, whose support and encouragement made it possible for me to complete a Ph.D. in 1971. (I had begun teaching at Columbia in the fall of 1966, and those teaching responsibilities – in the core Humanities course and also comparative literature and modern British literature – had slowed me down.) I continued to teach at Columbia through the spring of 1977, then was awarded a Rockefeller Foundation Fellowship for 1977-78. In the summer of 1976, I was invited to teach in the Bread Loaf Graduate School of English summer M.A. program, and in part on the basis of my work there that summer, in 1977 was offered a tenured position as associate professor at Middlebury College, where I have been ever since.

Over the years at Middlebury, I've moved from associate professor to full professor to an endowed professorship, and have held various administrative positions: Humanities Division chair, Dean of Arts and Humanities, Chair of American Literature and Civilization, Chair of English, and Director of the Program in Literary Studies. In addition, I have continued to teach in the Bread Loaf program every summer but two since 1976, at program sites in Ripton, Vermont; Lincoln College, Oxford; and Asheville, North Carolina. Since 1994 – almost twenty years now – in addition to teaching I have served as Editor of the *New England Review*, a literary quarterly with international distribution. For a few years, I was chairman of the Vermont Council on the Humanities and Public Issues.

I've published some articles on various cultural topics and a few books, including *Nietzsche, Henry James, and the Artistic Will* and a couple of edited volumes on *Emerson and His Legacy* and *Art, Politics, and Will*, as well as the *New York Public Library Book of 20th-Century Quotations*.

In recent months, perhaps in anticipation of our fiftieth reunion, I've found myself thinking more and more about what I had in mind when I first began down the road that, for better and worse, I have taken over this past half century. As it happens, I turned seventeen just a month before I arrived at Brandeis, and I've been contemplating what it might take in the time I have left to recommit myself to realizing at least some of the half-formed ambitions I had at that age.

DESCRIPTION OF PERSONAL LIFE SINCE BRANDEIS

Family life – with my wife, Emmie, and our two children – has been more important to me than anything else, followed by friendships, some of which I'm afraid I have not been very good about maintaining at a distance, though people with whom I have not communicated for a long time are still very much in my thoughts. My hope was that our reunion would provide opportunities for renewed conversation – real conversation, of the sort that we had, most unexpectedly and memorably, at our twenty-fifth reunion.

No hobbies. Though film, theater, visual art, and music continue to be deeply important to me, all I've really ever wanted to do is read and write. Because much of my time has been consumed with teaching – about which I still care a great deal – I've kept up reading in numerous areas of interest; but I wish I had written more.

BRANDEIS EXPERIENCE

Intellectually, what counted most for me was the chance to work with a number of distinguished and commanding figures – chief among them Philip Rahv, as well as Maury Stein and Allen Grossman (both of whom I first encountered in my first semester), Irving Howe, J.V. Cunningham, John Van Doren, Frank Manuel, David Sachs, and visiting faculty H.D.F. Kitto, G.P. Grice, Yves Bonnefoy, and A. Alvarez. A remarkable group, when you consider the range of accomplishments and disciplines they represent.

Because of the way things worked at Brandeis, it was possible for me to take a couple of graduate seminars in English with Rahv, and my closeness to him ultimately played a big part in my acceptance at Columbia, as well as in my publishing literary criticism (including early reviews of Thomas Pynchon and Walker Percy) in *Partisan Review*. Early on, after I had expressed my adolescent dismissiveness of Wordsworth (whose poetry I barely knew), Allen Grossman challenged me to undertake an independent course with him on Wordsworth and some of the other English Romantics; it wasn't long before I had begun committing much of that work to memory, so great had my admiration for it become. (In English 1a, John Wight had required that we memorize at

least one hundred lines of poetry from an anthology, and that exercise proved far more valuable to me than I ever would have anticipated. He, by the way – an extremely modest and unassuming classicist by training – turned out to be an extremely gifted teacher, one who created the conditions for real conversation in the classroom, rather than the opportunistic signaling that often passes for it.) When I was a freshman, A. Alvarez was kind enough to read a poem that I had written, and immediately identified the point at which I'd lost control of what I was doing: an important lesson, and one that obliged me to pay more attention to the demands of the craft that I pursued for a few years longer.

Speaking of writing: my work as editor of a couple of literary magazines – the very names of which I've now forgotten, although I think that one was *Folio* – also turned out to be very helpful later, in contrast to my experience on *The Justice*, which in the end was a lot more mixed. (I decided to give up my job there after writing an editorial in which I found myself more or less threatening mass violence if the library were not kept open on Saturday nights. So much for opinion journalism, which compels one, day after day, to manufacture opinions that demand to be noticed on pretty much everything in sight; if I'd stayed on, no doubt extreme demands regarding parking spaces or the quality of the food in the cafeteria would have been next.)

All that said, as everybody knows, intellectual argument was a contact sport at Brandeis, and when outside speakers of established reputation were invited to speak at the university, they effectively took their lives in their hands. I often had the sense that people in the audience, faculty members as well as students who took their cues from them, were lying in wait to detect weaknesses in any presentation, and though I sometimes regretted this, when I got to Columbia I was disappointed by the cautiousness, at times bordering on lifelessness, of the intellectual discussions, which suggested that there was really not very much of importance at stake. This apparent lack of intensity was one of the reasons I was initially far from enthusiastic about continuing my graduate work there; but Trilling – and Jacques Barzun, too, in his way – changed my perception and deepened my expectations.

Among the more memorable visitors to Brandeis during our time there: Norman Mailer (a self-consciously outrageous performance that went on much too long and fell flat); Hannah Arendt (whose talk in Gen Ed S I was assigned to review when I was a freshman who knew nothing about her or the world she brought with her); Norman O. Brown (author of *Life Against Death*); Malcolm X; poets Robert Lowell, Allen Tate, and Charles Olson; Dwight Macdonald; Pete Seeger (a disappointing dining hall appearance, in which the audience refused to join in singing); Joan Baez (a testy early performance, in which she introduced some songs by Bob Dylan, informing the

audience that he was someone we hadn't heard of yet, but would). One evening I'll surely never forget: after a talk by James Baldwin at Brandeis, along with Roger Wertheimer, Portia Smith, and Beverly Wall, I was one of the four students in the car that drove him to the Hayes Bickford all-night cafeteria in Cambridge, where he had arranged to meet Martin Luther King for the first time. They sat at a small table in the back, and though we longed to hear what they might have to say to one another, we thought it would be best to leave them alone.

