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Honoring the Life and Legacy of Charles L. Brewer

2008 National Conference for Undergraduate Education in Psychology
working group on the undergraduate psychology curriculum

Sitting: Ken Keith and Charles Brewer
Standing, middle row: Pat Puccio, Robin Cautin, Loretta McGregor
Standing, back row: Dana Dunn, Steve Nida, Regan Gurung
Obituary: Dr. Charles L. Brewer

Teachers of psychology have lost a wonderful friend, colleague, and supporter with the death of Charles Brewer. A former president of STP, Charles was the iconic psychology teacher, and long-time beloved denizen of Furman University. Charles will surely be missed. From his daughter Stephanie Foley, we have received the following obituary.

Ken Keith, Past President

Dr. Charles L. Brewer passed peacefully in his sleep on March 30, 2018. The son of the late Gazelle (Fikes) and Otis Brewer, he was born on May 10, 1932 in Pine Bluff, Arkansas.

After attending Watson Chapel High School, he received degrees from Hendrix College (B.A.) and University of Arkansas (M.A., PhD) and completed post-graduate work at Harvard University and University of Michigan.

After teaching at The College of Wooster in Ohio and Elmira College in upstate New York, Dr. Brewer came to Furman in 1967. He was promoted to the rank of Professor in 1970, and was named the William R. Kenan, Jr., Professor of Psychology in 1998. He received Furman's first Meritorious Teaching Award in 1969 and served as chair of the Psychology Department from 1972 until 1984. In 2010, he received the university's Meritorious Advising Award. He received numerous awards at local, state, regional, and national levels for exemplary teaching and mentoring. In 2012, The Princeton Review recognized him as one of the “Best 300 Professors” in the United States.

He received the American Psychological Foundation’s meritorious teaching award in 1989; the award was renamed the Charles L. Brewer Distinguished Teaching of Psychology Award in 2003. In 2008, he received the Raymond D. Fowler Award for “outstanding contributions” to the American Psychological Association as an organization.

Dr. Brewer was a consultant on psychology curricula and on the teaching of psychology for many colleges and universities throughout the country. He was editor of the journal Teaching of Psychology for 12 years and co-edited five books. He also published many book chapters and journal articles. Knowledgeable about John B. Watson, the early behavioral psychologist who graduated from Furman in 1899, Dr. Brewer presented many lectures on Watson throughout North America. He participated in many major conferences on undergraduate education in psychology, including keynote addresses at the International Conference on Education in Psychology held in St. Petersburg, Russia, in 2002 and 2008.

Dr. Brewer was pre-deceased in 2007 by his beloved wife of 45 years - Marjorie Suhs Brewer. She was born in Waupaca, Wisconsin and was a pianist, master teacher, and gourmet cook. He is survived by his daughter, Stephanie Claire Foley, curator of the Whitchurch-Stouffville Museum in Ontario, Canada and his sister Sybil Marie Brazil, of Little Rock, Arkansas. He was predeceased by his brother, James Carroll Brewer.

His aspiration from a very young age was to be a teacher and he was very proud that more than 230 of his undergraduate psychology students earned PhDs. He was well known for his “Brewer-isms” – which included axioms like “Always write with clarity, conciseness, and felicity of expression,” and “I am always pleased when my students do well, but I am proudest when they do right.” Favorite quotes his students and colleagues will remember include “Chance favors the prepared mind.” Louis Pasteur and "A teacher affects eternity; he can never tell where his influence stops." Henry Adams.

His sense of humor, intelligence, and strong commitment to learning will be missed. He was an inspirational colleague and friend to many. He would hope his influence to continue. Cremation has taken place. Donations may be made to the Charles L. Brewer Endowment Funds at either Hendrix College or Furman University or the Archives at the Cummings Center for the History of Psychology at the University of Akron.

*The contents of this page first appeared in the April 2018 issue of STP’s newsletter, ToPNEWS-Online*
Remembering Charles Brewer
by STP Past President Ken Keith

On May 6, 2018, family and friends of our long-time colleague Charles Brewer gathered on the Furman University campus to celebrate his life. Charles died on March 30 at the age of 85. I had the honor to attend on behalf of STP, along with a large number of Furman faculty and friends, including Charles’s daughter Stephanie Foley and other family members. Charles was remembered with many shared stories and talk of his “Brewerisms” (e.g., “I am always pleased when my students do well, but I am proudest when they do right”; “Good teachers inspire students to do better than they can do”). Charles was a vibrant member of the STP family for many years, and will be missed.

Pictured left to right are John Batson and Gil Einstein, Professors of Psychology at Furman University; Stephanie Foley, Dr. Brewer’s daughter; and STP Past President Ken Keith

Guests placed a pebble in a bowl to vote for their favorite Brewerism. The winner: Everything is related to everything else (Formal Corollary: And dammit, don’t you forget it)

Two speakers during the celebration were Gil Einstein, Professor of Psychology at Furman University, and Bridgette Hard, Associate Professor of the Practice of Psychology & Neuroscience at Duke University, a former student of Dr. Brewer.

The contents of this page first appeared in the May 2018 issue of STP’s newsletter, ToPNEWS-Online
Brewerisms

Everything is related to everything else.
(Formal Corollary: And dammit, don’t you forget it.)

If you do not know where you are going,
the likelihood that you will get there borders on randomness.

Things are always more complicated than they are.

Things always take longer than they do,
especially when there is more work to do than time to do it.

Facts fade fast, so learn concepts and principles.

Be willing to say “I don’t know,”
but strive always to decrease the frequency with which you must do so.

Always write with clarity, conciseness, and felicity of expression.

Never mistake pomposity for profundity.

For all your learning and teaching, develop a passion that approaches religious fervor.

Do not expect instant perfection but strive for steady improvement.

Eschew intellectual flabbiness.

Develop a healthy skepticism for traditional ways of doing things.

Learning is a lifelong process, but life is not long enough to complete the process.

Self-education is the only education of lasting consequence.

The best teachers are those who have no students,
because the students have learned to learn without their teachers.

Good teachers inspire students to do better than they can do.

I am always pleased when my students do well, but I am proudest when they do right.

The most frustrating thing about teaching is that you never know what you are doing.

Teachers must be optimistic without being Panglossian.

Patience is a virtue, but it has limits.

Whether or not things can screw up, they will.

Promptness is next to godliness.

Maintain rigorous academic standards,
despite rampant grade inflation that is a national travesty.

For every complex question, there is an easy answer—and it is wrong.

