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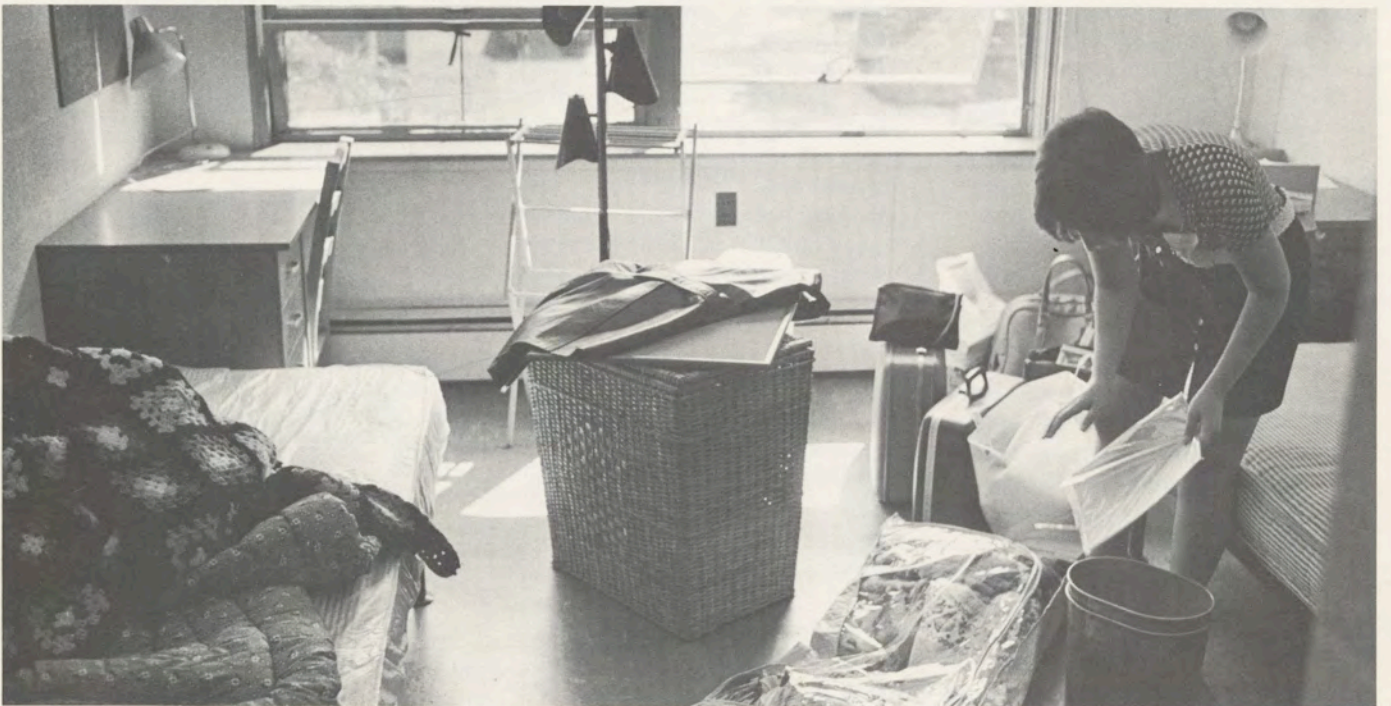
# CURRENT

LESLEY COLLEGE

SEPTEMBER — OCTOBER 1972



Janie Glantz '75 (top) and Lilly Max '75 (bottom) arrive at White Hall for the beginning of the fall semester.



# STUDENT RECRUITMENT: A JOB FOR ALUMNI

by Martha Ackerson



Martha B. Ackerson  
Director of Admissions

**"Your college  
needs You!"**

There is an excitement about the opening days of college in greeting 204 new students, embarking on the 14-4-14 calendar, discovering the new day care curriculum, anticipating our move to new buildings at mid-year! The Admissions staff can not even savor these "goodies" for it is already at work recruiting 275 NEW STUDENTS for September 1973 in order to have a minimum of 650 undergraduates.

THE CHALLENGE IS CLEAR as are some ways of meeting it. Your involvement in admissions could make the difference in Lesley's survival in this crucial decade. We are excited about channeling your energies, loyalties, commitments and talents as alumni in the recruitment process.