Note: Of all my friends at Brandeis, I believe the one who was most important to me intellectually was Roger Wertheimer. He was a philosophy major with a powerful, rigorous intellect, and his example required that I enroll in courses that were often way above my head – especially courses in analytic philosophy, which demanded that I be far more precise in my use of language. For years Roger effectively guided my education, questioning my loose, impressionistic assertions and demanding that I think through the implications of the positions and judgments I was inclined to embrace unreflectively. Without the more or less continuous pressure that he exerted, I don't think I would have been able to get very far. He also knew how to drive a car – something that, as a native of Brooklyn, New York, I did not learn to do until after I was married and close to thirty years old.

Another vivid memory: a tribute hastily organized by Irving Howe and Serge Doubrovsky very shortly after the announcement of the sudden death of Albert Camus in a car crash.

Of course during those undergraduate years and in the years immediately after, I was, like many of us, involved in a number of intense Brandeis relationships; but the circumstances of these are really too personal to relate in any detail here. Suffice it to say that there were a number of significant wounds, some of which I was responsible for inflicting and some of which I received – as may be the case for others among us, when we stop to think about it. Those wounds that I received I now regard as coming with the territory. After all, when we first got to college, we were not very far removed, at least socially and perhaps also psychologically, from junior high school and the group formations that may distort our perceptions and judgments for a long time afterward. For the various wounds that I inflicted, I am sincerely sorry, and to the extent that I can make sense of them at this stage of my life, I recognize my actions as reflecting some of the persistent confusions of late adolescence – the end of which seems a long time coming, even now – and a thoughtlessness that occasionally verged on what can only be described as moral idiocy.

In this regard, I conclude with an expression of thanks that's very long overdue (at least half a century, in fact): to Brandeis, to its director of admissions at the time, Philip Driscoll, and to Joseph and Helen Regenstein of Chicago, who made it possible for me to have an education that effectively changed my life. I was the first person in my family to go to college, and without the essential financial support I was offered that possibility would not have been thinkable. My parents, of course, also deserve my deepest gratitude, for encouraging me to read and making it clear that our very difficult situation was not all there was to know about us. After suffering for five years at home from an exceptionally destructive illness, my father died a year before I left for Waltham; he was forty-six, and I had the sense that it had fallen to me to fulfill ambitions that he was never in a position to permit himself. For my mother, my going away was very hard, but she insisted on it; and my brother, who knows far, far more than I do about many more things, was then still in high school, and in my absence obliged to provide necessary assistance on the home front. It has taken me much too long to express the incalculable indebtedness I have indicated here, but perhaps over all these years my acknowledgment of my gratitude has taken another form; after all, as I have come to see, at Brandeis or soon thereafter, I clearly chose to spend the rest of my life in college – as if to say, If you let me go, I promise that I will never leave.

WORLD EVENTS, ETC.

For what it's worth, here's my sense of a few of the ones that have had the greatest impact on me, in one way or another:

Suicide of Ernest Hemingway, July 1961. (Not just a literary matter; a far-reaching assault on the possibility of personal survival in the face of adversity, since for decades the testimony of his work had appeared to be that you could, in a spirit of stoic defiance, handle anything.)

JFK evening speech during Cuban Missile Crisis (Sitting at the kitchen table in Beacon Hill, I took this one personally.)

Assassination of JFK, November, 1963 (I was in Paris at that moment and for the first time began to consider what it might mean to be an American.)

Assassinations of Malcolm X (1965), Martin Luther King and Bobby Kennedy (1968): (Historical developments out of control and lethal.)

Occupation of Columbia University, spring 1968 (I was there, did a series of interviews with principal participants and wrote an essay about this protracted affair. Huge gap

between the reductive account offered by the media, and the mess of ambiguous motives and forms of bad faith on display. This was a turning point in my understanding of, and trust in, general representations of historical events and circumstances; whatever the pleasures of bumper sticker thinking, in light of the presumed evidence on offer that might lead one to quick conclusions, after this experience the basis for taking positions came to seem to me extremely shaky).

9/11 (Watching the TV images in disbelief, then recalling the eerie prescience of the remarkable film *My Son, The Fanatic*.)

Boston Marathon, 2013 (Now Chechnya becomes a part of U.S. History.)

As for all-encompassing cultural change: the dramatic alterations in experience that have been wrought by technological developments: e.g., the personal computer and the cell phone, digital recording and photography, now all merging into one hand-held device which consumes much more of our attention than any person in the room. Have you been to a restaurant lately? There you will see people having a meal together in silence while they respond to instant messages, check the sports scores, locate restaurant and movie reviews, and engage in shopping. Not many occasions left for unmediated contact and serious, uninterrupted, face to face conversation. Best to seize such occasions while you can. Our 50th Reunion is was one, and I very much look forward to the next time we can all get together.

BRANDEIS CLASS OF 1963

50TH REUNION YEARBOOK QUESTIONNAIRE

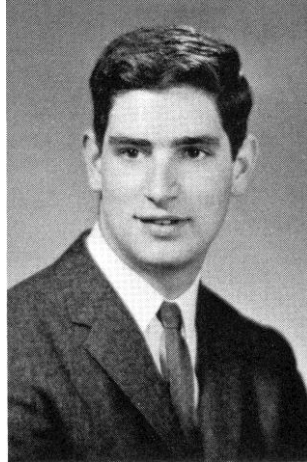
Brandeis opened up the world to me. It gave me the chance to explore and to learn things that I never knew. It gave me confidence to take moderate risks. As a result, I left the comfort of a family business, and became a journalist. I got a job at the *Wall Street Journal*, and remained there for 30 years, during those years I traveled across the globe many times. I estimate that went to about 80 countries I loved it. Often, I would think I had the best job in the world -- and I couldn't believe that the WSJ was paying me to do this!

So, Thank You, Brandeis!!!