Brewer’s Maxim: Leave no academic butt unkicked.
PsychSessions with Bill McKeachie and Charles Brewer

In October 2017 Garth Neufeld (Cascadia College) and Eric Landrum (Boise State University) started a podcast called “PsychSessions: Conversations about Teaching N’ Stuff.” These interviews about the teaching of psychology (and so much more) should be of interest to STP members. In fact, STP recently sponsored the recording of two special episodes of the PsychSessions podcast with teaching of psychology legends Bill McKeachie (University of Michigan) and Charles Brewer (Furman University).

Garth and Eric express their thanks to the following: “We are greatly indebted to Jane Halonen (University of West Florida) for her assistance in organizing our interview with Bill McKeachie, otherwise it would not have happened. Similarly, we are grateful for the assistance of Mark Ware (Creighton University) and especially John Batson (Furman University); John was also a special guest host during our interview with Charles Brewer. We are also grateful for the support of Ken Keith (University of San Diego), Sue Frantz (Highline College), and the entire STP Executive Committee for supporting these interviews.”

All episodes of PsychSessions are freely available on iTunes or from http://psychsessionspodcast.libsyn.com/. The PsychSessions episode featuring Bill McKeachie is currently available; the episode featuring Charles Brewer will be available on Tuesday, March 20. These STP-sponsored episodes will also be available at http://teachpsych.org/podcasts.

STP Past-President Ken Keith has written brief introductions to these two legends in our field.

Wilbert J. (Bill) McKeachie, Professor Emeritus of Psychology at the University of Michigan, is an iconic teacher of psychology. From the time he completed his Ph.D. at Michigan in 1949, until his retirement at age 85, Bill was fully engaged in teaching: encouraging graduate students and colleagues, developing materials to advance pedagogy, and influencing organizations in support of teaching. From its publication in 1950, his Teaching Tips has remained in print through 14 editions (now with co-author Marilla Svinicki), helping countless faculty in many disciplines to improve their teaching.

For more than six decades, Bill has been friend to all, from the most famous luminaries—the likes of Skinner, Likert, and Maslow—to beginning students. Along the way his colleagues elected Bill to many leadership positions. He has served as president of the Society for the Teaching of Psychology, the American Psychological Association, the American Psychological Foundation, and the American Association of Higher Education; and STP established the Wilbert J. McKeachie Teaching Excellence Award to honor his contributions to the teaching of psychology.

Yet for all the fame his career has brought, Bill McKeachie has remained a model of humility, decency, and humanity. And, as an avid softball player over the years, Bill has often proudly noted that the most significant accomplishment of his APA presidential year (1976) was the fact that he pitched three no-hitters that year. We are grateful to Eric Landrum and Garth Neufeld for their efforts to preserve Bill’s voice for posterity, and I hope you will enjoy listening to this conversation with one of our greatest teachers.

For a generation of psychology faculty, the name of Charles Brewer has been synonymous with the teaching of psychology. After completing work for the Ph.D. at the University of Arkansas, Charles taught briefly at Elmira College and The College of Wooster, before joining the faculty of Furman University in 1967. He has been at Furman ever since and is now Professor Emeritus there. Charles hit the ground running as a teacher, receiving the first Furman Meritorious Teaching Award in 1969, and a few years later becoming president of the Society for the Teaching of Psychology.

Charles became a pre-eminent authority on the life and work of John Broadus Watson (an 1899 graduate of Furman), and his 12-year term as editor of the Teaching of Psychology journal established him as both mentor and demanding critic for his colleagues in their writing efforts. He loved to demand “felicity of expression,” and teachers whose writing was subject to Charles’s editing sometimes said their work had been “Brewerized.”

Charles’s contributions to teaching have received recognition in various ways, including establishment of the American Psychological Foundation Charles L. Brewer Distinguished Teaching Award, and dedication of the Charles & Marjorie Brewer Reading Room at the Cummings Center for the History of Psychology at the University of Akron. Among his favorite accomplishments over the years, Charles has often mentioned his role as one of the charter faculty consultants for the Advanced Placement Psychology Program, and his selection as an all-state basketball player during his high school days in Arkansas. We owe our thanks to Eric Landrum and Garth Neufeld for their efforts to produce this interview and for recording Charles’s thoughts in his own words.

The contents of this page first appeared in the March 2018 issue of STP’s newsletter, ToPNEWS-Online
TRIBUTES AND REMEMBRANCES

We thank those who provided tributes and remembrances of Charles Brewer. Their contributions appear in alphabetical order by last name.

Drew Appleby

I am truly saddened by Charles's passing, and I would like to offer a slightly different contribution to his memorial special edition of the newsletter.

I was invited to give the keynote address at IUPUI's Psi Chi induction several years ago, and I was asked to talk about the importance of mentors. I decided to title my talk "Thank You Dr. Brewer," and use it to describe the effect that Charles had on my life as an academic by listing and explaining the Ten Things I Would Like to Tell Beginning Teachers that he presented at the first MACTOP I attended, and then explaining how I had used his advice to improve my teaching. Our dean attended the induction and was so impressed that he asked me to present my talk to all the new incoming faculty the next year during their orientation program. I have since been invited to present this talk several times, the most recent of which was last year when I presented it twice to the faculty of Miami University.

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The following is an excerpt from Drew’s “This is How I Taught” Blog entry:

What’s the best advice about teaching you’ve ever received?

I heard Charles Brewer give a presentation titled Ten Things I Would Like to Tell Beginning Teachers when I attended my first psychology teaching conference in 1984. His advice had a profound effect upon my teaching, and I would like to share Dr. Brewer's tips (CB) along with an expansion of each one based on my four-decade career as a college professor (DA). I have done my best to pay Dr. Brewer's advice forward by combining his tips and my expansions into presentations I made during Psi Chi inductions and university-wide New Faculty Orientation Programs.

CB: Be clear about what your educational objectives are, and be sure your students are clear about them as well.
DA: Be sure you are able to assess the degree to which your students have actually accomplished your educational objectives when they have completed your courses.

CB: Know the facts thoroughly, but go beyond the facts. Emphasize concepts and principles which have wider applicability than isolated facts.
DA: Be sure your students not only remember what you teach them, but also comprehend, apply, analyze, and evaluate what they have learned so they can use these critical thinking skills to create knowledge of their own in the future.

CB: Be willing to say "I don't know," but try to decrease the frequency with which it is necessary to do so.
DA: All but the least able students will know you are bluffing if you make up an answer to a question they ask or try to talk your way around it. Show respect for your students by telling them their questions are those whose answers you would like to learn yourself, and show respect for your colleagues by telling your students that you will learn from your colleagues by asking them for the answers and then bringing those answers back to the classroom.

