Dear CURRENT,

I was really distressed to see more certification requirements passed in Massachusetts, though not surprised. I haven't found the competency based system to be any more effective than the old one in assessing teacher competence. I was pleased with the education I received at Lesley College and appreciate the reputation Lesley has earned over the years. However, I question the reasoning behind revising the Lesley programs in teacher education in response to certification changes just to be better than the rest, if you have been satisfied with the programs yourself. The last thing that students need is a further proliferation of hoops to jump through.

Philip Hallinger '77G
Palo Alto, Calif.

In this issue

The Lesley College Graduate School is the fastest growing and largest component of Lesley College. From the 180 students enrolled in 1953, its first year, the student population has climbed to a total of more than 4,000 in degree programs, individual courses, and a variety of off-campus offerings. In this issue we focus not only on the Graduate School as a whole, but on a timely topic, computers in education, to which the Lesley College Graduate School has responded in its typically timely way. It is this responsiveness that has been the hallmark of the Graduate School.

In this issue we would also like to acknowledge the able assistance of one Lesley Graduate School student, Del Rich mond, an Education Communications major, who has been working in the publications department and on The CURRENT in particular during a six-week internship. His work demonstrates the high quality that has become expected of our graduate students.

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The CURRENT (USPS 495-090) is published quarterly, in the Winter, Spring, Summer and Fall, by the Public Relations Office of Lesley College, 29 Everett Street, Cambridge, MA 02238 and distributed without charge to alumni, parents and friends of the College.

Second-class postage is paid at Boston, MA.

POSTMASTER: Send address changes to The CURRENT, Lesley College, 29 Everett Street, Cambridge, MA 02238. Letters to the editor and manuscripts are welcomed and should be typed double-spaced and marked with the author’s name and address.

EDITOR
Lorelei Snyder

ART DIRECTOR
Barbara Wrenn

CONTRIBUTING EDITOR
Katrina Kruse

LAYOUT ARTIST
Diana Jenks

DIRECTOR OF ALUMNI AFFAIRS
Ruth Anne Jaffe
WILL COMPUTERS TEACH THE CHILDREN?

(Editor's Note: Who will teach the children of the electronic age? Will teachers become mechanics? At the 1980 Council for Advancement and Support of Education Annual Assembly, Christopher Burns, Director of Planning for the Washington Post, challenged educators to take a leadership role in shaping the impact technology will have on education in the '80's and beyond. The text of his speech follows.)

We in the media have a special affinity for educators. We have much in common. We both share a commitment to an informed society; to the belief that learning holds out more hope for our species than the production of wealth or the accumulation of power. Education and the media have the future in common. Technology, demographics, public policy and personal life style are all going to change your business and ours. In some cases, those changes will be dramatic.

In all probability, we are the last children of Gutenberg. The signs indicate that newspaper, magazine and book publishing will be with us for another 50 years, perhaps longer. But these old packages, for which we have had a fondness for so long, are rapidly losing their place to television, to data base retrieval, to video discs and holograms, to direct satellite broadcasting and to optical fibers as the primary means of communication in our society.

Now is the time to ask ourselves to what extent textbooks and magazines will join the hornbook, the slate, and the illuminated manuscript as artifacts of the past. And what other changes might come to your institutions and ours?

The principal engine of change has been and will continue to be the computer. The first commercial computer, built in 1951, was equal in power to today's hand calculator. The IBM 370, that million-dollar workhorse of today's data processing industry, will be available in a few years as a $10,000 terminal.

The price performance of computers has improved 25 percent per year for the last two decades. If the 1958 Chevy had improved at that rate over the same period of time, it would still cost $1,000 today, but it would carry everyone in this room and go ten times the speed of sound.

Yet, even more important in computer technology, we expect it to become so inexpensive and so ubiquitous that it would seem, to the great relief of many, to simply have vanished. Microprocessors will disappear into the typewriter, where in a few years a conventional word processing machine will be able to store all the letters typed on it in a year and transmit letters to another office or a network of offices over the telephone lines for less than the cost of postage.

And, we have the capability to move the work site out from the city to sub-offices closer to home, or even into the home itself. We have the opportunity, if we choose it, to grow beyond our urban structures with all their transportation problems and build a village society where information workers can assemble in smaller, less anonymous groups closer to home.

Linking these computers together will require communications systems with much greater capacity than the telephone network currently allows. Next year, the telephone company will begin replacing copper cable with glass fiber. Using pulsed laser light instead of electricity, optical fibers can equal the copper cable in capacity and speed, carrying 5,000 telephone circuits over a glass strand the diameter of a hair. These data highways will connect businesses to homes and homes to schools.

Even more fundamental to our changing communications network is the dawning of satellite communications. A signal received by a satellite from anywhere in North America can be amplified by that satellite and retransmitted in a cone over the whole country. And, satellite communication is distance insensitive. It costs no more to transmit from Detroit to San Diego than from Detroit to Cleveland or Ann Arbor. In fact, it costs no more to transmit simultaneously to every city and town in the country than it costs to move the signal 20 miles.

This is the ultimate radio antenna. By the middle '80's, we will be assembling satellites in space, satellites whose signals will be received by any home using a 35 inch antenna, which is likely to cost around $200.

Although prototypes are working today, direct satellite broadcasting is not likely to be a reality in the United States until the mid '80's. In the normal broadcast signal, there's a split second pause after the transmission of each picture line placed there to allow the cathode gun in the set to swing back to the left side of the screen. Teletext is a new technique for using those "blanking intervals" to broadcast pages of text into the memory of a specially equipped television receiver. If a whole broadcast channel is devoted to teletext, several thousand pages can be broadcast repetitively every 15 seconds, and the viewer will have a unique new way to get information — news, sports scores, weather, school closings, public service announcements, a calendar of community events, and more.

Another device you may have read about is the video disc. Over the next few years, one home out of ten will buy one of these at $500 each, and will begin collecting movies and old television shows the way another generation collected books.

There are 53,000 frames on each side of a video disc, each of which could contain pages of text, illustrations, recipes, and lessons. And, the viewer can stop each frame and look at it individually. The most elaborate of these players can lead the viewer through a combination of text pages and video sequences allowing him to jump ahead or go back to pace his own instruction.

Finally, there is view data, a new application of old computer technology in which a television set is modified and connected to a telephone. The user dials a local information provider, say an educational publisher, and the selected pages appear on the screen. Again, the applications that make sense are text, not television programming.
In the long run, however, we don’t know what services will appeal to the home user. Nor do we know how these services will be supported. The first applications may very well involve games. While people are cautious about spending for news and other services, they perceive entertainment as valuable. It’s equally clear that some of these applications will involve shopping.

In a Coral Gables, FL, experiment, each video disc viewer has access to several direct mail catalogs as well as to consumer reports. He can research an item, charge it to his credit card, and have it mailed directly to his home. We will soon be able to dial a company’s catalog, look at the up to date list of products, including specials, and do our shopping at the television set.

And, this technology will also make some fundamental changes in education. Experiments with computer-assisted education in the early ’60’s taught us that the best of them were quite helpful at diagnosis and drill. Students at any age have no difficulty with the protocol of computer-assisted instruction and they certainly harbor no illusions that the computer is some sort of magical person. In some areas of science and mathematics, the computer has been accepted as a helpful tool.