Robert S. Greenberger, Class of '63



BRANDEIS CLASS OF 1963
50TH REUNION YEARBOOK QUESTIONNAIRE



PERSONAL INFORMATION

Name at Brandeis: Paul Hinchey

Name at present time: Same

Name of spouse(s) / partner(s) / significant other(s): Madalon Tredennick Hinchey

Name	Age	Child	Grandchild	Great-grandchild
Alexis Hinchey Davis	38	X		
Caleb Davis	3 m		X	

DESCRIPTION OF PROFESSIONAL / WORKING LIFE SINCE BRANDEIS

Unlike most of our classmates, I began working on Wall Street (Chase Manhattan Bank) immediately after graduation, but it didn't last. After three years, I left to join the Peace Corps and had the extraordinarily good fortune of being sent to Botswana in 1966, just after its independence. After nearly three years in the Peace Corps, working in the Ministry of Finance and Development Planning, and a sojourn in Europe for several months, I returned to my former employer on Wall Street, but this time on the international side. In 1971 I got married to my one and only wife (Lonnie), completed my MBA at NYU (Stern) and a year later we returned to Botswana, on contract with the Botswana Development Corp (a Botswana government-owned investment company), initially as deputy Managing Director and subsequently Managing Director. Our daughter, Alexis, was born there in 1974.

After several more wonderful years in Botswana, we reluctantly decided to return to reality, and joined the International Finance Corp, Washington, DC, part of the World Bank Group, in 1980. I enjoyed 24 wonderful years there working on Asia (1980-87), the Caribbean and Central America (1987-90), Eastern Europe (1990-97), and ultimately as the Director of Credit Review (a global position) 1998-2004. Since 2004 I have been happily retired, but continue to work with IFC as a consultant for their training programs and advisory services, and as a Director of AMSCO, a UN project company providing management support and training throughout Sub-Saharan Africa 2005-2010.

DESCRIPTION OF PERSONAL LIFE SINCE BRANDEIS

Because of my work in Botswana and with the World Bank Group, travel became my job and my passion. Over my career I visited 96 countries and enjoyed all of them - some more than others.

THOUGHT QUESTIONS

A. While at Brandeis, or in later years, many of us dreamed of making the world a better place. Looking back, how would you describe the way your professional and personal activities (perhaps included above) have contributed to achieving your dreams or goals, as well as to some of the frustrations you have met (don't forget accomplishments like raising your children, or helping an individual in need).

Almost all of my career I worked for institutions where the primary objective was the economic development of less developed countries. I cannot claim to have had individual or personal success in any of these career positions, but it was a privilege to have the opportunity to work with some truly outstanding people, both in Botswana and at the World Bank Group.

B. Describe how your experience at Brandeis had an impact on your life. Feel free to mention both the broad ways it affected you, and specifics like classmates, professors, classes/courses, guest speakers, events, etc.

I shall be forever indebted to Brandeis for all that it did for me. Having come from 12 years of Catholic School education, Brandeis was really an eye-opener for me and the experience, both academic and social, broadened my outlook and provided the groundwork and cross-cultural awareness that became the core of my career.

BRANDEIS CLASS OF 1963
50TH REUNION YEARBOOK QUESTIONNAIRE



PERSONAL INFORMATION

Name at Brandeis: Betty Newburger

Name at present time: Betty N. Hoffman

Name of spouse(s)/ partner(s)/ significant other(s): Herbert S. Hoffman Ph.D.'66

Family:

Name	Age	Child	Grandchild	Great - grandchild
Rina (and Merrill)	42	X		
Yosef	17		X	
Aaron	17		X	
Noah	15		X	
Sarit	5		X	
Yedidyah	4		X	
Elana (and Mike)	40	X		
Molly	4		X	
Hannah	1		X	
Abby '95 (and Dave)	39	X		
Aden	2		X	
Samara	9m		X	
Liat (and Avital G'97)	39	X		
David-Shlomo	15		X	
Yosef	13		X	
Elianna	11		X	
Ariel	1		X	

DESCRIPTION OF PROFESSIONAL/ WORKING LIFE SINCE BRANDEIS

Include: positions held, academic achievements (e.g. advanced degrees), notable accomplishments, professional awards, publications, election to public office, other recognitions

My professional life has never followed a straight line. Immediately after graduating from Brandeis, I got a M.Ed. from Boston University and taught whatever interested me: from kindergarten in Brookline, MA to English at a vocational high school in Jaffa, Israel. During the years when our daughters were young, I wrote freelance articles for a variety of publications and then in 1979 took the first of my jobs as an adjunct professor. That began a 25-year career of teaching different courses (writing, English as a second language, business English, anthropology, oral history, social science research methods) at local colleges and businesses. In 1986 with four teenagers in the house, I went back to graduate school at the University of Connecticut where I earned a Ph.D. in Anthropology. Since 2000, I have published five books—ranging from a serious academic one on the Jews from the Soviet Union who settled in the U.S. to much lighter local histories. I am the immediate past president of the New England Association of Oral History and a member of the Advisory Board for the University of Connecticut Oral

History Office. In addition, I work very part-time in my husband's medical office and manage several condos.

DESCRIPTION OF PERSONAL LIFE SINCE BRANDEIS

Include: Hobbies, interests, passions, volunteer/charitable/pro bono work (include recognitions), political/community activity, favorite leisure activities, etc.

My personal life centers (as it always has) around my family. With four daughters, their spouses and thirteen grandchildren, I always have something to do. The "girls", now accomplished women with ultra-busy lives, know they can call on me to organize anything: a Bar Mitzvah dinner for 150 in less than two weeks—done, a wedding in three weeks—done, kitchen renovations in another state—done. Herb and I enjoy the theater, our play reading and dinner group, and our chavurah. While he gardens, I read. I am on the board of our local Jewish Historical Society, volunteer at our synagogue, and am an officer in several condominium associations.

THOUGHT QUESTIONS

A. While at Brandeis, or in later years, many of us dreamed of making the world a better place. Looking back, how would you describe the way your professional and personal activities (perhaps included above) have contributed to achieving your dreams or goals, as well as to some of the frustrations you have met (don't forget accomplishments like raising your children, or helping an individual in need).