CB: Communicate with clarity and conciseness. It is a simple task to make things complex, but a complex task to make things simple.
DA: Follow definitions of hard-to-understand concepts with real-life examples. These examples will not only enable your students to better understand the concepts, but also realize that the subject matter you are teaching is relevant to their lives.
CB: If you expect your students to be interested in and excited about what you want them to do, it is essential for you to be genuinely interested in and excited about what you are doing.

DA: Be interested in, excited about, and true to your discipline. If your discipline has a code of ethics or set of principles and/or methods that pertain to teaching, follow them without fail.

CB: Be impeccably fair with each and every one of your students. Be friendly with all of your students, but familiar with none of them.

DA: Create clear and thorough course syllabi that will enable your students to know exactly what you expect them to do, be confident in their ability to perform well, and understand that you will not play favorites.

CB: Strive to maintain appropriately rigorous academic standards. A common problem of beginning teachers is their almost pathological need to be liked by their students. Being respected is more important; few respected teachers' classes are flooded with mediocre students who get A's without doing any serious academic work.

DA: A counter-intuitive phenomenon I experienced during my 40-year teaching career was the strong, positive correlation that existed between the amount of effort I required my students to expend in my classes and the scores I received on their end-of-semester evaluation forms. Students do not mind working hard if they believe their hard work will product valuable outcomes.

CB: Maintain close ties with colleagues of all ages; you will learn a lot from them. You will learn valuable lessons about Zeitgeist and perspective from older colleagues and the younger ones will teach you how to stay intellectually alive and to have a healthy skepticism about traditional ways of doing things.

DA: If your discipline's professional organization has a teaching division, join it and participate actively in it. If your discipline has a journal devoted to teaching, subscribe to it and read it.

CB: The most important influence a teacher can have on students is to help them learn how to learn independently. Self-education is the only kind of education of any lasting consequence.

DA: Alfred North Whitehead once said, “Knowledge does not keep any better than fish.” The current knowledge in many academic disciplines goes out-of-date very quickly. Therefore, it is crucial to help students understand that the knowledge we teach them (i.e., the overt curriculum) is far less important than the skills we require them to develop in order to acquire this knowledge (i.e., the covert curriculum).

CB: Be willing to work incredibly hard for intangible rewards which often don't come until years after your students graduate. In important ways, teachers affect eternity; they never know where their influence stops. You must learn to be patient, with your students and yourself.

DA: Maintain ties with your former students. I have continued to mentor and support my former students since I retired by providing them with career-related advice; writing them letters of recommendation; and helping them with personal statements, resumes, and CVs. These relationships have provided me one of the most important “purposes” of my retirement by allowing me to continue being part of something bigger than myself, which is helping my students continue to succeed (e.g., I keep a list of my students who have reported to me that they have earned a graduate degree, which now has 300+ entries). The only thing I expect from my protégés in return is that they pay it forward by providing the same kind of mentoring to others in the future that I provided to them in the past.

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This is the best way that I can continue to support Dr. Brewer's legacy.

It is his gift that keeps on giving....

Drew Appleby, Professor Emeritus
Indiana University Purdue University Indianapolis
Ruth Ault

Charles and I had a lot of different connections, starting with him befriending me when I attended my first teaching conference, at Evansville IN, where I did not know anyone in attendance except the conference organizer, Joe Palladino. Later, after a few years of my reviewing manuscripts, primarily in the Methods and Techniques (M&T) section of Teaching of Psychology which Joe was editing, Joe stepped down and Charles, as Editor in Chief, appointed me the next section editor, so we worked quite closely together those five years. When my term ended, I began as an AP reader while Charles was part of the leadership, and later I became an AP table leader on the same question he was assigned. When I served as Treasurer of STP and later as OTRP Director, Charles was also on the division’s extended executive committee. So, we worked together in numerous different contexts.

All of my memories of Charles are fond ones, but the two specific episodes I would like to share show his thoughtfulness, nurturance of colleagues, and astonishing good humor. I can date the first episode exactly, because it occurred on Thanksgiving morning of my first year as M&T editor, November 28, 1991. In this pre-caller-ID era, I usually had no idea who might be calling me, but when the telephone would ring on a holiday, I certainly expected the caller to be a member of my family. Instead it was Charles, wishing me a Happy Thanksgiving in general, but then specifically mentioning why he was thankful for me. I remember being tongue-tied, grateful, and amazed that he would take time on a holiday to reach out like that.

The other episode occurred in June, 1998, my first time as an AP reader. The leadership designated one evening for entertainment, so various people spent time at lunch, dinner, and other odd moments creating skits to be performed for the amusement of other readers. Those of us who were new readers that year were told we would be such a group. Our skit included a Yoda-like character so we immediately thought of Charles to play that serious, aphorism-spouting role even though he wasn’t a member of the first-year readers. For many years at various conferences, Charles and Joe Palladino did a wickedly funny comedy routine, and part of what made it so enjoyable was Charles’s absolutely somber-faced reading of humorous “news of psychology” items. So, we were sure he would be perfect for the part in our skit.

We created a number of lines in Yoda-speak [technically, object-subject-verb word order, e.g., “Patience you must have” or putting auxiliary verbs after the main verb, e.g., “Mourn them do not.”] With little time for rehearsal, we thrust the script into Charles’s hands and he gamely began to read his lines. When he got to the first of the Yoda-ish lines, he stumbled and objected that we hadn’t written it in proper English. When we explained that that was how Yoda spoke in “Star Wars,” he protested further that he had never seen any of the three movies that had come out by that date. We prevailed upon him to continue anyway, and the skit was the funnier for having him look quizzical and try various intonations as he read his lines. He was a good sport through it all, quite willing to be the inadvertent butt of a joke as well as the joke-teller.

Ruth L. Ault
Nancy and Erwin Maddrey Professor of Psychology Emerita
Davidson College, Davidson NC.

Charles heads his team at the 2008 AP reading in Kansas City, Missouri
Photo courtesy of Harold Takooshian (see p. 19)
Victor Benassi

The American Psychological Foundation's Distinguished Teaching of Psychology Award was renamed in 2003. The APF award was first given in 1970, with two initial recipients—Freda Gould Rebelsky and Fred S. Keller. I was the 2003 recipient.