But, it has also been expensive. New technology may solve that problem. Interactive instructional cassettes to teach French, botany, algebra, and other subjects are now available for home computer users at about $25. A student can subscribe to course materials or to an entire encyclopedia, dial in when he’s ready, pay only for the material he uses, and, in theory, have a world of programs available to him.

This is not the first time we’ve conjured a vision of harnessing new technology to help in education. Instructional programming has been an enormously successful part of popular television for two decades. By the year 2000, the television lines might well be fiber optics, running right into the home and the user will be able to connect his computer, thermostat, security system, television set, or message terminal to any other user or service provider, local or long distance. By then, direct satellite broadcasting will deliver 12 and possibly 24 channels of national television to every subscribing home. Most movies will be viewed this way and many theaters may well be out of business.

Commercial television as we know it is likely to become more local, and, like radio, more diverse. Some stations will be programmed for a young audience; others for family situation comedies and low-key drama, and still others for more controversial and perhaps less popular talk shows and for theatre.

This is a vision of the year 2000 in which access to information, education, and entertainment is less constrained by broadcast frequencies, by classroom size, or by mail. It is a vision of information plenty, of products and services more suited to individuals. Of private homes connected in a national communication network; electronic highways along which race the essential of the new information society.

But will it work? What we have here are technological solutions searching for non-technical problems. But that doesn’t prevent us from suffering the normal “new technology whiplash” which begins with the wonderful new realization that exciting new things are possible. Then, in time, comes the sinking feeling that we will have to make our way in this clackety-blink world which lacks grace and human dimension, which draws out even peace and quiet in a din of whiz-bang computer protocol and flashing lights.

New technology will not solve all of our problems. But, it will cause a slow modification of procedures. We will begin trying to use the equipment to produce old products. We will adopt the best new technology as soon as there are sound business reasons to do so. The technology will change the media package, but the communications industry is convinced and we are determined that it will not change our fundamental task.

Is the same thing true for education? How will this new equipment change the format of your service? Are you merely the proprietors of classroom and research facilities? Or does your function run deeper? I ask this because you will find your purpose tested in the future, just as we expect ours to be — and these tests will not all be pleasant ones.

Let me tell you some of my concerns. Can we be sure that the complexity and cost of these new tools will not leave the poor behind? How will a child who doesn’t have a video disc player of a computer terminal at home compete in a classroom with those who do? Are we inadvertently creating a class of information deprived? And, if so, whose problem is it?

I wonder, too, what the impact of more popular television, more video text, more teletext, more programmatic data base retrieval will have on literacy. Here I mean not just functional literacy, but cultural literacy. One happy by-product of books has been that in order to get the answer, one usually has to wade through the opinions and reasonings of the author. Sometimes the answer doesn’t fit, but the background helps you find a better one on your own. It may even help you understand the question.

This is what Jerry Mander meant in his disturbing book, Four Arguments for the Elimination of Television, when he refers to “motel education,” in which one’s awareness of the world develops through secondary sources divorced from nature, divorced from primary experience. It is engineered, rationalized, sanitized and made infallible by an internally consistent technological system of information products.

By moving education away from the educators, this new technology has the potential of further weakening the long term financial strength of educational institutions. I’m warning you, the new technology will put the simpler, more pragmatic aspects of instruction into the home, and in so doing may leave the classroom behind. The illusion of being informed, like junk food, will falsely satisfy that most essential human appetite — curiosity.

You may have noticed in your own reading that the long list of people developing this new technology includes no educators. Maybe that’s as it ought to be. Maybe while you’re coping with reduced enrollment you ought to just shut the whole thing down. But, if publishers and government agencies join with RCA, Sony and IBM to provide the education of the future, what will you do? And will you be missed?

I think so. It’s one thing to cry “No more pencils, no more books,” but I think I’ll miss the teacher’s dirty looks. I happen to believe there is more to teaching than passing out assignments explaining how the knee bone is connected to the thigh bone and then correcting blue books. The teacher is a guide, provoking discovery, coaching the student through baffling complexities and false assumptions. I am not yet sure that this can be done electronically. But, if I were you, I wouldn’t sit back and let someone else find out.
Lesley challenges the computerized future

by Del Richmond

"To the extent that automobiles revolutionized our lives, computers have the potential to restructure our schools," says Dr. Lenore Parker, Dean of the Lesley College Graduate School Education Division.

But how will this affect the children? And will the education fraternity meet the challenges of the electronic age, or will teachers and teacher training institutions leave it to computer industry professionals to develop, market and produce the myriad electronic teaching devices that will flood the education field in the '80's?

Christopher Burns, Director of Planning for the Washington Post, posed these questions to the more than 2,000 attendees at the annual Council for the Advancement and Support of Education Assembly held in Detroit in July, (see related article, page 1).

While most colleges and universities are only beginning to recognize the dramatic changes computer technology will create in education in the very near future, Lesley is already taking action, and has been since 1978, when Digital Equipment Corporation donated a PDP11V03 microcomputer to the College.

"In just the next five years, computers will have a huge impact on education," says Associate Professor Nancy Roberts, who will direct the new Computers in Education program at Lesley College Graduate School. "They will be the thing to have."

Dr. Roberts has worked in the field of educational computing for the past seven years, and she has been instrumental in developing a variety of aids for educators in this technology-based field. She has written extensively on many facets of computer education. "The question," she asks, "is will the computer do exciting things to change education or will it be just an automated workbook?"

"At Lesley, we're not just mechanizing a textbook and putting it on a computer," explains Susan Friel, Chairperson of Lesley College's Undergraduate Science Division. "We want to find those things a computer can do better than the tools teachers now have available. Kids take to them like water, and computers can do a lot more than diagnose and drill."

"In the near future," she continues, "computer users will be able to tie in with various data bank networks, which will open whole new information resources. Teaching children to research data banks is but one new area of computer instruction. Programming is also an important activity because it involves problem solving tasks. In addition, computers are now being used to teach creative writing."

While the student looks on, Instructor Susan Friel demonstrates just what the new microcomputers can and cannot do.
"Hands on" experience has always been the hallmark of Lesley learning, and the Computers in Education program is no exception.

"Up to now, most computers used for teaching have been in secondary schools," adds Dr. Roberts, "and those have been used mostly to teach students how to use the computer itself. The availability of microcomputers at less than $1,000 is just now allowing elementary schools to start using them with their students. Since computers have been used so little with primary grade students, very little 'software,' teaching material for computer-assisted-instruction, has been developed for this age group. For example, one of the more productive present uses of computers in elementary schools is as a word processor to teach students to spell and to write, but there will be more creative uses of this technology in the near future.

"A more exciting way computers are already being used for teaching is with handicapped children," she explains. "While many of these students can't hold a pencil, they can punch a computer terminal button. These students can easily communicate with a computer, and this method of instruction has actually resulted in physical benefits as well as educational benefits among handicapped children."

"The computer won't replace the teacher, but it can enhance his or her role," says Dean Parker. "The computer is unique from other educational media because it can have a dialogue with the student. We hope teachers will use computers as adjuncts, as another instructional technique. When you abandon kids to equipment, that's what they feel — abandoned. That's why it's so important to have educators involved in developing instructional software, to ensure that the computer is appropriately used as a tool to be integrated into a total educational program."