I believe that my main contribution was the work I did for approximately 20 years with survivors of the Holocaust. In conjunction with the Jewish Historical Society of Greater Hartford, I conceived of and organized a video oral history project, which gave a voice to 40 Hartford area witnesses who survived World War II in the Soviet Union. These ranged from soldiers and partisans to survivors of ghettos, camps, and evacuation. We filmed these testimonies in three languages, translated them into English, collected vintage photographs, made a video loop, created a complete issue of the journal, Connecticut Jewish History, and developed a photographic/oral history exhibition that traveled throughout Connecticut and beyond. My most recent book, Liberation: Stories of Survival from the Holocaust, the final book in a series of Holocaust readers for high school students, incorporated several oral histories from survivors I know personally. Many of the people from both projects and their children have expressed their gratitude for our inclusion of these individual experiences as part of the permanent public record.

B. Describe how your experience at Brandeis had an impact on your life. Feel free to mention both the broad ways it affected you, and specifics like classmates, professors, classes/courses, guest speakers, events, etc.

The biggest impact that Brandeis had on my life was that I met my husband, Herbert Hoffman, there. We are looking forward to our 50th anniversary next February. Although I cannot single out any specific classes, speakers, professors etc., which affected my life, Brandeis did something larger. It gave me a worldview that has colored everything I have done since.

C. Describe how events in this country and the rest of the world over the past 50 years have had an impact on your life.

As a researcher, writer, and re-writer, I love the computer.

D. Describe thoughts that come to mind as you look at your photo in the 1963 yearbook, then in subsequent reunion yearbooks.

We look so young.

E. Insert any other thoughts, remarks, opinions, comments you want to post in the yearbook for classmates and future readers.

In addition to the grandchildren already listed, we have another whole cohort of little guys. We are enjoying every one of them immensely and are happy not to be up in the night with babies or with teenagers who come home late. Sarit (5) Yedidyah (4) Molly (4) Aden (2) Ariel (1) Hannah (10 months) Samara (6 months)





BRANDEIS CLASS OF 1963

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PERSONAL INFORMATION

Name at Brandeis: Helen Kolsky

Name at present time: same

Name of spouse(s) / partner(s) / significant other(s): my husband died in '01

DESCRIPTION OF PERSONAL LIFE SINCE BRANDEIS

Include: Hobbies, interests, passions, volunteer/charitable/pro bono work (include recognitions), political/community activity, favorite leisure activities, etc.

I moved to NYC the following Sept after graduation and lived there until '05 when I moved back to Mass., my home state. In NY, I worked in advertising for several years before becoming a high school English teacher and administrator which I loved and continued to do until I retired in '03.

Now living in Brookline, I have created a small home décor/ renovation business which touches different interests and talents. But I miss my h.s. kids.

My son is adopted from Korea. For many years, I was active in our adoption support group. Transracial adoption is more complex than commonly recognized and I tried to raise the consciousness of our adoptive parents to that reality. Neither they nor we fully

got it until our children grew up and taught us the truth, or as much of the truth as they could perceive.

Through the Brandeis National Committee, I served on the alumni board for a few years which was a positive experience in connecting me to my alma mater on a better basis than I had when I was a student... of course, Brandeis has changed too... we're a better fit now.

THOUGHT QUESTIONS

Describe how events in this country and the rest of the world over the past 50 years have had an impact on your life. Three broad areas are listed below; feel free to discuss any of them or others that affected you:

- (1) Battle for expansion of human rights (Civil Rights, Feminism, Gay Rights, current immigration issues, and other minority rights)
- (2) Violence in the world (Vietnam War, Middle East wars, terrorism, 9/11, increase of violence in U.S.)
- (3) Progress or changes made in
 - (a) Communication/computer technology
 - (b) Developments in science and medicine
 - (c) Education
 - (d) Environmental protection

At our past reunions, classmates talked about becoming more tempered, more conservative since leaving Brandeis. This echoes the cliché that one hears re one's view as one ages. For me, Brandeis opened my perceptions of political realities that I perhaps didn't fully grasp until I matured. Now I am more radical, politically and socially than I was then. Living in an increasingly conservative political environment makes me sad to say the least.

BRANDEIS CLASS OF 1963
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PERSONAL INFORMATION

Name at Brandeis: Frederic Krell + Judith Goldberg

Name at present time: Frederic + Judith Krell

Family:

Name	Age	Child	Grandchild	Great-grandchild
Miriam Krell Bourke	46	X		
Joshua David Krell	46	X		
Jonathan Matthew Krell	42	X		
Sarah Rebecca Krell	14		X	
Ari Samuel Bourke	13		X	
Ilana Rachel Bourke	11		X	
Joseph Basu Krell	11		X	
Abraham Josue Krell-Enriquez	8		X	

DESCRIPTION OF PROFESSIONAL/ WORKING LIFE SINCE BRANDEIS

Include: positions held, academic achievements (e.g. advanced degrees), notable accomplishments, professional awards, publications, election to public office, other recognitions

Judy: I retired in 2007 from combined Jewish Philanthropies (the Jewish federation) after 21 years. I was Associate Director of Planning, supervising grants and allocations of \$10 million to social service and communal relations agencies. Duties also focused on developing strategies for inclusiveness and welcome of intermarried families and people with disabilities into the Jewish community.

Fred: For 30 years, I worked in various roles in residential treatment in-patient psychiatry for children and adolescents. In 1994 I started in forensic psychology practice (Psychological Consulting Services) with a partner in Salem, MA. For nearly 20 years, we have performed evaluations in courts, prisons, schools, for lawyers, etc. Evaluations include custody, competence, criminal responsibility, dangerousness and fitness for duty. I still work full-time, though I try to work at home 2 days a week.

THOUGHT QUESTIONS

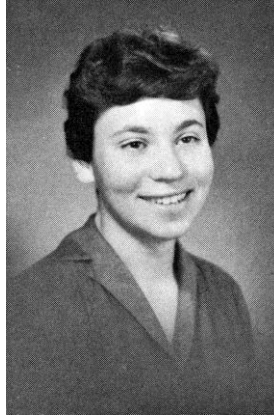
A. While at Brandeis, or in later years, many of us dreamed of making the world a better place. Looking back, how would you describe the way your professional and personal activities (perhaps included above) have contributed to achieving your dreams or goals, as well as to some of the frustrations you have met (don't forget accomplishments like raising your children, or helping an individual in need).

We look forward to sharing these thoughts in person with fellow classmates.

B. Describe how your experience at Brandeis had an impact on your life. Feel free to mention both the broad ways it affected you, and specifics like classmates, professors, classes/courses, guest speakers, events, etc.