Our first priority in which you may share is enlarging our scholarship program. Next year we can not again afford to lose 55 students because we are unable to fund them adequately, nor an additional 15 to whom we can not even make a financial offer, nor can we welcome as few as nine students under our special guidelines - again because of money. We can not jeopardize our federal funding because our giving is not increasing substantially.

Alumni are urged to join in pledging monies for unrestricted scholarship through the Annual Giving Program. Such action alone could increase enrollment by 60 to 75 students.

MONEY IS THE BEGINNING. Without it we are lost.

Even our moneyed sister institutions share with us the role of matchmaker - the constant search for students who would most benefit from our programs and who, in turn, would contribute to our particular colleges. The success of the student search is keyed directly to the commitment of each segment of the college to active, continuing, cooperative recruitment.

Lesley's Admissions staff is making immediate response to requests by prospective students for names of alumni to contact for general information about the College. Such a listing is being devised for distribution to prospective students this year (and for inclusion in the College catalog another year). Nationwide, we need YOUR name.

(Continued on page 5)

**CURRENT**  
LESLEY COLLEGE

Vol. III, No. 1  
September - October 1972  
Lesley College  
Cambridge, Mass. 02138

The *Current* is published by Lesley College, Cambridge, Massachusetts, and is produced and edited by the Office of Public Relations. The purpose of the magazine is to portray the various aspects of the College—its achievements, aspirations, diversity and controversies — to alumni, parents, students, faculty, staff, governing boards and friends of Lesley.

Editor: Edna Maleson  
Assistant editor: Grace Girsch

# MATH FOCUS:

## I hear and I forget I see and I remember I do and I understand

The thoughts are from an ancient Chinese proverb. The ideas are not new. But like many wise sayings, their application is often lost in a dusty corner of the curriculum library.

Dr. Mark Spikell, assistant professor of mathematics, remembered the phrase, and took it to Exeter, England, during August.

Dr. Spikell was invited to attend the Second International Congress on Mathematical Instruction and to present his ideas on the Initial Training of Primary Teachers at Exeter. As a part of his participation, two students also attended the Congress as Lesley representatives: Becky Higier, a graduate student and staff member at the Dearborn School, and Jill Collier '74.

An earlier paper, co-authored with Dr. Carole Greenes of Boston University and Lesley College, attracted the attention of the sixty-nation Congress, thus precipitating Dr. Spikell's invitation.

In his presentation, Dr. Spikell focused on "the concrete three-dimensional world of experience, and not the abstract, two-dimensional world of paper and pen," as the place for the elementary teacher to gain an appreciation for the teaching of mathematics.

"What I proposed in the model I presented was that direct clinical experiences with concrete materials in a laboratory/workshop setting and with children should begin the first year of the undergraduate years (as we do at Lesley) . . . and that after graduation from college, in-service apprentice type training extend for another 3-5 years before we consider a teacher for certification," he stated.

Calling for a reassessment of the teacher certification program, he posed that "The notion of obtaining certification after four years training is folly . . . the span of certification should range up to ten years." He sees this apprenticeship under the guidance of specialists in subject



Dr. Mark Spikell

areas as a necessary part of the certification process.

"Most elementary teachers remember their own early encounters with mathematics through drills and memorization—repetitious, difficult, and dull," he added. "Consciously or unconsciously they convey the fears garnered from their past experiences to the children they teach."

"Presently, much content math that is taught to the teacher of elementary children is a repeat of what the student had in high school, or further advanced work in subject matter," he said. "Little attention is placed on changing negative attitudes held by the teacher; there is little emphasis on how the children learn mathematical concepts, on the material available to aid the teacher in conveying these concepts, or on the variety of strategies for teaching math." Through most direct clinical laboratory/workshop experiences and in-service training, Dr. Spikell hopes to see these areas emphasized.

"Expertise and competence in the subject matter of mathematics becomes a primary concern during the latter stages of apprenticeship training, and not the initial stages," he stated.

With this approach, the how and why of teaching math becomes the focus. "In terms of math, this idea is a relatively new one. Math training for elementary education has thus far been primarily dominated by the pure mathematician who advocated formal math as a prerequisite for its teaching. I call for a reversal of this emphasis," he said.

