If the art of teaching is nothing more than instruction, then the work of the teacher we honor now is hardly representational. He inspires. He insists that discipline can be learned but not imposed. He leads students to the conclusion that they are the artists and architects of their own world and that they are the professors of their own education. Like the great masters he admires, this teacher first creates indelible impressions and then seeks to make himself invisible in the lives he has so profoundly shaped.

All great teachers feel a calling to their profession, but few have the talent to teach at every level in their discipline. This Hunter-Hamilton winner is that rare being who can challenge his students at the highest levels and yet still find reward, excitement, and profound learning in a classroom of beginners. Those who know him best say that this professor's quest for excellence within his students is so intense, and yet his manner so gentle, that he changes the focus of their lives simply by his example. One former student wrote, "He nurtures born artists and born bankers in such a personal way" that they forget artificial distinctions among the disciplines.

In nominating this patient mentor and recognized leader among the faculty, more than one student spoke of having his eyes opened, both critically and creatively. What these pupils learn to see at last — after all the theory, all the practice, and all the critiques — is the potential within themselves. Reflecting upon his time at Davidson, another alumnus wrote in summary, "I majored in economics, but I lived for my studio art courses with him." And a faculty colleague reminds us that the international reputation of this educator and his commitment to his own art, though compelling in themselves, are secondary when compared to his career-long dedication to teaching. He was born to teach and, in the words of one writer, "born to scrape paint . . ." — although we would prefer not to pay him by the hour. Certainly he is the most distinguished professor at Davidson to be known only — and universally — by his first name.

It is no abstraction to say that we honor this man for his creativity and kindness, in the classroom and in our lives, and that we take great pleasure in bestowing the 2003 Hunter-Hamilton Love of Teaching Award upon Professor Herb Jackson.