We met each other and made good friends at Brandeis. We look forward to sharing memories and "impacts" with classmates at the reunion.

BRANDEIS CLASS OF 1963
50TH REUNION YEARBOOK QUESTIONNAIRE



PERSONAL INFORMATION

Name at Brandeis: Donna Robinson Divine

Name at present time: Donna Robinson

Name of spouse(s) / partner(s) / significant other(s): Thomas Divine

Name	Age	Child	Grandchild	Great-grandchild
<u>Elana Sara Divine '01</u>	34	X		
<u>Jonas Adam Divine</u>	32	X		

DESCRIPTION OF PROFESSIONAL / WORKING LIFE SINCE BRANDEIS

I have been at Smith College since 1971 teaching Middle East Politics. This past year, I was awarded the Engel Lectureship in recognition of my scholarship and voted by the faculty. I also received the 2013 Honored Professor award for teaching. I have written several books on the Middle East. Although I reside in a Department of Government, my research is historical. I have written books on Palestinian politics during the Ottoman period and the British Mandate and have also published on the history of Zionism. This interest was sparked by my participation in the first Hiatt Institute, a program set up in 1961 to introduce Brandeis students to the politics and economics of Israel. I had the opportunity at Brandeis and then at Columbia where I received my doctorate to study Middle East History and several of the region's critical languages: Hebrew, Arabic and Turkish. My passion is teaching and writing about the Middle East without politicizing the presentation. I tell my students that when they enter the classroom, they should leave their personal political views behind and try to understand how various groups of people saw their options, why they chose to follow a certain strategy, and what were the consequences.

When I was at Brandeis, I am not certain I thought I would make the world a better place. I hoped that I could improve my world or the world I inhabited and help the people with whom I came into contact and for whom I was responsible. I came to Brandeis with a heavy set of family responsibilities--a father who was dying, a family that was very poor. I was very conscious of the responsibilities that were looming...

The kind of help I have extended has mostly taken place at Smith for students or faculty colleagues.

I met my husband in Israel right after the 1967 War. We married in 1971, and our children were born after he finished law school. Our daughter graduated from Brandeis and then did graduate work at George Washington University. Our son graduated from Columbia [my husband's alma mater] and then did graduate work at MIT.

BRANDEIS CLASS OF 1963
50TH REUNION YEARBOOK QUESTIONNAIRE

PERSONAL INFORMATION

Name at Brandeis: Andy Solomon

Name at present time: Andy Solomon

Name of spouse(s) / partner(s) / significant other(s): Dana Solomon

Preferred
x

Family:

Name	Age	Child	Grandchild	Great-grandchild
Rex Solomon	48	X		
Keith Solomon	45	X		
Kayla Solomon	12		X	
Alexia Solomon	10		X	
Dylan Solomon	14		X	

DESCRIPTION OF PROFESSIONAL / WORKING LIFE SINCE BRANDEIS

Following a few years in the Business Division of Metropolitan Life Insurance Company in Copley Square in Boston, I relocated with them to Houston where after a time joined our family catalog business where we specialized in quality jewelry of the highest order.

Following the demise of that industry, I opened a fine jewelry store of my own and following my retirement years ago has been brilliantly managed by my son, Rex.

DESCRIPTION OF PERSONAL LIFE SINCE BRANDEIS

Although I have served for many years on the Advisory Board of the Anti-Defamation League, my compelling passion is in Fine Art Photography. I created a unique book on classic cars called Autochrome, which has been very well received and in fact, has been endorsed by Jay Leno on his "Jay's Garage" television production as well as in the Art section of Hemmings Classic Car Magazine. I have also produced works on the many seasons of Yellowstone National Park and interviewed on same by Rick Steve on his nationally-syndicated radio program, Travels with Rick Steves.

THOUGHT QUESTIONS

Describe how your experience at Brandeis had an impact on your life. Feel free to mention both the broad ways it affected you, and specifics like classmates, professors, classes/courses, guest speakers, events, etc.

Without question, the very best thing about my attending Brandeis was meeting my wife in my freshman year. We will be celebrating our 50th anniversary in August so it is clearly apparent that something about the Brandeis Experience was not only exhilarating, but enduring as well.

While at Brandeis along with Bob Fromer, Rick Mann, Judy Shapiro and Bob Walsh, I was a member of the folk group, The Colliers, and for years we performed on a regular basis not only at a coffee house called The Golden Vanity, across from Boston University and Club 47 Mt Auburn St in Harvard Square where we had the good fortune of meeting notable folk musicians, including Joan Baez with whom we performed at Spring Weekend at Brandeis

Both Dana and I were fortunate enough to take classes with Abe Maslow, studying his Hierarchy of Needs as the basis of his theory of motivation. His open-mindedness in encouraging student criticism of his theory demonstrated his willingness to challenge his position and refine it as well.

My roommate in my freshman year was Selwyn Troen, now known as Brandeis faculty as Ilan Troen, and I have remained in contact from the time he became the Custodian of the Ben Gurion Papers at the University of the Negev.

Describe how events in this country and the rest of the world over the past 50 years have had an impact on your life. Three broad areas are listed below; feel free to discuss any of them or others that affected you:

(1) Battle for expansion of human rights (Civil Rights, Feminism, Gay Rights, current immigration issues, and other minority rights)

When driving home for the Holidays to Houston with Vic Samuels '63 in his ex-Army Chevrolet his father bought for the tidy sum of one dollar, we stopped at a filling station in the deep south where someone noticed our Massachusetts license plates and asked whether we were one of those Freedom Riders and I then tried to engage them in reasonable discussion. This frustrating discussion continued until Vic pointed out to me that a crowd was forming and we should leave as soon as possible, which we did. I found when visiting Dana in Houston that segregation was very evident with separate drinking fountains, restrooms and seating sections at food counters. The double standard was repugnant to me because my experience with people of all races was soundly encouraged in Williston Academy from which I matriculated to Brandeis. I am greatly pleased at the progress made over the years subsequent.

(2) Violence in the world (Vietnam War, Middle East wars, terrorism, 9/11, increase of violence in U.S.)

Although I did not serve in the military, I have felt that the global expansion of our country into the affairs of others has been over-reaching to the detriment of the United States, and which has produced the opinion of many in the world that we are the "Ugly Americans".