"One of the main ways computers are used in the real world is as simulators, in other words, as laboratory testing devices," Dr. Roberts explains. "In 1979, we received a grant to develop ways to teach high school students to use the computer as a simulator — for example, to check out what effect a certain solution to an urban problem might have on a city. This kind of activity allows students to pick out models of problems and solutions. It teaches students how to use the computer as a tool, rather than simply instructing them in how to operate and program the machine. Through simulation, the computer becomes a tool for that "real" world built into the high school curriculum.

"This course was first taught as a graduate course at MIT. Based on that material, the high school course was initially designed by an informal, unfunded group who worked for five years dealing with the concepts we felt would be difficult for younger students to understand. When our grant proposal was funded, we pilot-tested the program in six area communities.

"We found that, overall, the students learned very well through our methods," she explains. Our experiment also clearly illustrated a common problem associated with technological advancements — the new equipment tends to separate the rich from the poor. The teachers we worked with in the suburban communities tended to parallel their students' tendencies to be more motivated to learn this new technology. They also were more inclined to spend their own money learning about computers and saving to buy them.

"In the less affluent, more urban communities, there seemed to be somewhat of a different mind set. It's as if teachers and administrators are spending so much energy on simply maintaining order in their schools that there is less left over for exploring new ideas. I'm concerned that this trend will continue unless federal or other public or private support can be found to encourage and enable the less affluent to learn these essential new technological skills."
Previous educational technology has often been misused because teachers got the material and the money before they got any methodology. However, the funding push to support computer-assisted-instruction has barely begun, and many teachers are already familiarizing themselves with computer languages, software, and technology.

As computers are more integrated into different levels of education, federal funding for software development will increase. Because they are familiar with computers, these teachers have a clearer understanding of what they want from computers, these teachers have a clearer understanding of what they want from computers, and of what these tools can do. That should lead to better results from anticipated future computer-assisted-instructional-funding.

“I think it was Marshall McLuhan who said, ‘The medium is the message,’” says Dean Parker, “and that is very true here. The message has gotten across that the computer is in control. Educators can control computers by knowing what the computer can do and how, especially in terms of getting concepts and methodologies across to kids.”

“My first problem is convincing the adults in my classes that the computer isn’t a black box they can break,” comments Ms. Friel. “And then I have to show them that you don’t need to be good in math to be good at using computers. It all depends on how things are presented.”

“Microcomputers, for instance, are small, portable, familiar looking,” adds Dr. Roberts, “a typewriter keyboard and a television screen. They are attractively packaged because they are made for home use. This makes them seem more approachable — people feel they can control the machines. A lot of people are actually delighted to sit down and ‘play with a computer.’”

The importance of computers in education has become increasingly clear at Lesley. In 1976, two years before the Digital Equipment Corporation microcomputer arrived on campus, Lesley College’s undergraduate students got their chance to “sit down and play with a computer” through Susan Friel’s introductory computer literacy course, which she first taught via a time sharing contract with Boston University. In 1980, the course became required for all Lesley undergraduates.

During that same year, Dr. Roberts held a series of informal meetings with area computer-related professionals. Those meetings led her to the realization that there was a definite need to establish communication among educators regarding the use of computers in the schools.

As a result, Lesley sponsored its first conference on using computers in elementary and junior high schools in May, 1979. A similar conference, held in December, 1979, followed. A third, held last May, offered ten sessions, ranging from “Beginners Only” to using computers to work with a range of children from the severely handicapped to the gifted.

The conferences were the springboard for developing the Master’s Degree and Certificate of Advanced Graduate Study courses to be offered through the Computers in Education program. Its first course, “Computer Literacy/Introduction to BASIC, PILOT, DYNAMO” (three computer languages) was offered last summer, and its major objective was to give students a minimum competency in one of the three computer languages.

Designed for teachers, administrators, education writers, and other professionals without computer experience or mathematical backgrounds, the Computers in Education program will blend courses in the uses and applications of computers to teaching, problem solving, and management of schools, as well as theoretical and curricular courses in relevant areas of education, with a heavy emphasis on field work — using computers in a variety of ways in a number of educational settings.

“Computers in Education graduates will be change agents, introducing computer use in many areas of school operation and instruction,” says Dean Parker.

These personnel will be school resource persons in both instructional and administrative uses of computers from kindergarten through high school, and these computer literate professionals could also be used as in-service training personnel.

“As well as taking courses for professional development and advancement, many students are taking computer-related courses simply for their own personal growth — to be able to cope with the computerization of the future,” says Ms. Friel.

“The Computers in Education program will help prepare people for the future,” adds Dean Parker. “The computer use explosion will create computer inadequacy, and not knowing how to use computers will be almost like being unable to read.”

“I’d like to emphasize that Lesley really is a leader in starting this program,” explains Dr. Roberts. “There are only a few graduate programs in this country in education-oriented computer use.

“In addition, we’re well accepted by area schools. One of our strengths is sending people into settings where, as well as learning, they bring the latest knowledge and information to that setting, so the benefits are a two-way street.”

“Lesley owes a lot to Digital Equipment Corporation. Their equipment donation put us in the computer business. And Lesley’s location is ideal for operating this kind of program. Massachusetts is the core of the country in the high technology industries. We hope to involve several of these companies both by soliciting donations and by asking for their input in creating programs that will address the technological needs of the future.”

And what is the future of Computers in Education at Lesley College? “Our short term goal is to train the current generation of teachers,” says Dr. Roberts. “Faculty in all subject areas at all levels of education, from elementary school through graduate school will one day use computers in their classes as commonly as we now use pencils and typewriters.

“The computer is a tool that will be used everywhere — and in ways we haven’t even thought of yet. The future of Computers in Education at Lesley lies in our ability to adapt to the mercurial changes in a field which is developing and expanding at a vastly faster pace than any previous technology.”
Dr. Richard E. Wylie seeks the new, the timely and the practical

by Stacy Greenspan

(Editor's Note: We continue with our series of interviews with Lesley faculty and administrators in this issue. Dr. Richard E. Wylie, Vice President and Dean of the Lesley College Graduate School, discusses the Graduate School and its development, as well as his hopes for it in the future.)

Mr. Greenspan: There seems to be a central and important attitude in the graduate program at Lesley. People feel they are entering into a career here, whereas in other schools they feel graduate school is still an "ivory tower" concept.

Dr. Wylie: That's why our placement record is high, because we educate people. We educate mature adults. We educate people who are totally committed. That's an exciting part of this school.

The academic program is the foundation of any institution. The academic programming at Lesley College, both undergraduate and graduate, places tremendous emphasis on the practical, on dealing with real issues through internships and practicums in the field.

They are available in a variety of settings in every program. Nowhere does a student go through two-thirds or three-fourths of his or her program and then suddenly get placed in the real world.

Lesley is their chance to practice. The practice begins early and it continues throughout their whole program. And, again, that practice increases the students' security because it helps them feel that they can achieve and be successful. It also helps some people weed themselves out. They just decide that this isn't really what they want.

The practical experience is something a lot of institutions talk about, but which few can afford. We have small classes, and most of our field supervisors are also classroom teachers or practitioners in the field. We don't have a cadre of supervisors who are void of practical knowledge or experience. Students here interact with faculty who participate with them in class one semester and the following semester they are out in the field with their students. It's this dynamic interaction between theory and practice that's important — it makes learning meaningful.

Mr. Greenspan: It sounds like you're being very courageous.

Dr. Wylie: That's been the reputation of Lesley College's Graduate School. It starts new programs boldly with little money and little resources but with flexibility and a great deal of initiative on the part of the faculty.