He sees math as an approach to "problem solving" during both the elementary years and undergraduate college years in teacher training institutions, rather than as a time for formal study of mathematical structures. "It is a time for exploring topics and ideas intuitively for future formal studies . . . a time for learning to enjoy problem solving with math as a logical and enjoyable tool for doing so," he concluded.

DR. MARK SPIKELL'S own theories about mathematics education have changed since he came to Lesley College in 1969. Coming as a "pure mathematician" with an undergraduate degree in mathematics from Miami University, Oxford, Ohio, and an M.Ed. from Xavier University, he later received his Ph.D. from Boston University. He is the co-author of two books soon to be released: **Problem Solving in the School Mathematics Classroom** by Prindle, Weber and Schmidt of Boston, due in October, and **Explorations on a Circular Geoboard** by Scott, Scientific Company in December. Currently a consultant to the Kentucky Educational Television Network, he is in the process of developing a series in adult education for the Appalachia Regional Commission.

# PROFESSIONALISM: DOES IT APPLY TO TEACHERS?

Under the roof "professionalism" come a number of considerations for teachers at all points on the educational spectrum: personal and institutional ethics and responsibilities, conduct, the nature of teachers' organizations and unions, the very nature of the occupation itself. Although Lesley College has never offered an organized examination of professionalism, the *Current* felt that some informal views on the subject from two Lesley alumnae and two College educators might prove interesting to readers. Originally sparked by letters on professionalism from Sally G. Galway '62 and Lenore Berman Lieberman '60 earlier this year, the *Current* interviewed George Miller, vice president for academic affairs, and Robert Lewis, coordinator of student teaching.

Ms. Galway wrote in February of this year: "It is my belief that teaching is a profession. Within a profession there are responsibilities which members assume. Usually teachers respond to the needs of the children, the parents, the community, the school board and administrators . . . All of these are important, but what about the responsibility to the profession and to other teachers?"

"Many teachers I know have been faced with a decision or with many decisions which presume a philosophy of the profession. Often, teachers are without that aspect of a philosophy and have little to base a decision on. Many find that the decision can mean their job, their profession or their self-respect."

Sally then offered Lesley three suggestions: 1) a course to be offered in professionalism, including such things as an in-depth look at teacher organizations and their goals, a study of requirements about meeting attendance, consideration of the impact of legislative rulings, and speakers offering differing points of view on educational issues; 2)

on-campus affiliation with state and national organizations, and 3) an alumnae contact center at Lesley which would function as an "awareness liaison" between the college and those already in the profession.

After Sally's letter first appeared in the *Current*, Ms. Lieberman responded. She has returned to teaching this fall after an absence of ten years, and said she was finding the professional attitudes quite different than when she first taught. A phone conversation with her provided some elaboration:

"When I was at Lesley," she said, "teachers there seemed to think of teaching as strictly a professional job, a giving and not a receiving situation. Teachers' unions seemed to be considered somewhat unprofessional—they were basically for those to whom pay and benefits were most important. For teachers,

children were most important.

"Since then, things are changed and the unions are the going thing. I'm from the old school—professionalism to me is not necessarily unionism. I think of teaching in terms of its filling a community need; teaching is working with the community.

"I'm not strictly anti-union for teachers. But I think teachers often carry unionism too far. When they finally strike for better salaries or benefits, it is the children who suffer most, who are the victims. That I guess would be my major reason for opposing them."

The *Current* asked George Miller about the idea of a course or seminar in professionalism for Lesley students. He was initially positive and suggested that perhaps a seminar on the subject would be best—one which included alumnae and seniors together for an in-depth look at ethical problems and unionism. The value of such a study, he said, would be to familiarize the students with what is available, what issues are alive now, what organizations now exist, so the



**NEW STUDENTS** and parents shared informal talks about Lesley and its activities with faculty, students and administrators during the "Talk In" sessions at the September orientation.

students could begin to derive their own ethical values. However, he emphasized that although students would need at some point to think of larger ethical questions in teaching, their main concern as students was simply "to learn first how to survive in the classroom."

"The student needs first to know herself as a teacher, how she will 'do' in the classroom, before taking up all that accompanies a familiarization with professionalism," Miller said. "It is of course possible that a student learning to teach may be encouraged to follow a reverse route: to learn the elements of what could be called classical professionalism and tailoring her values to that. But Lesley is a disciple of the former."