(3) Progress or changes made in

(a) Communication/computer technology

Progress in compute technology has had its biggest effect of my interest in photography. When we built our house in the 70's to me the darkroom went in first and the rest was built around it. This facility has now become extinct with the advent of the ubiquitous development of Photoshop on which I spend considerable time.

(b) Developments in science and medicine

Having the largest medical center in this country Houston has become a Mecca for ground-breaking medical procedures and has touched the lives of so many of our friends-especially as we become mature citizens. It is a source of some comfort and security to know we are near safety.

(c) Education

Although they fall far short of the academic standards in Boston, education here has improved considerably over the years. Rice University and the University of Houston have become standouts in the south whose academic standards have taken great strides towards more interactive and less rote approaches with students.

(d) Environmental protection

With the great concentration of the petrochemical industry located here in Houston, to prevent the Los Angeles Effect great emphasis has been placed on controlling emissions with very satisfactory results.

Describe thoughts that come to mind as you look at your photo in the 1963 yearbook, then in subsequent reunion yearbooks.

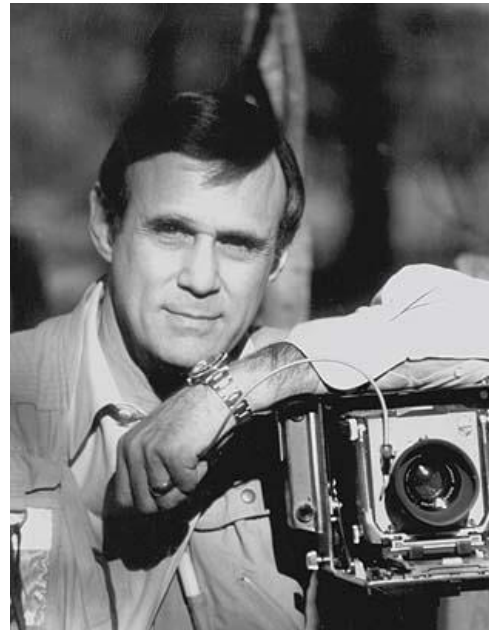
I feel the years have been kind to me mostly as a consequence of the encouragement by Dana of adhering to a heart-healthy diet and my enjoyment of regular physical exercise, which included tennis, jogging, martial arts (I was awarded at 60 my Black Belt in Kuk Sool, the Korean Martial Arts of the Royal Court of Korea) and medaled in international tournaments, skiing and hiking for landscape photography.

I was particularly pleased recently to see a picture in the 1961 yearbook of The Colliers performing in the Student Union during Orientation Week. It brought back sweet memories.

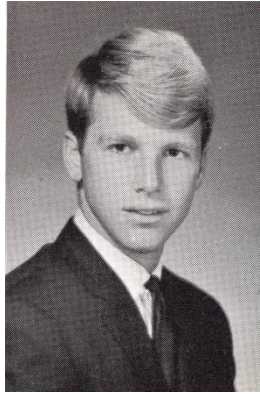
Insert any other thoughts, remarks, opinions, comments you want to post in the yearbook for classmates and future readers.

No matter what you feel what might come to you in the future; time and circumstances will produce unexpected challenges and delights so remain flexible in your expectations, but “this above all, be true to yourself” and remember there will always be change. Try to be ready for it!

Recent photographs:



BRANDEIS CLASS OF 1963
50TH REUNION YEARBOOK QUESTIONNAIRE



PERSONAL INFORMATION

Name at Brandeis: Charles H. Teller

Name of spouse(s) / partner(s) / significant other(s): Patricia Cruz Teller

Family:

Name	Age	Child	Grandchild	Great-grandchild
Benjamin	43	x		
Tanya	41	x		
Cruz Ayden	8		x	
August Ryder	5		x	

DESCRIPTION OF PROFESSIONAL / WORKING LIFE SINCE BRANDEIS

MA, Geography, Clark; PhD Sociology/demography Cornell; Certificate, Community Public Health, U. Washington

- 1- University positions: U.Texas/Austin; Addis Ababa U., Ethiopia; George Washington U., DC;
- 2- United Nations: , WHO/PAHO, Guatemala/Central Am.; UNDP/UNFPA, Ethiopia;
- 3- US government- Office International Health/DHHS; Peace Corps Country Director, Ethiopia; USAID Global Health Bureau
- 4- Publications- Books (latest by our major publisher on Demography book, in 2011); hundreds of scientific publications, technical evaluations, etc.
- 5- International assignments- have worked in over 60 countries, among the poorest worldwide; have worked in 7 languages (Spanish, Portuguese, French, Hebrew, Amharic, Hebrew and Tagalog)

DESCRIPTION OF PERSONAL LIFE SINCE BRANDEIS

Sports- tennis tournaments (nationals and regionals at 4.0 USTA level; soccer played all over the world

Leisure- avid reader of non-fiction on Latin America, Africa, etc.; adventurous travel to some of the most isolated places in the world, often related to research

Political/community-representative for Gene McCarthy for CT delegation, 1968; participatory research and support to indigenous movements

Pro-Bono: founder and Board Member of the Ethio-American Community Health Foundation, Washington DC area; Peace Corps Volunteer in Bolivia

THOUGHT QUESTIONS

A. While at Brandeis, or in later years, many of us dreamed of making the world a better place. Looking back, how would you describe the way your professional and personal activities (perhaps included above) have contributed to achieving your dreams or goals, as well as to some of the frustrations you have met (don't forget accomplishments like raising your children, or helping an individual in need).

I have been addressing global issues all my 42 years professional life, like population growth/distribution, hunger and maternal and child malnutrition and excess mortality. Have lived in four amazingly beautiful developing countries and developed warm, lasting relationships with colleagues, students, sports teammates and friends. Contributed to academic and institutional capacity-building through 20 years in Ethiopia. Proud of daughter who is following in my professional footsteps, son with successful career and my librarian wife whose artistic talents have helped many poor females potters in Guatemala and Ethiopia. Main frustrations include premature death of first wife after only one year of marriage, and lower but continuing high child stunting in the two countries where I have worked the most to prevent it.

B. Describe how your experience at Brandeis had an impact on your life. Feel free to mention both the broad ways it affected you, and specifics like classmates, professors, classes/courses, guest speakers, events, etc.