The APF awards are given during the annual APA convention, held in Toronto in 2003. As I sat on the dais waiting for the awards ceremony to begin, I looked out in the audience and saw several previous recipients of the award, including Charles Brewer, the 1989 recipient. When it was the time in the program for me to receive the award, APF President Dorothy Cantor went to the podium and announced that the award had been renamed in honor of Charles. It now would be the Charles L. Brewer Distinguished Teaching of Psychology Award. There was immediate applause. I looked at Charles. He was beaming. That was one of the happiest days of my professional life. Here is a picture of Charles and me after the ceremony and a copy of the Certificate of Commendation from APF that I received with the new name of the award.


Certificate of Commendation showing the renamed APF Distinguished Teaching of Psychology Award in honor of Charles L. Brewer.
Drew Christopher

I started at Albion in 2001 and quickly befriended Emeritus Professor David Hogberg, who was a long-time friend of Charles Brewer. Although I knew of Charles previously, I got to “know” him through David and the many stories he told me about Charles. Then, in 2005, I was invited to join the AP Reading team. It was there that I first met Charles in person. When Dave Thomas, who was my table leader my first year at AP, introduced me to Charles, I felt like it was an inspection. Charles seemed to be sizing me up, as if to determine if I was fit for the Reading. Then, after what was only a few seconds but felt much longer, Charles gave me his huge grin, shook my hand and immediately burst into all sorts of stories about Albion, some of which I had yet to hear from David. I could not believe he knew so much about one small school some 700 or 800 miles from his own. But nothing ever escaped Charles, as we all know.

We continued visiting with each other at the Reading for a few more years, during which time I was afforded the opportunity to become editor of Teaching of Psychology, the journal that continues to owe much of its success to the work Charles did for it during his time as editor. Although we talked frequently at the Reading, never once did Charles bring up ToP, much less offer me guidance in my role. I wasn’t sure if he wanted to wash his hands of that work, or if he thought I was beyond hope in that role. Or who knows? Maybe he was enjoying the AP Reading cuisine so much that the journal was not forefront on his mind at that point. However, when I asked him for counsel, he of course provided it, with insights I never would have gleaned on my own. He never gave me answers, but rather, he laid out the pros and cons of dealing with any situation I asked him about. From there, it was all on me. Indeed, for all the wisdom Charles had to share, he never forced his expertise on his colleagues, even though we certainly wanted to learn from him. This is one reason why Charles was a world-class teacher. Certainly, his expertise and wisdom made him a special person and teacher. But more importantly, allowing his students (of which I am one, though not from his classes) the freedom to explore their world, develop their own strengths, and make their own mistakes is the very essence of what we as teachers aim to do. If I can remember this and execute it, many more students will benefit from Charles’s guidance.

PS---yes, the dangling participles I included were meant to make Charles roll his eyes :)  
Drew Christopher  
AP Reader and colleague of Dr. Brewer  
Albion College

Catarina Costa

In 1995 I was an undergraduate student studying psychology at Fordham College at Lincoln Center. I was asked by my advisor and mentor Dr. Harold Takooshian to assist with a special visit from Dr. Brewer to our campus. Over the course of a few short hours, I had the privilege of having lunch with and showing Dr. Brewer around our campus, as well as answering his questions about the opportunities available to our students. Our time, though short, was so very memorable, as he was such a remarkable listener and an engaging person. I was struck by the specificity of his questions and the way he (very quickly) got to know me, and my professional aspirations. Afterwards, Dr. Takooshian mentioned that the short time we spent together had been quite memorable for Dr. Brewer as well. His contributions to the field are certainly innumerable, but what is also so special about Dr. Brewer is the way he formed connections with others. That kind of impact is forever-lasting and his legacy will live on.  
Catarina Costa  
Fordham '98, and former "tour guide" of Dr. Brewer  
Current affiliation: Mount Holyoke College
Amanda Byers Faircloth

My name is Amanda Byers Faircloth (Furman Class of 2004). I was a student and advisee of Dr. Brewer. His Introductory Psychology class is the reason I decided to major in Psychology. I loved hearing about all the early psychology pioneers trying to understand through empirical science why we behave the way we do. We used to joke that perhaps Dr. Brewer was in fact John Broadus Watson, immortal and secretly living incognito while serving as a resident expert on himself. So many other aspects of Brewer permeated my memories of Furman psychology. From his impression of infinity, to his operant conditioning lesson, to creating galvanic skin responses at the thought of getting a "Brewer spiral" for writing "is when," he left no student untouched in addition to no academic butt un-kicked. He will be missed but will no doubt continue to influence the discipline well beyond his many years in the classroom.

When discussing circadian rhythms, our Fall 2002 Learning class was astounded to hear that Brewer woke daily at 3:57 AM, just prior to his alarm, and with plenty of time to make it to the McDonald's just off campus before any sort of line formed. We decided to surprise him by getting there and getting in line before him one day. We were rewarded by a gracious bow and great breakfast company.
Alan Feldman

I have known Charles Brewer since 1992 as we were both AP readers that year and for many more years afterward, then we both became table leaders, and later members of the AP Psychology test development committee from 2001 to 2004. I also went out to dinner many times with Charles Brewer and was once honored to be his roommate in a dorm at Ithaca College. In addition, Charles was the faculty advisor for TOPSS when I was on the TOPSS Board. He was very special to me as a role model for his brilliance, teaching expertise, writing skills and humanity.

Below is an email I wrote when I heard Dr. Brewer was retiring.

Subject: Re: Charles Brewer's Retirement

Charles Brewer has been one of my intellectual heroes since I met him at Clemson University at the first AP Psychology reading. There were about 20 readers in total that first year-no table leaders, just two great question leaders. We had no paper rubric, the two rubrics were written on the white boards at the front and side of the room. When we arrived, we divided the group into graders for question I and the rest for question II. Charles returned late (about 90 seconds) one day from lunch, as he was visiting a geology museum on the floor. When he walked in he said something like- I apologize for being late-I was at the geology museum and they did not want to let me out as they thought I was a relic. For faculty night Charles (with props) gave his talk about John Watson. I was hooked.

I could tell many delightful stories about Dr. Brewer's sense of humor ("Psychology is the most fun you can have with your clothes on!", or "the job of a teacher is to kick some academic butt") but want to describe two other things about Charles.

Over the last 22 years, I have bothered Charles Brewer about 25 times a year asking him for his expert opinion about a psychology topic. He has answered every question with kindness, brevity, clarity and insight. I am very grateful and so are my students. I have also pestered others that will receive this email and I am grateful to them as well.

As many of you know in the twentieth century there was an exceptionally well-published mathematician named Paul Erdos. There is wonderful movie about him and a few books-a particularly interesting one is by Paul Hoffman.