Miller also added that on course content alone, Lesley students would probably not be drawn to making a study of professionalism. The teacher of such a course would be its strength in drawing students.

Miller disagreed with Sally Galway on teaching being a profession in the strict sense of the word. "Teaching is not now a profession, although it is definitely striving to be," he said. "Teaching is essentially decision-making; by far the most complex decisions must be made during teaching. But many of the decisions now being made are hand-me-down decisions, those which are only copies of other decisions made before but not necessarily workable now. A professional is one who is knowledgeable about the alternatives available when faced with a decision, one who makes a knowing decision and can discern the consequences. This implies a body of knowledge which can be applied to situations."

He did seem to agree with Lenore Leiberman when he said, "The service component of teaching should always remain high. This will promote professional growth." As for unions, Miller said he believed in strength for the various unions, "but never so much strength that they cannot be answerable to their publics."

Bob Lewis said that professionalism at Lesley gets treated

"somewhat haphazardly," and that some theoretical introduction to what professionalism means would be beneficial. However, he too said that a formalized study of the subject "would probably turn students off since they really aren't yet ready to examine it."

"Professional issues are broad, and are generally outside of the immediacy of learning to teach," he said. "There is a need to learn the issues, and they are touched upon in some courses and experiences. But learning them fully becomes a matter of experience."

Lewis said he thought the key notion in professionalism was that a service (teaching) was rendered without consideration of the rewards; the first obligation was service and the rewards were only secondary.

"Professional organizations often are a necessary evil," Lewis said. "There are dangers and one of the biggest problems is that the issues taken up by these groups are often only indirectly related to children's welfare. But in the long run, it's probably better to organize than not; more often they do assist in improving the schools.

"I think an acquaintance with what associations exist would be helpful. There are those which represent the teacher, those devoted to improving certain areas of knowledge, those created to promote the sharing of new literature and ideas, those which are research and information oriented and those which serve as lobbyists."

Lesley College has no official posture on professionalism at this point. But should it? Although the issues involved with professionalism do become a matter of individual experience and standards, should a college like Lesley which prepares teachers offer students a more formalized opportunity (a course or seminar, a January study) to become familiar with "professionalism"? Or should the college maintain that, as with other facets of learning to teach, experience alone can best give students the knowledge they need to develop their own individual sense of teaching professionalism?

## RECRUITMENT (Continued from page 2)

The potpourri of college nights and career days is another aspect of recruitment ideal for alumni. It's fun to spend three hours in an educational flea market. Already, there are approximately 15 such dates on our calendar. We need YOU to cover one.

The success of alumni "interim contacts" last year dictates the enlargement of the number of alumni involved. "Interim contact" means simply calling girls between the time of their admission and their May first contract date. We are counting on YOU to talk with one or more such girls in your area.

It is equally imperative that the Admissions Office add more **out-of-state** alumni willing to interview the occasional student who cannot visit Lesley. We'll train YOU!

In keeping with our concentrated effort to service groups of students on campus, the first Alumni Brunch is scheduled for Saturday, November 4. This is the day to bring girls interested in elementary education to campus for a program which will include a panel, brunch, tours and time with the Admissions staff. It is also a wonderful opportunity to acquaint yourself with the "NOW" of your Alma Mater.

These suggested involvements in recruitment merely reflect a few immediate needs. Assess your talent, ability and time. YOU can be a vital part of recruitment. Are YOU interested? Are YOU willing? Will YOU serve? YOUR college needs YOU.

Already we hear our phone jangling, see our mail piling up, anticipate our Alumni Brunch being overcrowded as YOU respond!

