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FOR RELEASE
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The Goodwin Medal for "conspicuously effective teaching" was awarded to James R. Geiser, a graduate student in mathematics, at Commencement exercises this morning at the Massachusetts Institute of Technology. Moments later, M.I.T. awarded a bachelor of science degree to one of his outstanding students, his wife Lucy.

The Goodwin Medal, which was established in memory of M.I.T.'s first dean of the Graduate School, Harry Manley Goodwin, by his family, is awarded each year to a graduate student, and then only when the teaching is recognized as effective beyond ordinary excellence. The presentation, which includes a cash award of $500, was made by Dr. Harold Hazen, present dean of the Graduate School.

Mr. Geiser, 24, a mathematics instructor at M.I.T., is also a full-time doctoral student. He expects to complete his doctoral thesis this summer in the field of mathematical logic. Mrs. Geiser, 21, is also majoring in mathematics.

For next fall, Mr. Geiser has won a John Wesley Young research instructorship in mathematics at Dartmouth College. Mrs. Geiser plans to join him at Dartmouth as a doctoral student in mathematics.

Although both Geisers are from New York City, and both, as infants, were delivered by the same doctor, the two met for the first time at M.I.T. Mr. Geiser was a graduate teaching assistant, having received his bachelor's degree from M.I.T. in 1962. Mrs. Geiser, then Lucy Jane Garnett, was an entering freshman.

One endorsement for his nomination from a committee of undergraduate students reads, "Have spoken to the kids in 18.034 (differential equations) -- think he is great -- fresh, enthusiastic, on top of the course."

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A member of the faculty wrote, "Jim has broad knowledge and a high sense of professional dedication...he approaches his teaching with energy and enjoyment."

Because Mr. Geiser felt that the initial encounter with higher mathematics should be a personally stimulating, rather than an arduous experience for new freshman, he went to great lengths to present it as a useful extension of the individual's equipment for thinking.

He regularly attended all lectures given in connection with the course because he wanted to see exactly what, in the lectures, his students might not have been able to follow, and because he wanted to make sure that his discussion sections complemented the lectures.

In spite of the demands of his own doctoral studies, he scheduled many hours, in addition to regular office hours, for students he felt needed help.

"Of particular originality," said one professor, "was a set of methodology notes he gave out to his students to make them more aware of the problem solving process itself. He then asked them to solve two problems, keeping track of the problem solving rules they were using. The technique apparently was fairly successful in teaching students that when faced with a tough problem,there are a lot of things they can do besides stare at a blank sheet of paper."

This semester he taught a new course in differential equations which is still being "debugged." According to associates, he is practically writing his own version of the course in the form of notes for his students, expanding some sections, giving better explanations of other parts and tying together only loosely related material.

Both of the Geisers maintained exceptionally high scholastic averages during their undergraduate studies. In 1965, Mrs. Geiser received the Association of M.I.T. Alumnae Award for outstanding academic achievement.