These books describe something called the Erdos number. An Erdos number of one means you published an article directly with Paul Erdos. An Erdos number of two means you were taught by a mathematician that published an article with Erdos-it goes on to higher Erdos numbers; you get the picture. I propose here today the Brewer number based on how directly a teacher has interacted and learned from Charles. How many teachers and students has Charles Brewer influenced! I cannot speak about the Brewer number for others-just myself. Here goes. I directly interacted with Charles Brewer many times and learned from him. My Brewer number is a one. I have been teaching psychology workshops continually since 1993 for The College Board/ETS and other organizations particularly in the summer. I would guess I taught or interacted with probably 4,000 teachers over that time. So all those teachers have a Brewer number of two. Each of these teachers has taught a few thousand students since I was a consultant for a class they were enrolled in. The students have a Brewer number of three. I think we can realize this number gets very large very fast and of course, this is only my experience. If we figured out the Brewer number for just the people receiving this email it would be staggering. Then add on all the other teachers and students Charles has influenced during his career (including his 250 or so students that went on to get doctorates in psychology) and the number is astronomical.

Charles, I along with the others here offer my congratulations and gratitude.

Alan Feldman
Psychology Teacher
Glen Rock High School, Glen Rock NJ
I met Charles many decades ago at a conference. I don’t recall which conference, but most probably APA or WPA. Up to that time, I never knew there were college and university faculty who actually worked in the area of teaching and learning. Of course, I knew it was an acceptable topic in K-12 education, but I had never heard of anyone who seriously cared about college-level teaching. Charles told me that in fact there was such a group, and I was hooked for life.

We served together on countless committees and groups over the intervening decades. He was always the mentor who provided wisdom and guidance. He gave me a stern lecture when I won the presidency of APA and I was afraid that I was not up to the task. He told me that I was. There is a long flood of memories.

I wish I kept the paper he edited when I submitted my first article to *Teaching of Psychology*. Like every paper he edited, it was covered in red markings—and I thought I was a good writer. Many others have shared the same story and proudly showed their “red-splashed” papers. I never forgot the difference between an “n-dash” and an “m-dash” and the proper spacing for ellipses after Charles admonished me for not knowing these important distinctions.

Charles hated trite sayings. He surely marched to his own drummer, but would cross out that phrase with his infamous red pen and ask if I could be more creative than that. He always “danced like no one was looking,”—oops sorry for that one, even if it is true. Dear Charles, I miss you.

Below is my last photo with Charles. He was at the retirement home and as feisty as ever!
I am Bridgette Martin Hard, Furman class of 2001, and I am one of the hundreds of Charles Brewer’s students who went on to earn PhDs. I’m a teaching-focused psychology professor at Duke University. So yes, if you paid attention to my name, I am Professor Hard. As Brewer told me when I first earned my PhD, that’s a whole lot better than being Professor Easy.

I had the privilege of being Brewer’s student for three different Psychology courses while an undergraduate at Furman University, his Teaching Assistant for a fourth course, and his advisee for all four years of my undergraduate career. We remained in touch off and on ever since. Being Brewer’s student was one of the most memorable and meaningful experiences of my life. He was mesmerizing. He had the poise and expressiveness of a Shakespearean actor (although with a southern accent). He had a command of the English language that was both precise and poetic. He was also terrifying: In my classes he would put students on the spot and stump them with philosophical questions. When a student made the mistake of asking Brewer whether a certain topic might be on an exam (something I might or might not have done at one point) he would answer “If you know everything about everything, then you don’t need to worry about anything.” He forever changed my belief that multiple choice exams are easy by writing questions that challenged both our knowledge and our fluid intelligence.

He was also hilarious. As proof for this claim, I’ve dug up one of Brewer’s multiple-choice questions that I think perfectly captures his blend of rigor and fun.

To evaluate the difference between two group means, a researcher will compute which of the following?

(1) scatterplot
(2) variance
(3) \(r\)
(4) delta
(5) Sigma Alpha Epsilon (the name of a Furman fraternity)
(6) \(t\)
(7) standard deviation
(8) No respectable researcher would ever be caught with any of the above, especially an SAE.

I can say without a modicum of exaggeration that Brewer was the most influential teacher and mentor I have ever had. As the best teachers tend to do, he didn’t just teach me psychology, he educated me in how to be a better human being. He shaped my approach to learning, to teaching, and to making many important life decisions. I want to share with you just WHY he was so influential. It is quite difficult to describe the influence that someone has had on you when the influence is as great as Brewer’s was on me, but I want to share three things that Brewer taught me that are with me to this day.

First, Brewer taught me that the reason to find a “passion” as we like to call it, is not because it will magically make you happy, but because a passion drives you to work hard. As a freshman at Furman, he advised me that I should major in whatever topic would motivate me to want my academic butt kicked as hard and as often as possible. It was only through hard work and challenge that I would increase my capacity for learning and prepare myself to do anything I wanted to do in life. Incidentally, the passion I discovered was Psychology, and as Brewer advised me, I let that passion inspire hard work. It was thanks to Brewer’s advice that I spent so many long hours in Furman’s library, studying twice as hard as was probably necessary for any of my classes. That hard work changed me: my capacity for acquiring and analyzing information improved in ways I hadn’t known was possible. Through hard work, our passions transform us into stronger people.

Second, Brewer taught me that you can know your value without being arrogant. In fact, you must know your value if you to ever take risks and fulfill your potential. Brewer had so many accomplishments, and often when someone is as accomplished as Brewer, we like to praise how “humble” or “modest” they also were. Those of us who knew Brewer knew he was neither humble or modest. He knew with great accuracy what he had to offer the world. The confidence he had in his abilities was the engine of his influence. It was a key reason that we all looked to him, followed him, and learned from him. Brewer taught me to know my value. I think back to my freshman year as, initially, the most terrifying year of my life. It was the first time that I had been away from my parents for more than 2 weeks, and I felt very nervous about whether my high school skills would translate into a college environment. I had planned to take the standard freshman courses and hope for the best. When I told Brewer, my advisor, my plan, he gently encouraged me to
consider some upper-level classes in topics that I already enjoyed. Within minutes, he was calling up faculty in History and English and convincing them to take a freshman into their advanced, already filled-to-the-brim courses. I remember him telling them that they wouldn’t regret having me in their classes. It was clear that he really believed that, and because he believed it, I believed as well. During those first months of my freshman year, Brewer saw potential in me that I didn’t yet see in myself. Thanks to Brewer and the risks he encouraged me to take in my courses, my freshman year came to be the most exciting year of my life. I remember this, whenever I take on a new project or responsibility that seems outside of my experience. I remember to trust myself and to know my value.