# CLASS NOTES

Nineteen sixty-six

KAREN GOLD GRAY writes that she would like to know what's happening at Lesley and to her classmates. She, husband Jim, son David (two years) and daughter Jennifer (born July 1) are living in Ballston Spa, N.Y. Jim is an instructor at the West Milton Naval Nuclear Prototype. □ SUSAN TIDEY PATTON and her husband, Ken, have moved into their new home in Hudson, Mass. Susan taught a trainable special class in Quincy until the arrival of their daughter Lisa Mary in December. □ MERYLE ELANE RUBIN became the bride of Robert Alan Widman in summer ceremonies. She is teaching in San Jose, Calif. Mr. Widman is a cost accountant at Advanced Micro Devices of Sunnydale, Calif. The couple will live in Santa Clara, Calif. □ MRS. GRETCHEN S. SANDERSON (G) was appointed creative director of the All-Time Activities Inc. of Boston. She is also creative director of the new Book of Fun being released to supermarkets throughout New England. Based on ecology, the book suggests ideas to transform grocery containers into toys, games, gifts, etc.

Nineteen sixty-five

CAROL BRAINERD ROBERTS writes that she and her husband, Steve, who is a chief engineer for Keltron Corp., still live in Amherst, N. J. They have two daughters, Rebecca and Jessica. Carol is a correspondent for a local paper and also vice president of the Nashua Writers' Club. She also writes that her college roommate, GLORIA KNELL MAGLIOZZI and her husband Bernie are living in Connecticut.

Nineteen sixty-four

At Chamberlain School in South Burlington, LUCILLE BARRETT CAMPBELL will teach Grade 2. □ Married July 29 were ELIZABETH L. DOERLE and John Charles Turner. Elizabeth teaches in Weston, Mass., while John is president of Thrifty Inc., Cambridge. □ JUDITH HIRSCH

Nineteen seventy-two

Among the recent Lesley graduates accepting teaching positions were: CHRISTINE BANKS - fifth grade in Reading; RUTH-ANNE JAFFE - fourth grade in Richmond, Vir.; JUDITH LEVINE - second grade in Franklin; JULIA PARKHURST (G) - teacher of emotionally disturbed at West Elementary in Andover; DONNA ISRAEL REUBEN - substitute in Glendale, Cal.; WENDI SCHEINBERG (G) - second grade in Granby, Conn.; CAROL SILVER - third grade in Russell, Mass., and NANCY SUE TOBIN - third grade in Duxbury. □ PEGGY ROBBINS is working for Lord & Taylor in N.Y.C. in the executive training program. □ Summer marriages include SUSAN KESLER (G) to Ronald Harris. She teaches mentally retarded in N.Y.C. and he is a master's candidate at N.Y.U.; LINDA SUE KUMPITCH to Douglas Read Carpenter. She will teach in Springfield, Vt. this fall. □ CAREN PARKER MacPHIE (G) to Thomas Henry Lederer. She is presently working as a diagnostics research teacher at Penn. State University, while he attends school there. □ SUSAN THOMPSON wed James Manzi, Jr., a student at Georgetown University Law School. The couple resides in Falls Church, Va.

Nineteen seventy-one

Marriage vows for the class of '71 were abundant. On July 14, LYNNE BARATTA wed Robert Venetucci, a graduate of Cornell University. □ MARY EBER became Mrs. John Darsch on July 8 in Boston. The groom, a graduate of Tufts University, is associated with General Mills. □ MARJORIE HANRAHAN married Peter Oberto, Jr. She is teaching in the Chelmsford School System. □ DARLENE LESCOVICH, a fourth grade teacher in Edison School, Trumbull, married Brian

Bruce III, an estimator with Willco Sales and Service □ ADRIANNE WOLF wed William Silver July 15. She is managing editor of Pyramid Communication, Inc., New York, and he is a partner in the Wall Street firm of Weiskopf, Silver, Singer, and Co. □ Newton School Committee appointed JOAN WARNER (G) as acting principal of the Hamilton School. □ LINDA SUSAN LIPSON was awarded her master's degree in special education from Teacher's College, Columbia University this summer.

Nineteen seventy

SUSAN GENE FINSTEIN writes that she is now Mrs. Jeffrey Brine. Her husband is a third year law student and Susan is teaching kindergarten in Quincy. They are living in West Roxbury. □ RONNE GRUFFERMAN and Alan Kaplan, a third year law student were married in June in N.Y.C., where they are now living. RONNE will receive a master's degree from Hunter College in June. □ JUDITH HORENSTEIN writes that she has received her master's degree in special education for the behaviorally disordered at Yeshiva University, as well as changed her name to Mrs. Allen Sausen on May 28.