Most influential Brandeis professors on my career and life include political scientist Donald Hindley (Lat. Am. Revolutions), anthropologist Kathleen Gough Aberle (Imperialism in Africa), psychologist Klee (zenphilosophy) , sociologist Maury Stein (the Cuban Missile Crisis), and historian Jerry Cohen (American existentialism). Visiting Prof. Van Valkenberg, famous geographer from Clark U., gave me fellowship into a fine Masters Program at Clark. My international Wein teammates on the soccer and tennis teams were influential, as well as my famous tennis coach Bud Collins. From my 4 different roommates, especially my final one Pete Leepson bringing me to his summer camp where I met my first wife. The excellent academic reputation of Brandeis helped my get fellowships for my Masters at Clark and a full ride NICHHD for the PhD at activist, late 60s Cornell U.

C. Describe how events in this country and the rest of the world over the past 50 years have had an impact on your life. Three broad areas are listed below; feel free to discuss any of them or others that affected you:

(1) Battle for expansion of human rights (Civil Rights, Feminism, Gay Rights current immigration issues, and other minority rights)

Civil rights movement, sit-in at Woolworths in Waltham, with activist classmates at Brandeis; War on Poverty under Abby Hoffman in Worcester at Clark U.; Black Power movement, War on Poverty, Latin American liberation society (CUSLAR) and feminism at Cornell in late 60s; Chicano rights movement at UT/Austin; research and activism on social determinants in inequities in health status in developing countries.

(2) Violence in the world (Vietnam War, Middle East wars, terrorism, 9/11, increase of violence in U.S.)

Participated in anti-war movement that closed classes at Cornell two spring semesters in a row; lived in civil wars in Guatemala (held hostage 2x), in coup d'états in Che Guevara time in Bolivia, and Ethiopia (removed by US Embassy as "persona non-grata"); post-apartheid South Africa research and support to daughter's work there

(3) Progress or changes made in

(a) Communication/computer technology

Recently completed edited book coordinating 20 other authors in different countries using modern editorial programs; Skype and Google chat technologies

(b) Developments in science and medicine

The primary health care movement of Alma Atar since 1984; and my own innovations in longitudinal, cohort analysis of child growth methodologies

(c) Education

Genuine partnerships in Global Health institutional capacity-building; narrative PowerPoint lectures for use in other countries

(d) Environmental protection

Approaches to mitigation and adaptation to climate change in hunger-prone countries; my contribution looks at migration strategies

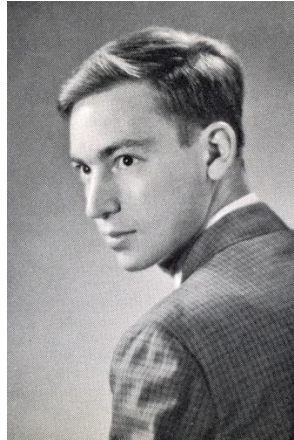
D. Describe thoughts that come to mind as you look at your photo in the 1963 yearbook, then in subsequent reunion yearbooks

I see my blond hair that I was out in the sun playing soccer and tennis all year round (and then working at very high altitudes in strong sun). Surprised to hear Evan Stark say (at our 50th reunion) that I am one of the two cutest guys in our class. Que quiere decir?

E. Insert any other thoughts, remarks, opinions, comments you want to post in the yearbook for classmates and future readers

The importance of a high quality liberal arts education with committed, activist classmates in the dynamic social change environment of the early 60s. Geographic context of the Boston area really helps. I remember the long hours studying (with little down time for partying), reading long history books, writings long papers during the Christmas-New Years and Passover breaks, early afternoon practicing my French Horn in the basement of Shapiro, late afternoons and road trips on the varsity soccer and tennis teams (all 4 years), Friday evening Shabbat services, and intense conversations in the library and in the dorms with very intelligent and committed classmates with different upbringings from me.

BRANDEIS CLASS OF 1963
50TH REUNION YEARBOOK QUESTIONNAIRE



PERSONAL INFORMATION

Name at Brandeis: Julian Weitzenfeld

Family:

Ruth Weitzenfeld

Wife

Abigail Ansart

34

child

Alexandre Ansart

9

grandchild

Theo Ansart

5

grandchild

Maxime Ansart

2

grandchild

Daniel Weitzenfeld

29

child

Professional life

I've received an A.M. From the University of Chicago, a D. Phil. From Oxford University, and a certificate from NYU's Graduate School of Business (before it became the Stern School). I've taught (mostly philosophy in college), have been an analyst/writer/editor mostly on financial matters, and did various kinds of research. The most significant products have been planning and editing the psychology and education coverage of the *Academic American Encyclopedia* (the last major new paper encyclopedia) and some subsequent Grolier projects, an article *Valid reasoning by analogy* (*Philosophy of Science*, 1984), a symposium presenting original research *Developing SE expertise* (in *Lecture Notes in Computer Science*, Software Engineering Education, 1991), and several financial market commentary products. Some of my market commentary in the late 1990s/early 2000s gave good, clearly expressed, advice, although I don't know if anybody took it. In recent years, I've had pieces of art photography accepted in various juried shows in Philadelphia and New Jersey.

Personal life

In 1963/4, I taught in the one county in the United States to close its public schools rather than integrate them (Prince Edward County, Virginia). In the summer of 1965, I worked in Project Headstart in Mississippi, where I also brought a charge of assault against a local bigot and followed it through to a *nolo contendere* plea (and a fine). I wound up leading (i.e., I didn't start the fire) a graduate student rebellion in the Committee on Human Development at the University of Chicago that led to some changes, and took part in the occupation of the University's Administration Building over issues relating to providing information to draft boards. I participated in a teach-in against the Viet Nam war in Albert Lea, Minnesota and was one of the two founders and managers of the Draft Information Service (counseling) in Oxford, England. In those two places, I also did a little amateur theatre. I folk danced regularly in Chicago and Oxford, and less regularly for a while after returning to the United States. I've been pretty docile and inactive since, except for family and professional life. I did take piano lessons for a while. Since my daughter moved to France, we've been visiting regularly and traveling into various corners of the country. This contributes to my artwork, some of which can be seen at http://www.flickr.com/photos/julian_w/collections/72157622610009199/ Unlike much contemporary photography, it's not conceptually based; it's perceptual and often has an emotional impact for reasons that are hard to fathom.