Third, Brewer taught me, really by example, to use everything you’ve got to be generous. As you pursue your goals, work to develop the people around you and make them stronger. Brewer’s door was always open to students from 7-to-7, 7 days a week. He listened to his students, believed in them, and went above and beyond to create opportunities for them to learn and develop, inside and outside of the classroom. He also worked tirelessly to develop other teachers to be more effective at helping their students succeed. The way that Brewer used his skills to improve the teaching of psychology has inspired my career in countless ways. In addition to doing my best for my students each semester, I do research focusing on using psychology to understand how teaching and learning work. My other professional work focuses on helping other teachers to improve their teaching, such as by organizing conferences and writing about teaching. Thanks to Brewer, I still work hard in pursuit of my passion, I know my value and so trust myself to take risks and try my hardest to be generous.

To conclude I’d like to share an idea that inspires me and always makes me think of Brewer. Some psychologists have argued that teaching is what makes us uniquely human. When we gain new knowledge, we don’t keep it for ourselves. We are motivated to share it, to give it away. We propose to use this new knowledge together. It is through that sharing of knowledge that we accomplish so much, as a community, and as a species. With this in mind, I can think of no greater life than the one Charles Brewer lived, sharing knowledge, making the people around him stronger, making communities stronger through teaching.

Bridgette Martin Hard, PhD, Former student and advisee
Associate Professor of the Practice in Psychology & Neuroscience, Duke University

Patrick Kerley

What’s funny about this assignment is that, like so many others that involved Charles Brewer, I don’t know where to start. It is even more difficult because he is not here to point me in the right direction.

- I hear him telling me what I needed to hear, especially outside the classroom. I learned about his college years and how he played basketball and served on the student council.
- I know when to use serif and sans serif fonts when publishing in APA style.
- I tried to understand small insights into his relationship with his spouse and his approach to parenting.
- I met his daughter one summer when she was on Furman’s campus for, I believe, a week-long retreat related to musical performance. I can’t be sure of the details, but his every word was filled with the enthusiasm he had when saying, “Skinnerian,” “And dammit, don’t you forget it,” and, even to the least promising student who stumbled upon the correct answer, “Yes.”
- I remember, with a smile, how he would demonstrate infinity with a dry erase board and a casual toss of a dry erase marker out an open window.
- P.S. Never mistake pomposity for profundity.

Patrick Kerley
Former Student and Advisee of Charles Brewer
Neil Lutsky

Charles Brewer’s legacy consists of multiple variants of what I highlight below. Take this personal testimony, multiply it by a large N representing all the people he touched (but not a “very” large N, because Charles would not tolerate unnecessary words), square the result in light of all the professional roles he played, and expand it through time in ways we may not yet fully appreciate.

I first came upon Charles’s work through Teaching of Psychology. It’s hard to remember now, given retroactive interference and aging brains, how important ToP was to teachers living at a time before the World Wide Web. ToP was a source of teaching findings, techniques, and ideas. These were useful in and of themselves, but they also promoted larger attitudes of experimentation, reflection, and evaluation that, for a young teacher in the frozen upper Midwest, were revelatory. Eventually that teacher submitted his own work to ToP, where he promptly encountered unsettling but exact and penetrating feedback from an assiduous editor. Charles turned out to be my adult English teacher—although I remain responsible for all my continuing failures as his pupil—and in doing so he helped me learn how to strengthen my students’ writing as well.

Stylistically as a speaker, Charles was one of a kind, a mesmerizing joy to behold. He made thinking and learning about the teaching of psychology fun, and he modeled how teaching could be such an act of exuberance and love. I found his presentations profoundly challenging and liberating. I wanted to be as engaging as Charles was and use that in the service of presenting difficult and thoughtful content as he did. But it was obvious to me I could not be Charles, and that’s where the liberation occurred. Charles forged his professional character; I had to find and refine mine. But Charles embodied the vision for me of a teacher who took immense pleasure in his calling by embracing his individual character.

What Charles wrote and said merited attention. His words guided my teaching; his perspective on the broader goals of our work—on teaching the science of psychology and using psychology to teach science—served as a clear beacon in the fog of claims, findings, and promotions clouding the field. There was precision in Charles’s use of words that reflected the rigor and clarity of his thinking, and that demanded listeners’ and readers’ keen attention and careful consideration.

There are other ways Charles Brewer affected our profession, including his service on committees and boards. As generous as he was with his time (and monies), he was even more so as a person. He was forthright with criticism where warranted, but he was effusive in praise and encouragement, which meant all the more given his high standards and expectations. He reminded us all to nurture and recognize the positive even as we note and correct shortcomings. Perhaps I am even less successful in following his model in this regard, but his memory reminds me to try, to do the best work that I can as a teacher and to encourage the community his life helped shape and inspire.

The photo is one I cherish. In 2011 I received an award with Charles Brewer’s name on it, and that association reminds me of the profound impact the man himself had on my life.

Neil Lutsky
Charles’s friend and colleague
Carleton College
Rob McEntarffer

At the first AP Psychology reading I attended, I had one of the most important conversations of my professional life. I stood outside the dorm while Charles Brewer smoked and we chatted. As we talked about high school psychology, my classroom, and my desire to help on a national level if possible, he looked me in the eyes and said very seriously: "Work your butt off. You will be able to make a difference." I was a bit scared of that advice at the time, and I don't think I understood how important it was. But I do now.

Side note: the conversation above came after the infamous "young Rob" incident: I arrived late for the opening meeting at that AP reading and walked in front of the entire assembled group in a lecture hall. From the back of the room, Charles said "Oh, I see they are inviting high school students now." He and I reminded each other of that incident several times over the years.

Another Charles story that goes along with Dave's and Ken's "editing" stories: I remember watching (in awe) Charles edit teachers' activities during the NE Wesleyan High Psychology Teacher institutes. He is the only person I've ever seen run through the ink in multiple red Bic pens. It was amazing to watch him CAREFULLY and THOROUGHLY edit teacher work (it showed the high school teachers how much he and we respected the quality of their work).

Rob McEntarffer
AP Reader with Charles Brewer (and he was my teacher in many important ways, but not officially)
Lincoln Public Schools, Lincoln, NE

Katherine Minter

I first met Charles when I was among the first AP Readers when there were only about 35 of us at Clemson University. Currently, I am a just-retired AP and IB Psychology teacher and ongoing Consultant in AP and IB Psychology for The College Board, International Baccalaureate, and The National Math & Science Initiative (NMSI).