Nineteen sixty-eight

The marriage of SUSAN LIND and Jonathan Baron Roll took place July 1. She is a third-grade teacher at the Fleming School in New York and he a free-lance photographer and employed by Displaymasters, Edgewater.

Nineteen sixty-seven

JEAN BIRMINGHAM OSOFSKY and her husband Rick celebrated the birth of their daughter, Kate Elizabeth in June. Jean retired in May after five years of teaching fifth grade.

LISS and husband Saul, now living in Toronto, announced the birth of their second child, Jessie, born in July.

### Nineteen sixty-two

JANE KUDISH ANSIN of Newton has been elected president of the Greater Boston Chapter, Dysautonomia Foundation, Inc. The chapter is dedicated to sponsoring projects to raise funds to underwrite research to find a control and cure for familiar dysautonomia, a hereditary disease which afflicts Jewish children.

### Nineteen sixty-one

Recently accepting a position as teacher for the Middletown, Conn. YMCA Preschool Nursery was PRISCILLA HENRY CURRIER. Earlier Priscilla was responsible for initiating the kindergarten program at the Haddam Elementary School in Middletown.

### Nineteen fifty-six

JUDITH KERR COMJEAN accepted the position of director of the Living and Learning School in Waltham.

### Nineteen fifty-three

The Easton, Mass. School Committee voted to appoint PATRICIA ALEXANDER BRUCE as teacher of learning disabilities for the elementary grades.

### Nineteen fifty-two

MARCIA FOWLER, who received wide recognition last year as Massachusetts Teacher of the Year, was named as principal of the Shatswell, Burley and Boone Hall Schools in Ipswich.

### Nineteen forty

MARIE HOLD MUNSON writes us from 915 Cherokee Road, Wilmette, Ill. . . . "Class of 1940, where are you—write in! FRAN MILLER, ELEANOR McDERMOTT, FRAN TARPEY, LOUISE WALSH. Tell us about other girls!" Marie also proudly noted that she now has two married daughters and three grandchildren.

### Nineteen thirty-five

ELINOR McAULIFFE resigned her position as supervisor of

cafeterias for the Belmont Public Schools after 33 years of dedicated service. The local paper noted that she "will live on in the hearts and minds of thousands of BHS graduates whose lives she touched."

### Deaths

We extend our sympathy to the family of GERTRUDE M. ANDREWS '19 who died August 6. A lifelong resident of New Bedford, she taught kindergarten there for many years.

We express sorrow for the death of LEONE LAWTON WHEELER '25, who died July 13. She taught for several years in Port Jefferson, N.Y.

□

Lesley Alumni who would like to share news, please write to the *Current* (Class Notes), Lesley College, 29 Everett St., Cambridge, Mass. 02138.

## ALUMNI CURRENTS

by Joyce Marshall Snyder '61

**Regional Reps Named:** Brookline—Nancy Bluestone Tofias '56; Brighton-Allston—Patricia Nesson '69; Cape Cod—Elizabeth Moran Polachi '50; Concord-Acton—Trudy Stanley Schmidt '43; Fall River-New Bedford—Mary McCarron Mead '25; Malden-Melrose-Medford—Patricia Devlin '66; Merrimack Valley—Ruthellen Liston Hastbacka '64; Newton—Diane LaBell Feinzig '58; Sharon—Linda Spill Cooley '65; Springfield—Karen Berenson Harsfield '68; Waltham-Watertown—Sheila Andelman Heller '67; Wayland-Sudbury—Jeanette Matula Smith '63; Woburn-Burlington—Linda Kane Edgar '62; Worces-

ter—Nancy Gore Goff '65, and Stamford, Conn.—Peggy Linahan '65.

□

**Remembrance fund cards** to honor special occasions in the lives of relatives and friends are now available. The card states that a gift to the Alumni Association Scholarship Program has been made in honor of the recipient. Cards may be purchased for \$2 each or a package of six for \$10. When ordering individual cards, inform the Alumni Office of the name and address of the recipient and the occasion. Please make checks payable to the Lesley College Alumni Association.