The Expressive Therapy program is a prime example of how Lesley College Graduate School has been able to do something that few institutions have achieved, which is responding very quickly to the needs of its constituents. Shaun McNiff, its dean and director, came in five years ago and outlined a program he had conceived in expressive therapies. Within a few days it was approved and ready to go. Today it is our largest program. This type of commitment is typical — not an exception. The Expressive Therapy program is one of only five programs like it in the world, and it brings in students from all over the United States and from Europe as well. All because one faculty member had a dream and an idea, and he was encouraged to implement it. And that's what makes our Graduate School exciting. We can and do respond without a lot of red tape.

Mr. Greenspan: So, you really deal with personalities here.

Dr. Wylie: Yes. Almost none of the Lesley College Graduate School faculty are tenured. So, when March 15 comes around and it's time for contracts, there's a lot of anxiety and a lot of frustration. But, everybody knows this is the kind of place where you produce. And, if you keep producing, you're here. It's different from some institutions where once you're tenured, you can sit back and write your great book. We have a relatively young, aggressive faculty who respond very quickly to students' needs and to the needs of society.

Mr. Greenspan: And it seems like the administration really does expect the faculty to be responsible for coming up with new programs and ideas.

Dr. Wylie: That's what makes it so exciting for students and faculty. There are other qualities of Lesley that are important — smallness and our learning environment.

There is, however, a trade-off we have to make in order to maintain the flexibility and responsiveness that being an independent institution allows us; and that is charging higher tuition. Funding small classes and flexible and responsible programs without public support is expensive. And, ironically, those costs become a built-in motivator for us to continually create new programs that are going to meet students' demands for something that's new and innovative.

We can't sit back and say we now have five new and exciting programs and we've got the market. Others copy us and in five years someone will come along and duplicate those programs often at less tuition, which takes students away from us. We are then charged with the next step. What else is new? Where else do we go to help lead the professional educator?

Mr. Greenspan: Can you tell me more about the students who come here, what those students are like?

Dr. Wylie: At this point, Lesley College is for the student who can afford to put out a little extra money for a better education. We're trying to build stronger financial aid support through scholarships to try to bring in a wider variety of students. For example, in one year, we increased our financial aid awards from $20,000 to $94,000, which raised the number of graduate students receiving scholarships and graduate assistantships from 16 to 60.

Mr. Greenspan: Would it take some kind of grant program or something like that to bring more of those students to Lesley?

Dr. Wylie: Yes, that's the kind of support we need. It would show a mixed commitment, and that's a hard thing to live with; that if we can get the external resources, we will bring in a more diverse student population, but if we don't get that support, the assistance will be minimal. But, that's a reality at any private institution. This is a time when institutions are closing. Last year George Peabody, a college for teachers, was absorbed by Vanderbilt. And you say, "There goes the last of the big great ones." and it really was. There are only three or four private colleges of education left. Lesley will be one of the few who remain because of its sound management. It is fiscally sound.
Dr. Richard E. Wylie, Vice President and Dean of the Graduate School, keeps in touch with students as an active instructor.

Mr. Greenspan: Do you feel that Lesley's identity is being absorbed into a sort of corporate mentality at this point? And by that, I don't mean negatively.

Dr. Wylie: There have to be corporate mentalities in a college like Lesley. First of all, there's the central administration mentality, which says, "This place must be financially viable." Then there's middle management, the deans who have to balance that with the academic standards. They speak to the idealism that the administrator and faculty are here for, which says, "I won't deliver anything that's not quality." That's a very important component in the life of the Lesley College Graduate School.

The deans and faculty will stand up for academic standards and quality because in the end we are either going to keep students or lose students on an academic basis.

Mr. Greenspan: I'm going to ask you something else a little more personal. Do you like your job here? How is it enriching you?

Dr. Wylie: I like my job and the people very much. There's no question that it's been an enriching experience. I came out of battling the public sector for 13 years in higher education; most recently as the Dean of Education at Colorado University.

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Mr. Greenspan: What do you mean "battled"?

Dr. Wylie: I battled the notion of tenure, the place of a college of education in the wider university system and the reduction of state income to higher education, arguing against the entrenchment of institutions thus stopping them from being creative and imaginative. At Lesley College, we also have to consolidate what we have. But, any money that we can free, and we can free money, should allow us to seek the new, the different, the needed, and that should be our excitement, the reason why we're here.

Also, Lesley College is a small institution. I was raised in a town where people knew each other and cared about each other. They built upon each other's strengths and compensated for each other's weaknesses. This is part of Lesley College, too. A faculty member who does not have a particular strength in a specific aspect of a course will have another colleague come in and teach to fill in. There's a lot of that type of sharing and cooperative planning going on, which does not happen in many larger institutions. In big institutions you don't admit a weakness — it might hurt you in your evaluation. It might cause you not to be promoted. That's not necessarily true at Lesley.

An important part of this communal atmosphere comes from the President's and the Board of Trustees' commitment to keep Lesley alive and well. The President provides a great deal of support, and guidance but yet says, "It's your job to do it. Inform me, work with me and do what you believe best." There's very little 'Big Brother' checking. People are free and encouraged to do what they think is right. With this right however, is a great deal of pressure to be accountable for a quality and cost effective product.

Mr. Greenspan: How do you feel your experience at Lesley has changed your life?

Dr. Wylie: I think it has renewed my belief that a college can be responsive and do creative and imaginative things that are good for that external world. Because I had experienced such a lack of this for the last few years, I began to feel that education might be the wrong place for me. And I began to say, "maybe this is my last move." It was a notion that if I can't get the kind of satisfaction I need, then maybe education is not where I want to be. Lesley College has certainly changed this feeling.

Mr. Greenspan: What do you feel your greatest impact on Lesley is going to be?

Dr. Wylie: I hope to have three major impacts on the Graduate School. First, to help develop an organization that encourages cooperative and mutually supportive programming and faculty inter-change — programming that makes sense given the educational system that hires our graduates.

Second, to continue the exploration of new programs in education, management in human services and mental health and to show the wide range of opportunities for professionals with teaching skills.

Third, to systematically evaluate our faculty, students and programs and to maintain high standards by modifying or eliminating programs and personnel where standards are not maintained.

My job is to help the faculty achieve what they think is best and right in a supportive environment; to let them know that if they try, they're not going to feel as if they're going to be chastised or not renewed as a faculty member because they failed. It's an attitudinal process.

Mr. Greenspan: One last thing, do you think this school's going to be around in a few years?

Dr. Wylie: Yes, Lesley College is going to be here for a long time. I don't think that the public schools and human services organizations out there, that hire our people, would tolerate us not being around. Our record of placement is extremely high, and I think that speaks well for all of us, students, faculty, and administration.
Quality, variety and the personal touch key the Graduate School growth

by Del Richmond

"My classes were small and generally more personal than classes at other graduate schools. I received personal attention in almost every class," comments a Lesley College Graduate School graduate in a recent program evaluation survey conducted by the college.

"I gained confidence in my abilities as a teacher, and I found that I was better able to promote change within my own school system. Lesley provided me with a network of resources and professional expertise which added to my success as a teacher," responds another graduate.

These, and other graduates' comments reflect the quality, responsiveness, and personal attention which characterize Lesley College Graduate School. That quality starts with each student's initial contact with the Graduate School.

"Lesley sells itself, and students' contact with our office solidifies that," says Sally Lenhardt, Director of Recruitment and Counseling.