Years ago, as a lowly high school teacher "Acorn" at an early AP Reading at Clemson University, upon first addressing Dr. Brewer, he immediately requested, "Call me Charles." Those few words initiated a protocol for the extraordinary collegiality and respect that continues to exist between college/university and high school professionals, not only at the AP Reading but beyond in other endeavors that further the goals of teaching our fascinating science of Psychology to students of all levels in all locations all around the world.

Another vivid memory of Charles is how he for many years would teach each new Acorn group his beloved Furman University (FU) "Cheer," and he often would have Acorns recite it afterwards. With a characteristic twinkle in his eyes, Charles would roll out the story of how Furman University was dear to his heart and a proud university, believing Furman came first, second, and always! Then he would crescendo his story with a hearty recitation of FU-once! FU-twice! FU-all the time!!! Of course, we would be shocked, but Charles would laugh and clearly be having the best time of his life sharing that Cheer with all of us newbies.

Marianne Miserandino

When Charles was editor-in-chief of ToP and I was the News Editor, he sent me the following note after I completed some task or other for ToP: "Marianne: You are a damn jewal! Thanks for your good work". I can't read this without hearing it in Charles' voice and it never fails to make me smile. I've kept these words of encouragement over my desk since 1994 when he sent me the note.

Marianne Miserandino
Former News Editor of ToP
Arcadia University
Steve Nida and Darin Matthews

I (SN) first met Charles Brewer at the very first convention I ever attended—the annual meeting of the Southeastern Psychological Association in New Orleans in 1976. I was a student in the master’s program at Wake Forest, and I was there with my thesis advisor, the late John Williams. John and Charles were good friends, and John had always spoken very highly (and frequently) of Charles—so I have a distinct recollection of being introduced to him. I really connected with Charles, however, when I came to The Citadel to head its psychology department in 2002 and once again became involved in SEPA (after two decades in Ohio). Without a doubt, my most meaningful experience with Charles was the result of my having the good fortune to be assigned to his work group at APA’s National Conference on Undergraduate Education in Psychology, held at the University of Puget Sound in June of 2008 (see picture on page 1). It was here—as we worked for five straight days to craft a book chapter that attempted to make the case for the value of a “core” component within the undergraduate psychology curriculum—that I was privileged to have a front row seat as I observed his wit and his wisdom, and his insistence on clear thinking and even clearer writing, in ways that are familiar to his students and those colleagues who have had the chance to work closely with him. It was a joyous learning experience, and one that I will not forget.

My interactions with Charles, all relatively recent, are bookended nicely by those of my colleague Darin Matthews, whose office was next to mine for 13 of my 16+ years at The Citadel. Darin had been an undergraduate psychology major at Furman in the late 80s. Early on, I began hearing some “Brewer-isms” on my own, but Darin, of course, was a seemingly unlimited source of them, not to mention other stories about Charles. I saw much more of Charles than Darin did in Charles’s later years, but the more contact I had with him the more Darin and I found ourselves dropping Charles Brewer references. For the last dozen years, not a week has passed without our invoking some Brewer-ism or at least making some mention of Charles. If you’re reading this, you’re probably an academic, and you probably won’t be surprised to hear that we frequently have reason to note that “it’s easy to make something complicated, but difficult to make something simple” or to complain about an administrator who has fallen victim to “assessment fever.” I have no doubt Charles will live on in our professional dialogue for as long as the two of us remain colleagues.

As a former student (DM) of Dr. Brewer (I still usually refer to Charles as Dr. Brewer out of profound respect for him), Dr. Brewer instilled in me both a definite appreciation of psychology as a science and a sense of professionalism (as he did for all of his students). Experimental Psychology with Dr. Brewer served as a “weeder” course at Furman: if you made it through, you most likely would complete the psychology major at Furman. One of my friends who dropped the course midway through went into what he claimed to be an easier major—Computer Science (I am not kidding!).

Dr. Brewer was dynamic in his lectures. His demonstration/definition of infinity involved drawing a line out of the classroom, down the hall, and then back. This culminated in his re-entering the room while continuing to draw the line, and then tossing the chalk out of the window—proclaiming that this was infinity. This entertaining episode produced a lasting memory and demonstrated Dr. Brewer’s willingness to do anything to get students to learn.

Dr. Brewer always maintained a “come early and go home late” work schedule. I recall being in the basement of Plyler Hall at 7:30 PM one evening. Dr. Brewer came out looked around and remarked, “Well, Matthews, I am going home early tonight.” He was meticulous in his grading; for instance, he would often point out any extra spaces between words (something that was really easy to do when typing a paper on a typewriter). I remember hastily typing out a statement of purpose for graduate school and not proofreading it before giving it to him to review (probably because I was very close to the deadline and wanted to know if I was on the right track). I remember him stating that he was disappointed in my effort. When I explained that I had not proofread it, Dr. Brewer was relieved. I was embarrassed that I had disappointed him and determined not to let that happen again. I have always remembered that encounter, and it taught me to be more professional in everything I do, even if it is a rough draft.

I think his dedication to teaching psychology as a science is one of Dr. Brewer’s most important legacies. I remember talking with other graduates of the psychology major at Furman who lamented our move from Plyler Hall (the science building at that time) to Johns Hall, where the other social sciences were located. Everyone felt we belonged in the science building. This was due in part to Dr. Brewer’s emphasis on psychology as a science. I think his work ethic and dedication to detail conveyed to students a strong sense of professionalism. Dr. Brewer left an indelible impression on his students, and while he will be greatly missed, his legacy will live on through the many students whose lives he touched.

And although only one of us here was a student of Charles Brewer, his legacy also lives on in the ongoing dialogue of our department.
Jennifer Peszka

It is difficult to explain how important Charles Brewer was to my own teaching and research in psychology. As a Hendrix College alumnus, Charles gave a financial gift to the psychology department. Each year we spend money from the interest generated from that gift on our research with undergraduate students. I have paid for supplies and incentives and materials for sleep studies looking at sleepiness, eating, technology use, personality, burnout, and aging. I would estimate in the last 19 years that I have supported undergraduate research experiences on sleep in one way or another with support from that gift for nearly 200 Hendrix students. I have always run my research laboratory in his spirit with teaching undergraduate research students as the first priority. Charles taught so many students himself, but he promoted teaching and research with undergraduates in many indirect ways as well.

