

On January 27, 1967, The Reverend Lyle W. Butler, D.R.E., Chaplain and Chairman, Religion Department, The Cheshire Academy, wrote concerning Richard Thomas Nolan:

Richard Nolan has been associated with me for the past two years, as a colleague on the Faculty of Cheshire Academy and more directly as my Associate Chaplain.

He has always displayed the highest devotion to duty and responsibility and carried out his obligations with proficiency and care. He has always been cooperative, willing to work with others as a team effort and shown originality and creative talent in many areas of his work both as a teacher and as Associate Chaplain.

He has been honest, forthright, and sincere in his relations with others members of the staff. He shows good judgement, handles problems with maturity and skill. At the same time he has a good sense of humor, and appreciates the same quality in others.

He has had the oversight of a rather large dormitory of some 42 boys and carried out his duties here with success. He has always shown sincere pastoral concern for those under his care and given himself and his time to be of service to others.

I have the highest personal regard and feel sure that he would give a good account of himself in any position to which he might aspire.

On February 6, 1967, Edmond LaB. Cherbonnier, Professor of Religion and Chairman, Department of Religion, Trinity College, Hartford, Connecticut, wrote concerning Richard Thomas Nolan:

I am happy to write a letter of reference for Mr. Richard T. Nolan. We became acquainted during his freshman year at Trinity in 1955-56, and have kept in touch regularly ever since. During this time I have seen him overcome a rather narrow and dogmatic religious background and develop into an effective teacher with a mature understanding of the crucial issues, both in the field of religious education and also in the philosophy of religion.

One of the striking things about Mr. Nolan is his inquiring mind. Even as an undergraduate he produced theories which, however unorthodox, were certainly original. In the process, he also acquired an uncommon capacity for self-criticism, which has enabled him to use his originality constructively.

Another sign of Mr. Nolan's openness to novelty, is the number of places at which he has studied and taught. Although I do not know at first hand his success at all these places, I did have occasion in another connection to check with the director of the Hartford branch of the University of Connecticut, where Mr. Nolan is currently teaching. In his reply he said, in part, "He is an enthusiastic teacher and interested in his students...I am thus far very favorably impressed.

Mr. Nolan's combined interest in education and the philosophy of religion indicates a double concern: first, that the chief importance of philosophy is in its application and second, that practice needs theory. In his approach to philosophical issues, Mr. Nolan is keenly conscious of how they have effected human life. In his approach to educational practice, he is acutely sensitive to the need for a well grounded theoretical basis.

Mr. Nolan is also a dedicated teacher, who has the gift of establishing rapport with his students. He is courteous and unaffected, with a sensitivity to other people's feelings.

These are some of the reasons why I consider Mr. Nolan a valuable addition to the teaching profession.

On February 22, 1967, Portia F. Bowers, Supervisor in Field Education, Yale University Divinity School, wrote concerning Richard Nolan:

"Richard Nolan has been under my supervision for two years while studying at Yale Divinity School in conjunction with his Field Education requirements for the degree. During that time, we have had conferences to evaluate his work as a Teaching Chaplain at Cheshire Academy in Cheshire, Connecticut. Richard Nolan has proven himself as a teacher of great ability with a very difficult age group and in a particularly difficult situation. I have been amazed that he has been able to continue to be creative and to grow in creativity and competence despite the enormous difficulties in the situation that could easily justify a person's doing little or nothing, but maintain the status quo. For this reason, and for his thorough knowledge of his fields of study, I feel he would be very well qualified to teach on this or a higher level of education, either in college, seminary, or graduate school.

I highly recommend Richard Nolan for any teaching position from Junior high school age through adults, including college, ~~seminary~~, or graduate school."

On February 7, 1967, Richard B. Kalter, Associate Professor of Theology, Berkeley Divinity School, Yale University wrote concerning Richard Thomas Nolan:

"I am very happy to speak in behalf of Richard Nolan. He is indeed a good student with superior ability, imagination, and conviction. He has had a substantial amount of experience in teaching, and has seemed to have been more than competent. He has been taking a reading course from me this term, and has proved to be a person who can do real research and yet preserve his own originality.

His character is reflected in the careful and honest way in which he does his work. He had a very pleasant personality. He has a fine capacity for articulation in an interesting manner. His field is education.

I think Richard shows great promise for the prospects of teaching. He will bring to his teaching not only an interest in his work above the average, but also precise preparation and responsibility in his duties."

On January 26, 1967, W.R. Griswold, Director, Hartford Branch, University of Connecticut, wrote concerning, Richard Thomas Nolan:

Mr. Richard T. Nolan has been a Lecturer in Philosophy at the Hartford Branch, University of Connecticut since September 1966. He has taught two courses in Philosophy, one Introduction to Philosophy, the other Introduction to the History and Philosophy of Religion. He is a sincere conscientious, dependable and cooperative instructor. He is adequately prepared to teach beginning courses in Philosophy. The rapport between him and his students is excellent. I would recommend him for a full time assignment teaching Philosophy at the undergraduate level.