□

The Children's House, our new day care center, opened

on September 18. Alumni interested in contributing used items such as toys, cribs or other baby equipment should contact George Saia, director, at 868-1632. The Board of Directors has voted to give an Alumni Achievement Award every spring to recognize outstanding Lesley alumni. (This is not to be confused with the Alumni Award which honors non-alumni as well). Nominations should be sent to the Alumni Office . . . Continuing education co-chairmen Patty Nesson '69 and Al Badger '64 announced that a seminar on urban education will be conducted by Barbara Hansel of Wheelock College on November 18 at Lesley . . . Alumni will again have an opportunity to participate in the January Program. More information regarding specific course offerings will be mailed shortly.



# 1972 ANNUAL GIVING PROGRAM

Dear Friends:

Our 1972 Annual Giving Program was successfully completed June 30, and it is my pleasure to extend our appreciation to the many friends who supported this project.

In a year when those interested in Lesley were asked for both building and annual fund gifts, many contributed generously to one or both efforts. We completed our first phase building campaign on December 31, receiving gifts and pledges of over \$1,850,000. With an abbreviated Annual Giving Campaign conducted in the spring, support still exceeded the original estimates for the fund with a total of \$27,301 contributed.

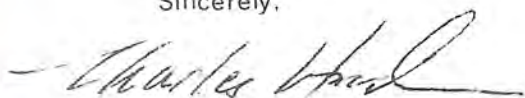
The basic program consisted of three mailings using the theme "Operation Concern." Over 2,000 alumni and parents were personally contacted by 60 volunteer callers through nine dialathons, eight in Boston and one in New York City.

Special thanks to the following alumni and parent leaders who made this part of the program so successful: Lorraine Shapiro '42, David Ramler P64, Walter Brown P73, Selma Freede Rudolph '41, Robert A. Abeles P75 and Thomas Doyle P73.

With increased needs for student scholarships, faculty salaries, additional library facilities and other internal priorities, the fund efforts will find ready use toward enriching the lives of Lesley students, and later the lives of their students.

We look forward to your continued help.

Sincerely,



Charles Hood  
Annual Giving Program  
Chairman



Charles Hood

## DIALATHON VOLUNTEERS

Roz Heifetz Abrams '67  
Leslie Aitken '73  
Dorothy Michelmore Arsenault '29  
Marilyn Saltz Bernheimer '63  
Ellen Green Bloch '61  
Mollie Bromfield '33  
Abby Spindel Cahn '57  
Dora Romano Carroll '69  
Sandra Glassman Cohen '66  
Selma Wasserman Cohen '48  
Jill Collier '74  
Michele Allard DeGeorge '70  
Golda Siegel Doyle '61  
Claire O'Brien Driscoll '37  
Gail Roberts Dusseault '60  
Lora Evans '74  
Roberta Caras Fishman '61  
Naomi Neiman Fruitt '64  
Persis Gallion '56  
Laurel Harrison Goldstein '42  
Joanne Lipsher Goodman '66  
Dede Sharp Hadelman '60  
Sandy Halady '73  
Pamela Hall '66  
Linda Hauser '63  
May Hogan '26  
Elizabeth Klaiman '65G  
Jean Lamont '21  
Anne Struik Macchi '52  
Eileen MacElarney '53 & 56G  
Trudy Vernon Magid '42  
Jo Malva '49  
Jane Finberg Mandall '64  
Kathy McCarthy '73  
Marcie Gulden Milesky '69  
Dolores Glasser Orkin '63  
Jeanne Norton Palmer '53  
Karen Pogoda '67  
Judy Diggs Potter '64  
Barbara Hafner Quinlan '66  
Amy Stellar Robinson '63  
Selma Freede Rudolph '41  
Barbara Barron Schilling '50  
Ellie Shatz '67  
Carol Goldman Slippen '64  
Marjorie Wolbarst Smith '62  
Lois Finke Spiegel '55  
Joan Lubow Stone '64  
Susan Golden Tannor '64  
Marjorie Stone Tanzer '64  
Francine Bradden Tenenbaum '64  
Nancy Bluestone Tofias '56  
Jeanette Hobbs Valence '61  
Jane Emery Walker '43  
Joanne Hecht Zaiger '67

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(Gifts of \$100 or more)

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(Gifts of \$500 or more)

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Elizabeth F. Thomas '31  
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Isabelle Goldman  
Charles Kesselman  
Harry & Winifred London  
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