Charles served as the external reviewer for our department. In this way, he helped shape every important curriculum change and faculty addition that we have made here in the last twenty years. We are a strong, student centered psychology faculty because of the work he did here.

I feel that we are lucky to have had him as such an important part of our department, not just as a financial supporter, but because his spirit of putting undergraduate student teaching and learning first will live on in our department’s traditions.

Jennifer Peszka
Colleague
Professor of Psychology at Hendrix College

Randy Smith

Charles L. Brewer was both a mentor and a friend to me. I first met Charles at a teaching conference where he gave his famous John B. Watson talk. It was there that I learned about the Division Two journal Teaching of Psychology. I had a teaching idea to share, so I submitted a manuscript to ToP. Prior to that time, I thought I knew a fair amount about APA style and how to write. Charles disabused me of both of those notions (✿) with his heavily marked manuscript and critical comments—but both were in the spirit of helping me write a better manuscript. That manuscript was eventually published ... and it was far better than the version I originally submitted. I still remember the sense of pride I felt when Charles asked me to review for ToP. But I also remember being petrified when I sent him my first review—had I done an adequate job? Charles’s mentoring role with me came both in submitting my manuscript and in getting a closer look at the editorial role as a reviewer. People who received edited manuscripts from both Charles and me probably saw some similarities. Our relationship grew into friendship when we roomed together at the AP readings for many years. During those times, I further picked his brain about teaching, writing, and editing. Perhaps the greatest accomplishment of my teaching career came when I was named Editor of ToP ... but I had to follow Charles, the legendary editor. Charles being a “tough act to follow” does not even begin to do that situation justice! But, as Charles told me several times, he had no intention of editing ToP “from the grave,” and he was true to his word—he never looked over my shoulder or gave advice, unless I asked for it.

The entire teaching of psychology community mourns the loss of Charles Brewer—my sense of loss is particularly profound, as I lost a mentor and a friend.
Harold Takooshian

The panache of Charles L. Brewer

Harold Takooshian, Fordham University

Psychology is such a large and diverse field that even some of its super-stars never meet. Though I never saw the names "Charles Brewer" and "Stanley Milgram" in one sentence, I see a few clear similarities between Charles and my mentor Professor Milgram. First, both had "panache"--a unique way of expressing themselves that fascinated those around them. Second, both combined a razor mind with a razor tongue, so we were never sure what they would say, and listened attentively whenever they held a microphone. Third, these men were gifted teachers who shined in the classroom, and took visible pride in their students' later achievements. Finally, these were two gifted writers, whose prolific publications are permeated with their passion for their specialty--for Charles, the teaching of psychology, for Stanley the development of new methods to reveal human behavior.

Since the 1990s, I was lucky to know Charles well in diverse ways--through APA, the College Board's Advanced Placement (AP) psychology program, and when Charles agreed to do a site-visit of Fordham in 1995.

For AP, over 300 of the best psychology teachers in the USA would gather for one week each June to score thousands of high school AP exams. Most of us viewed Charles as the Maestro--the go-to person with hard questions about the history of psychology. It was a special treat when he agreed to share a message with us. He could also be outrageously funny, as when he impersonated "dynamite lady." Yet much like Jesus washing his disciples' feet, Charles was known for his kindness to give restorative "back rubs" for us readers during a long day of reading exams.

When Charles kindly agreed to be a site-visitor for our Fordham University psychology program in 1995, he told me this was his 64th site visit. After three days, the Maestro produced a superb road-map that "spoke truth to power" to our university, and still guides our evolving program two decades later.

One of Charles' writings was titled "I can't even remember not wanting to be a teacher." Since Charles started at Furman in 1967, all his work was devoted to teaching at all levels--from high school through the doctorate. How fitting that APA's highest teaching award is named for Charles. For thousands of us psychology teachers inside and outside the USA, it is easy to miss Charles Brewer.
Ruthann Thomas

I remember the moment vividly, now 16 years later. “Thomas,” Brewer called in a firm voice, “what is response fatigue?” He had caught my attention the very moment it had begun to drift away from class. I stammered, “Uh… response fatigue is when…” and managed to give an accurate if not articulate response. “Thomas,” he said, more serious now, “What did you say?” I felt my face flush and a galvanic skin response (i.e., just a little bit o’ sweat) develop on my palms. “I said, ‘response fatigue occurs when...’” and paraphrased my original answer with more eloquence. “That is NOT what you said, Thomas.”

Brewer turned slowly, and picked up the black marker. In beautiful cursive he wrote, “is when” in the center of the whiteboard. He placed the cap back on the black marker with an audible click and picked up the red marker, each of his movements slow and methodical. The room was silent, save for a few nervous giggles. He circled “is when” in red and continued drawing an enormous spiral that covered the entirety of the whiteboard. I received the infamous Brewer spiral. I was mortified. But, did I ever learn my lesson.

The joyful moments of learning and the sense of community that Brewer cultivated in his classroom are almost as salient as the Brewer spiral in my memory. I reminisce about the engaging activities and quirky “Brewerisms” he shared to illustrate concepts. I deeply appreciate the academic rigor of his courses. I admire the way he used seriousness and playfulness as sticks and carrots to motivate learning. Now, as an associate professor at Hendrix College, I take pride in working at Brewer’s alma mater and strive to pass on his legacy of engaging activities, scientific rigor, playfulness, and academic butt-kicking to students at Hendrix College. Brewer is a tour de force of inspiring pedagogy with a larger-than-life personality. He continues to motivate me to do better than I can do.

Ruthann Thomas, Ph.D.
Former student (Furman ’03), current faculty at his alma mater, Hendrix College
Associate Professor of Psychology at Hendrix College

Jeanne Turner

Charles was one of the warmest and wittiest individuals around. His sense of humor and intellect never seemed to age.

Jeanne Turner
Linn-Mar High School
AP Reader
Photos of Charles Brewer at APA Conventions

Charles with Steve Davis, Jeanne Marsh Stahl, Jim Korn, and Dana Dunn (l) and Randy Smith (r) at the 2001 APA Convention in San Francisco, CA (All convention photos courtesy of STP’s archives)

Charles at the 2002 APA Convention in Chicago, IL

Charles with Bill Hill and Barney Beins at the 2004 APA Convention in Honolulu, HI
Charles with Ray Fowler (l) and Diane Halpern (r) at the 2005 APA Convention in Washington, DC

Charles with Randy Smith (l) and Jane Halonen (r) at the 2006 APA Convention in New Orleans, LA

Charles Brewer honors Jim Korn on his retirement during the 2006 APA Convention in New Orleans, LA