"It's really fun working with them," she continues. "Although over 70 per cent of our students come from the Boston-Cambridge area, they come in all shapes and sizes — and all degrees of shyness and boldness. I get calls that start, 'I'm 57 years old. I've been out of school for 25 years, and I haven't done a thing. Am I crazy to be calling you?'

"In fact," she explains, "they've done all kinds of things from volunteer work to raising children. They forget that all that time doing things makes them look at school differently.

"Most of them need a little reassurance, some confidence. Many of our students come to take one course, get turned on, and want more. After they've been here a while, they feel professional because they've been treated like an adult, like a responsible person — like a professional.

"While they may be a little apprehensive about going back to school, most of our students are self-directed," she continues. "They've asked questions, talked to their friends, written for more information about their career and educational choices — and they are willing to pay for the quality Lesley has to offer.

"Every program in the Graduate School has a variety of students, young men and women just out of college, middle-aged women with families, men making career changes, people seeking more specialization. Our students' average age is 35, and we encourage more mature students to enroll. If that means they start at age 50, that's fine.

"I'm the 'for more information person,'" she smiles. In 1979, Sally Lenhardt gave out a lot of information — 11,675 semester course listings, catalogs and view books — to prospective students from all 50 states, Puerto Rico, the Virgin Islands, and 24 foreign countries.

As recently as ten years ago, Lesley College Graduate School was receiving only 400 requests for course listings. While Lesley has offered graduate degrees since 1953-54, as of 1970 only 180 graduate students were enrolled. But, by 1975 there were 1,000. And today there are 2,500 students per year taking graduate courses at Lesley. Five hundred of them are full-time degree candidates, 300 more are studying for advanced degrees part-time, and 20 per cent of the Graduate School's degree candidates are men. There are an additional 2,000 students enrolled in a variety of Lesley College international and off campus programs.

"In 1974, when I started working here, the entire Graduate School, which then was the Elementary Education and Special Education programs, was housed at 9 Mellen Street," recalls Pamela Dean, Assistant to the Vice President, Services. "Then, in 1975, with the implementation of the special education '766' legislation, the Graduate School began to grow rapidly.

"During the past five years, we have become much more than a graduate school of education," she adds. "Our expansion in the special needs areas led to outgrowths based on the needs of our increasing student enrollment. The Expressive Therapies and Counseling programs were both developed by faculty in the Special Education Department in response to their students' expressed needs for additional avenues for personal and professional growth and development."

Working with the handicapped takes special skills. Here Jean Robillard learns finger spelling and signing as part of a Total Communications course.
Today, Lesley College Graduate School is a four division, multiple program operation serving a variety of student populations. And, the Graduate School continues to be a leader.

When the Institute for the Arts and Human Development was created in 1974, Lesley became the first college in New England to offer graduate training in art, drama, and music therapies. Renamed the Mental Health Division, this branch of the Graduate School now offers programs in Counseling and Psychology, Integrated Arts in Education, and Expressive Therapies, one of very few programs in the country designed to train prospective mental health practitioners to integrate dance, drama, literature, music, poetry, and visual arts into psychotherapy. Lesley recently began offering its Master's Degree program in Expressive Therapies to foreign students in Tel Aviv, Israel.

The Education Division, which initially consisted of the Elementary Education program, has expanded to offer several specialized programs in Reading, Early Childhood Education, Mathematics, Educating the Gifted and Talented, Generic, Adolescent, and Early Childhood Special Needs, and Education Communication. Starting this fall, the Education Division will offer Computers in Education, one of but a few graduate programs in the country designed to train students in uses and applications of computers to teaching, problem-solving and school management (see related article, page 3).

The Outreach and Alternative Education Division offers the In-service Education program, the Continuing Career Development for Adults program, and the Graduate School's most flexible program, the Independent Study program. The Independent Study program allows students to plan, in cooperation with an evaluation team, an individually designed program of study which combines courses, tutorials, directed readings, field work, apprenticeships, and a major project or paper.

Starting this fall, a newly created program will operate as the Center for Professional Development, whose purpose is to initiate educational change. The Center will offer intensive problem solving seminars for educational leaders as well as developing recommendations for practices for dissemination to area schools.

Lesley's newest division, Management in Human Services, was established in 1979. Its mission is to train human services professionals to become more effective managers and leaders. The division offers programs in Management in Human Services, Educational Leadership, Program Management in Severe Special Needs, and Leadership in Disabilities Services. Its newest program, Arts Administration, provides training for students with a background in the arts who are committed to leadership in management of artistic enterprises, cultural institutions or other art-related programs.

In addition to expanding its degree program offerings, the Graduate School is reaching out in a variety of ways to many area communities as well as to local students. Lesley has offered courses and special issues programs in Greenfield, Sudbury, Brockton, Belmont, Pittsfield, Wakefield, on Martha's Vineyard, on Cape Cod, and in other communities. The Outreach and Alternative Education Division's Outreach program staff also serve as consultants to school districts, helping them write proposals, develop new programs, organize major conferences, and set up teacher centers.

The In-service program has offered courses in cooperation with the Children's Museum, the Boston YWCA, and Walnut Hill Seminar House in New Hampshire. As well as serving a small number of foreign students on campus, Lesley College Graduate School is planning to co-sponsor a summer program in 1981 with Bradford College in Bradford, England.

Many of the graduate students are active professionals seeking to up-grade their skills or to acquire specialties, and women who are preparing to reenter the work world.

Lesley College Graduate School also offers 'Saturday Seminars' which meet for one or two Saturdays, and for which students can receive one-half of a graduate credit. (Students must take at least two seminars in a semester to receive credit because Lesley cannot award only one-half credit per semester.)

And, during the past summer, in addition to its regular course offerings, Lesley held a combination of nine institutes, symposiums, and practicums on a variety of topics, such as storytelling, arts in education, and economic education for children.

Lesley College Graduate School has been on the move, with quality, responsiveness, and variety for the past decade. Yet, despite its rapid growth, the graduate school still has a sense of community. "And we want to maintain that," says Ms. Dean. "The faculty work to develop that atmosphere and the administrative staff work to support it. The administration is very willing to listen to students' needs, and Dr. Wylie has encouraged the faculty to go out and create programs to meet students' needs."

Lesley College Graduate School's formula of quality, responsiveness, variety, and growth seems to be working very well. As the supervisor of one of Lesley's graduates puts it, "If this woman is an example of your program, don't change a thing."
Boston Consular Corps introduced to international students

Over 25 foreign governments, including Japan, India, Sweden, Portugal and Great Britain, were represented at a reception for the Consular Corps of Boston hosted by President and Mrs. Don A. Orton and the International Studies Program at Lesley on April 30.

The Consuls came to learn more about educational opportunities for foreign students at Lesley, and to meet, or in many cases, renew their acquaintance with Lesley's international students and senior administrators.

Among those helping organize the black-tie affair were Lesley Trustees Mary Ellen Cabot, Polly Blakeley and Catherine Stratton; as well as Ruth Anne Jaffe, Director of Alumni Affairs, Martha B. Ackerson, Director of Undergraduate Admissions, Sally Lenhardt, Director of Recruitment for the Graduate School and Bonnie Leonard, Director, and Ann Batchelder, Program Counselor, of Lesley's International Studies program.