Thought question A – While at Brandeis, or in later years, many of us dreamed of making the world a better place. Looking back, how would you describe the way your professional and personal activities (perhaps included above) have contributed to achieving your dreams or goals, as well as to some of the frustrations you have met (don't forget accomplishments like raising your children, or helping an individual in need).

I think the main contribution of my activities in the South in the mid -1960s came mostly from being a white person in situations in which there weren't many, and so contributing to the change in expectations. It was progress when someone in Mississippi was brought to court as a result of trying (somewhat violently) to enforce segregation in his store. I like to think that the students I taught in various places benefited, mostly from learning to think harder. Where evidence was gathered, they thought this was so. I made a small contribution to a difference in the way the history of psychology was told. Some of my research helped alter the way people think about certain topics. Both of my children are in stable marriages, well educated, interesting and cultured, far better off financially than I was at their age, and in successful, interesting, and progressing careers.

Thought question B - Describe how your experience at Brandeis had an impact on your life. Feel free to mention both the broad ways it affected you, and specifics like classmates, professors, classes/courses, guest speakers, events, etc.

For as long as I stayed in the academic life, I kept running into Brandeis students I knew at least peripherally. They often were among the most interesting around. But my one-time roommate, Jonathan Kamin, had the greatest impact over decades on my appreciation of music. We often compared notes about new performers we discovered, and Jonathan prepared some very educational cassette tape anthologies for me. Age Kristoffersen, a Wien scholar, gave me elementary piano lessons at Brandeis that laid a foundation for both understanding and playing later on. Robert Koff's introduction to chamber music and the general musicality of the Brandeis campus transformed my life, providing the basis for a life-long music appreciation.

Wien scholars in general broadened my view of the world, and several remained lifelong friends. Two (Jason Roussos and Sylvester Awuye) were doctoral students at Oxford at the same time I was. Wien scholars were also part of my introduction to soccer, which not only has kept me entertained since, but helped form the personalities of both my children. I had never been interested in competitive sports, but somehow both my children played quite competitive soccer and learned from it. All that began with

watching every home game the Brandeis team played for a while.

In terms of professional life, Jim Klee was my advisor and I always was glad when I followed his advice and regretted it when I didn't. It was his remark (with a sigh), "Another one! Kindergarten to Ph. D. without a break!" that forced me to realize there was a nonacademic world, as a result of which I was less thrown by leaving academia than many others were. Dick Neisser was one of the pioneers in cognitive psychology. Indeed, he gave the field its name. A reading list he made up for me one summer introduced me to many classic works that were not being taught in American departments at that time and that put me a good decade ahead of most other students. I followed his subsequent career, commissioned some encyclopedia articles from him, and wrote about him in an entry on the history of psychology. Courses by Don Giddon, Dick Held, Abe Maslow, and Jim Klee created a background in psychology that was very unusual for an American university of the period, which was still dominated by behaviorism. Although I wasn't a philosophy major, courses by Held in the history of psychology, Herbert Marcuse in politics, and Alexander Altmann in medieval philosophy gave me more of a background than one might have expected when I switched disciplines. Marcuse's course also helped interpret the turbulent political forces around me in the 60s. I benefited from several literature courses, in a less focused way.

Question C - Describe how events in this country and the rest of the world over the past 50 years have had an impact on your life.

I felt a moral obligation to take some political actions, but they weren't central to my identity. I found the necessity for these actions diverted me from more core interests. However, we came to Brandeis in an environment when people would think twice about signing a petition for fear it would affect their future careers, when it was attention-grabbing to see a mixed-race couple, when gays were mostly in the closet, and when universities routinely provided information about students to governments on request and kept their files from the students themselves. We live in a much freer and less tense society. So much so, that today's students would have trouble imagining the world of 50-55 years ago. And we made those changes happen. Intellectually, I was introduced to Thomas Kuhn's work soon after it published, and then lived through a major paradigm change in psychology that took about two to three decades to run most of its course. Although I never was one to defer to authority, that experience certainly made me wary of received wisdom. We live in a much more bottom-up world in many ways. Few of today's students expect to spend their lives working for one firm; they are much more entrepreneurial about their lives in general. That has been an interesting development.

It occurred to me that this is the place to record encounters with Brandeisians who became famous. Accordingly, I noted the material below and it can be used in place of some or all of what I wrote, if necessary. I think it helps document the environment we were in as a class. I hope this isn't too late:

My first encounter with a person later to become famous was during our orientation week, when Louise Lasser, later to star in Woody Allen movies and her own groundbreakingly wacky television series, appeared in a skit. She sang a song, dressed in black tights and standing on a ladder, an image that has stuck with me. Joel Shevelove, later to write the music to *A funny thing happened on the way to the Forum* (among other things) was a grad student in music. Although I didn't know him, we got into a conversation about Gershwin in the cafeteria that continued for some time. It culminated with him walking me to a piano (in the library, if I recall correctly, and playing (without a score) extensively from the orchestral passages in *Porgy and Bess*, to demonstrate how Gershwin had become more than a song writer. We never talked again. My personal encounter with Herbert Marcuse (aside from a class) was when I was supervisor of a picket line at Woolworth, as part of the anti-segregation boycott. Marcuse was on the picket line, having a great time. When I asked him to hold his sign up straight so people could read it, he replied "Those fools wouldn't read it anyway." I thought that revealed something. Similarly, Abe Maslow taught an introductory psychology class in which he sat on a stage and told stories about interesting experiments. His selection was indeed interesting, but... Late in the class, he made the very unusual step for that time of conducting a course evaluation. He didn't get the results he wanted, so he asked the class to participate in an experiment, in which he gave them all a test for authoritarian personalities. Again, he didn't get the results he wanted, so the matter was dropped. Both Marcuse and Maslow later went to California, where they were glorified. The historical figure with whom I had the closest contact was Dick Neisser, later to become a leader in two revolutionary psychological movements, cognitive psychology (which he named and crystalized) and the movement to conduct psychological studies in natural contexts instead of just the laboratory. In this regard, it is worth noting that our class of psychology graduates did relatively poorly on the GRE. The department investigated to find out why. I was not privy to their results, but I know that in that year the GRE in psychology had about half a dozen questions about "the law of effect," a trivial notion that was the heart of behaviorism, and nothing about the kind of questions that interested Neisser and Maslow. Being at the cutting edge can hurt.