Also serving on the steering committee and as hostesses at the reception were graduate students Molly Leong of Malaysia, and Mary Mungai of Tanzania.

The International Studies program (ISP) was established at Lesley College in 1979. It meets the special needs of students from other countries who wish to study at the Lesley Graduate School. During the past year, foreign student enrollment has increased to 35 students representing 16 countries including Germany, India, Switzerland, Norway, Israel and Lesotho, South Africa. The ISP also seeks to educate American students for work in international and multicultural settings.

The International Studies program has four main functions: As a service agency, it provides direct services to foreign students on issues of immigration, housing, orientation and student life. As a communication agency, it develops networks of involvement within and outside the College to encourage interest in international programs. Also a coordinating agency, the ISP monitors the international activities of the Graduate School and supervises the legal responsibility involved in enrolling international students; and as an educational development agency, it facilitates and initiates the development of academic programs, research and contracts with an international dimension.

The International Studies program and Dr. Richard Wylie, Vice President and Dean of the Graduate School, sponsored an exciting summer program in 1980. Five members of International College in Beirut, Lebanon, attended a four-week summer workshop at the Graduate School.

Under the direction of Dr. Lenore Parker, Dean of the Education and Education Communication Division at the Graduate School, Sally McDowall, Assistant Professor and Co-ordinator of Student Teaching for the Division, facilitated this unique workshop designed to help its participants write a basal reading series in Arabic. The five students: Mamduha Beidas, Ghada Bou Zeineddine, Grace Haddad, Mishka Mojabber and Mona Habib, will help write this new series upon their return to Lebanon.

Dr. James Magee, Director of the Educational Resource Center of International College, accompanied the students and described their Lesley experience as "extremely successful."

Director of the International Studies program, Dr. Bonnie D. Leonard, who is also Associate Professor of Special Education at Lesley, will be on sabbatical leave from September to June. She was awarded the Mary Elvira Stevens Traveling Fellowship from Wellesley College for a year of travel and study abroad.

During her sabbatical, Dr. Leonard hopes to pursue both her fields — International Education and Special Education. In the fall, she will be in London, working on a book which describes the human qualities unique to the successful teacher of children with learning problems. She will also be doing post-doctoral work on studies in comparative culture analysis with special emphasis on Ethnomethodology. In the spring, she will work her way from the Middle East through Africa to China, interspersing guest lectureships with visits to Lesley alumni abroad. She will spend a major part of her trip developing a network of contacts and resources for the International Studies program.

In Dr. Leonard's absence, Ann Batchelder will be the acting director of the program.

The International Studies program encourages alumni involvement. Vicki Frischer Novick '74G is working on an International Alumni Project and hopes to write a column for The CURRENT filled with news about what Lesley alumni abroad are doing. Other alumni who are interested in doing volunteer work for the program or serving as host families, please contact Bonnie Leonard or Ann Batchelder, International Studies Program, Lesley College Graduate School, 14 Wendell Street, Cambridge, MA 02138.
Trustee Elsa Sonnabend works closely with the Graduate School

by Katrina Kruse

Two years as Chairman of the Visiting Committee to the Lesley College Graduate School has "given me a window on one very important aspect of the College," says longtime Lesley Trustee Elsa G. Sonnabend, who has been involved in many facets of change and growth at Lesley since becoming a Corporator in 1961 and a Trustee in 1962.

The Visiting Committee is a subcommittee of the Lesley College Board of Trustees, and is seen by Ms. Sonnabend as primarily a communications link between the Graduate School and the governing Board. To lesser extents, she says, it serves in an evaluative capacity, and, due to its varied membership, may also be used as a resource of experts by the Graduate School, for consultation and advice in areas such as management, personnel policies and organization.

"We are an interested, but detached, group of outsiders," says Ms. Sonnabend. "We talk to the faculty, the students, and the administrative staff, and give them all a chance to communicate their concerns and ideas through us to the Board of Trustees."

The 1980-81 membership of the Graduate School Visiting Committee includes, in addition to Ms. Sonnabend, Linda Wilson Clyde '76, Jack Dyer, Ann Cleveland Lange '59, Emmy Littlefield, Robert Ralston, Irwin Sizer, Paula Sherin Stahl '68, and Jean A. Weaver, all Lesley Corporators particularly interested in Graduate School affairs. Graduate School Vice President and Dean, Dr. Richard Wylie, is an ex officio member of the Committee.

Bi-annual meetings of the Visiting Committee are scheduled for each academic year. During Ms. Sonnabend's two years as Chairperson, the Committee has met with Dr. Wylie and his staff concerning the administrative reorganization of the Graduate School; with deans and program heads for purposes of program evaluation and assessment; and with the Graduate School Faculty Council to discuss Graduate School personnel practices and policies. Ms. Sonnabend reports to the Board of Trustees at the quarterly meetings throughout the year on these areas, as well as on present and proposed Graduate School programs, policies and procedures.

One of Ms. Sonnabend's particular interests is the expanding role of the professional woman in our society, especially in the fields of education and business. She sees in the new direction of the Lesley Graduate School with its emphasis on training in administrative and managerial careers for women in education and human services areas the answer to a "crying need" for these types of programs, reiterating the founding and guiding Graduate School philosophy of developing new programs to answer the explicit needs of professionals.

"Ten years ago," says Ms. Sonnabend, "few women held managerial roles in the field of education. The women who were teachers needed more training before they could assume higher administrative functions. The Lesley Graduate School was established to fill this need, as well as to provide opportunities for advanced work in the more traditional teaching areas."

She points to the Education Leadership Program at the Graduate School, and the new Management in Human Services major as exemplifying the Graduate School's responsiveness to students' needs, emphasizing that management rather than delivery of human services is a recent phenomenon for women.

"These two programs," she adds, "are deliberately structured around a strong business management component. They are designed to help make human service organizations more like business organizations, with full recognition of the inherent differences between the two."

Ms. Sonnabend's most recent involvement with the expanding role of the Graduate School illustrates the scope of her work for over a generation as an exceptionally dedicated Lesley Trustee. She met the newly appointed Lesley President Don A. Orton in the early 1960's through the National Training Laboratories, and shared his interest in implementing the NTL theories of organizational development and applied behavioral science at Lesley through the "Laboratory for Learning" concept.

During almost 20 years as a Trustee, Ms. Sonnabend's interest and dedication to Lesley have been unflagging. She served as Chairman of the Educational Goals Committee, became the first Trustee to participate on the Council for Student Life, and was also a member of the Executive and Nominating Committees. As Chairman of the Financial Development Committee she oversaw an important part of the million dollar fund-raising drive during Phase I construction of the new campus in the early 1970's.

In addition, Ms. Sonnabend helped decorate Alumni Hall and the President's House, and has served as Vice Chairman of the Lesley Board of Trustees.

Ms. Sonnabend has also found her interest and training in applied behavioral science useful in the business world. She is founder and past president of Independent Investments Incorporated, and was a staff consultant with Thomas A. Buffam Associates, an executive search firm in Boston. She recently assumed a new position as Director of Corporate Relations at Brandeis University, after two years as Associate Director of the MIT Council for the Arts, where her responsibilities included administrative management and fund raising.

In addition to her work for Lesley College, she continues to serve as volunteer supporter and governing board member of a variety of civic, public service and charitable organizations. These have included the United Fund, Beaver Country Day School, the Charlestown Savings Bank, and Continuum, an agency which prepares mid-life women for entering, or re-entering, the world of work. Recently she was elected to the Board of Directors of the Big Sister Association of Greater Boston.

Elsa G. Sonnabend finds her many involvements personally enriching, as well as benefiting the agencies and causes in which she is interested.

"So much of it begins with volunteer work," she says. "I have now managed to turn a lifetime of volunteer fund raising into a professional career. I know many women with a similar past." She continues, "Women have so many opportunities to pursue their interests in their communities, in their church, for example, or for the cancer society. After they demonstrate their interest and abilities, they're able to move on to roles with the governing boards of these organizations. The important thing is to become recognized as a supporter — and that can be in terms of money, or, as important, time."

With a smile, Ms. Sonnabend remembers, "I was active in the PTA when my children were in school, then I became Chairman of the PTA, then . . . "
Registration in Herterick Lounge was a busy time for all.

by Katrina Kruse

Agnes Welch Feeney '18 and Jeanette Pedersen Smith '40 were two alumni at tending Reunion Weekend, May 30 and 31, who had something in common besides their Lesley degrees and their mutual interest in the College. Both had "traveled" the furthest distance to the 1980 Alumni Reunion: Mrs. Feeney in terms of years since her 1918 graduation, and Mrs. Smith with respect to miles — she came all the way from Irvine, California!

Over one hundred alumni, most of them members of the Special Reunion Class years ending in "0" and "5," participated in the eventful and nostalgic Alumni Reunion Weekend at Lesley College, which began Friday evening with "Lesley Night at the Pops" at Symphony Hall. The "After Pops Party" which followed at the Harvard Club was only one of many opportunities throughout the Weekend to renew old friendships and make new ones.

Welch Auditorium's Herterick Lounge was a scene of bustling activity the next morning as "latecomers" registered, and alumni chatted and reminisced over coffee and danish while browsing through the Alumni Boutique, which contained a varied display of Lesley memorabilia, plus the new Lesley gym uniforms, which proved to be a very popular item with alumni. According to an informal on-the-spot survey of those purchasing the attractive green shorts and gold T-shirts, the Lesley insignia is by now seeing action all over the country in gyms, on tennis courts, and in amateur road races.

Dorothy Lloyd Wilkins ’28 had brought her 1928 Lesleyan with her, and was soon surrounded by alumni nostalgically poring over the collection of faded photographs and sharing stories and memories of old friends, teachers, and good times.

Many alumni attended a mid-morning Continuing Education Workshop on "Sex Education in the Schools," presented by Paula Bentnick-Smith '74, while others strolled around the campus, exclaiming over the many new buildings and otherwise changed landscape, shown to best advantage by the beautiful late spring sunshine. At 11 o'clock, all the alumni reconvened in Welch Auditorium for Lesley College President Don A. Orton's "State of the Re-Union Address."

After extending a cordial welcome to the alumni and their guests, Dr. Orton first turned his attention to numbers. Since 1911, he said, over 8,000 teachers have graduated from Lesley. Assuming averages of five years of teaching for each graduate and 25 pupils per class per year, he pointed out to alumni that collectively they have influenced the lives of more than five million children throughout the United States.

"This represents an enormous responsibility and challenge," he said, "and it is one which Lesley College and its graduates will continue to meet throughout the 1980's and beyond."

Speaking of some of the non-physical changes that have taken place at Lesley over the years, Dr. Orton told alumni that the Undergraduate College curriculum now encompasses 13 different areas of teaching specializations in addition to the Child and Community major.

Dr. Orton briefly discussed the greatly increased operating expenses of the College over the years, but assured alumni that Lesley is continuing to operate with a balanced budget, even in these inflationary times. In addition to support from loyal alumni, he cited as reasons the unusual stability of the Lesley student body (a higher percentage of Lesley freshmen remain and graduate than is usual at most other colleges), and the phenomenal growth of the Lesley College Graduate School in the last decade.
A happy Bertha McConnell Foster '30 was among the 50th Reunion Celebrants to be honored with a flower and citation at the Reunion Luncheon May 31.

The Graduate School, Dr. Orton informed alumni, has increased its enrollment six-fold in the past ten years to a total of over 4,000 full and part-time students. Guided by an operating philosophy based on the continually reassessed question: "What are the needs for professionals?" the Graduate School has developed some 17 innovative programs of study to meet these needs. He also offered the interesting statistic that ten percent of Graduate School alumni are now men, and the number is increasing each year.

In concluding his remarks Dr. Orton stressed that despite all this complexity, Lesley still maintains its sense of being a small, close academic community dedicated to continuing its tradition of emphasis on the human dimension in education. Especially important to Lesley's future, he said, is the need for the College to expand and intensify its "networking" efforts in the areas of recruitment, admissions and placement, and he pointed out that it is involved alumni who play the crucial role in all networking activities.

"Loyal alumni support and involvement," concluded Dr. Orton, "provides Lesley College with its greatest source of strength and independence."

Following Dr. Orton's address, Barbara Barron Schilling '50, Chairperson of the 1980 Reunion Committee, introduced outgoing Alumni Association President Lorraine Blondes Shapiro '42, who reported to the alumni on the year's activities and introduced the new 1980-81 Board Members and Executive Officers of the Alumni Association: Gail Roberts Dusseault '60, president; Margery Kahn Henzi '70, first vice-president; Vicki Frischer Novick '74G, second vice-president; Pamela Caragianes Christodoulo '74, treasurer; Eugenia Zanotos Buba '73, corresponding secretary; and Mary Grassi '74, recording secretary. Members of the Board of Directors elected to one year terms: Barbara Barron Schilling '50; Barbara Tribor Silverman '65; May Hogan '26; Nancy Hill Matza '68; and Maida Abrams '76G.

Mrs. Shapiro presented Ruth Anne Jaffe '72/76G with a token of appreciation from the Association in recognition of her first year of service as Director of Alumni Affairs, and then turned the podium over to new Alumni Association President Gail Roberts Dusseault '60.

Mrs. Dusseault spoke of "belongingness" that all Lesley alumni share, as well as their concern for education which extends long beyond their actual years in the classroom. She spoke with pride of Lesley's achievements over the years, pointing out that the College continues to excel in its primary mission, that of "sending our graduates throughout the United States as well as to foreign countries, with an ear to hear, a heart to empathize, and a mind to guide young people as they grow." On behalf of the Association, she extended a heartfelt thanks to 1980 Reunion Committee Chairpersons Margery Kahn Henzi '70, Mollie Sue Lichter Feldman '70/76G, Mollie Sue Lichter Feldman '70/76G, Barbara Barron Schilling '50, and Barbara Paul Holzman '55; and to Reunion Committee Members Mary McCarron Mead '25, Dorothy Canty Sweeney '30, Shirley A. Luibil '45, Marguerite Shamon Delany '50, and Ann Sampson Watson '55.

Lesley President Dr. Don A. Orton and Corporator Mary McCarron Mead '25, celebrating her 55th Reunion, share a light moment at the Sherry Hour.

Directors elected to two year terms are: Diane Labell Feinzig '58; Roselyn Heifetz Abrams '67; Virginia Maloney '65; Paula Bentinck-Smith '74; and Fay Hurley Robbie '49.

Board members elected to three year terms are: Joanne Wales Eldridge '59; Mollie Sue Lichter Feldman '70/76G; Sandra Rosenthal Schultz '62; Andrea Strongin Abraham '73 and Barbara Paul Holzman '55.
Then it was time for more memories and Class Photographs during a Sherry Hour with President and Mrs. Orton in Alumni Hall, followed by a leisurely and delightful Reunion Luncheon, enlivened by pre-dessert acknowledgements and awards. Those alumni celebrating their 25th Reunion received flowers and a hug from Mrs. Schilling, while the 15 members of the Class of '30 who were attending their 50th Anniversary Reunion were awarded certificates of appreciation.

Singlyed out for special acknowledgement and a round of applause each were Dorothy Lloyd Wilkins '28, and Lesley Corporation Mary McCarron Mead '25, who were celebrating their 52nd and 55th Reunions, respectively.

The Annual Alumni Award, which recognizes that individual who has made the most outstanding contribution to the College during the academic year along with honorary membership in the Alumni Association, was presented to Dr. Don A. Orton by Ann Cleveland Lange '59, who said of Lesley's President, "He has achieved for Lesley a century of growth in 20 years."

Mrs. Lange then presented a special award to Marguerite Shamon Delany '50, an Alumni Association Chair, given by the Association, as Mrs. Lange said, "as a tangible expression of our appreciation and our love." Mrs. Delany, a Lesley Corporation since 1972, was honored for her singular interest in the College and the Association, and for her loyalty and generosity in decorating a reading area in the Library and obtaining for the College the magnificent chandeliers which hang in Alumni Hall. The surprised and delighted Mrs. Delany thanked all present, saying, "Since Lesley took me to its heart, I took Lesley to mine."

After announcement of the Annual Alumni Association Scholarship winners: seniors Sandra Sawyer '81 and Susan Turner '81, the winning raffle tickets were drawn. The lucky winners of this year's prizes were: Helen Belcher Chace '31, who won the first prize of a Getaway Weekend in New York for two; Leslie Feuer Orton '70 won dinner for two at Jimmy's Harborside Restaurant; Mary Greene Freeman '29 drew the winning ticket for dinner for two at Boston's "57" Restaurant, and Harriet Yacubian is the recipient of a $50 Savings Bond.

Following luncheon, many alumni took advantage of campus tours conducted by Renee Aisenberg '81, Lord Newark Vice President, while others chose to enjoy the balmy afternoon from a campus bench, chatting with old friends. All too soon it was time for "Good-Bye Cocktails" in Alumni Hall, and reluctant farewells until next year.

Gail Dusseault '60 continues her leadership role at Lesley

Gail Roberts Dusseault '60, Belmont, formally assumed her new duties as President of the Lesley College Alumni Association Board of Directors at the business meeting of the Board held during Reunion Weekend on May 31.

Mrs. Dusseault's volunteer contributions to the Alumni Association over the years have been many and varied. She served as Belmont Regional Representative, participated in Dialathons each year, and has served on the Association's Scholarship and Nominating Committees. She has been a hostess for Alumni-STEP Family Weekends, and she was a member of Reunion Committees in 1970 and 1974. In 1968 she was chairperson of "Alumni Day" at Lesley. During the late 1960's she was a member of the Association's Board of Directors, and served as the Alumni Representative to the Lesley Board of Trustees in 1976-77.

Mrs. Dusseault was an honors student at Lesley and involved in many school activities. Active in the Student Government throughout her Lesley career, she was elected President of the Student Government Council her senior year.

After graduating Mrs. Dusseault taught second grade for several years, in Hingham and Belmont, and Arlington, VA.

A scholarship student while at Lesley, Mrs. Dusseault's special interest continues to be in the areas of admissions and scholarship aid to the many deserving young women who would otherwise find it impossible to finance a Lesley education.

Mrs. Dusseault has also been an active community volunteer. She is a member of the Board of Directors of the Mount Auburn Hospital Auxiliary and has served as a member of the board of the Belmont Music School. She is currently the manager of the very popular "Open Readings" of the Belmont Music School and has also served as a member of the Music School's Educational Policy Committee.

At Mount Auburn Hospital Mrs. Dusseault has for many years been a volunteer in the Coffee Shop. She has been a member of the board of the Shop as well as its secretary and nominating chairman. In addition to her official position at the Belmont Music School, she is active in a small vocal group which enjoys learning and singing together.

At Belmont Day School, from which her daughter, Karen, graduated in 1979 and where her son, Chris, is a sixth grade student, Mrs. Dusseault has been continually involved in a variety of activities. In 1978 she served as co-chairman of the School's 50th Anniversary Celebration. She was chairman of room mothers in 1977-78 and has played an active role in the development of the School's highly successful Country Fair and Auction. Mrs. Dusseault has also served for several years as the secretary of the Day School's swimming and tennis association.

Mrs. Dusseault is married to C. Dean Dusseault, a partner with the law firm of Ropes & Gray. Her mother-in-law, Barbara McMullin Dusseault, is a member of the Lesley Class of 1936.
Commencement Speaker Tsongas praises Economic Center as a tool of friendship

by Katrina Kruse

Two hundred and seventy-nine new graduates of Lesley College and the Lesley College Graduate School heard the Honorable Paul E. Tsongas, United States Senator from Massachusetts, address the issues they will be facing in the '80's as they embark on their new careers as teachers and professionals in other human services occupations, at Lesley's 70th Commencement May 17 at Walter Brown Arena in Boston.

Recently appointed to the Senate Foreign Relations Committee to fill the vacated seat of Secretary of State Edmund Muskie, Senator Tsongas, well known for his "politics of scarcity" and his belief that a substantially changed social order will be necessary to meet the exigencies of future worldwide energy and resource demands, reminded the members of Lesley's Class of '80 of the importance of their profession.

"America will entrust to you the formation of her children," he told the graduates. "Will you teach them to respond to the new challenges of our day?"

The Senator recalled his own years as a Peace Corps Teacher in Ethiopia in the 1960's and how that experience changed his life. Turning to the topic economics and economic education, Senator Tsongas said, "I am fully aware of the commitment that Lesley College has made to economic education. The National Center of Economic Education for Children, located on this campus, will be a unique educational asset. I trust The National Center will not only be concerned with the elements and successes of our economic system, but also with our economic system as a tool of friendship and influence with other countries, especially those in the Third World." Tsongas went on to say that he hoped energy education would be an essential component of the programs developed and implemented by The National Center.
The 1980 recipient of the Edith Lesley Wolfard Award, Rebeka Eston was voted the outstanding member of her Class by the Lesley faculty.

To a standing ovation from graduates and guests, Senator Tsongas concluded his remarks by saying, "As the father of two small children, I'd be happy to entrust them to your care for the education they will receive outside the home. When my political career is over, my concern is going to be those children, and their children. Their chance for survival is up to you — not only your generation, but your profession. I hope that you can come through."

Following the graduation ceremonies, the Senator attended a reception for the new graduates and their families and guests at Lesley College.

Lesley honored Senator Tsongas at Commencement with a Distinguished Service Citation in addition to an honorary Doctorate of Humane Letters. Lesley President Don A. Orton was presented with a Citation in honor and recognition of his 20 years of leadership and service to the College, a tenure among the longest of any current college president.

Also presented with Distinguished Service Citations were Lesley Corporator and Trustee James O. Welch, whose 30 years of active generous support and involvement with Lesley College includes endowment of Welch Auditorium, and Dr. Russell Schofield, Lesley Chaplain and Professor. Dr. Schofield's Citation was presented by Claudia Marshall '80, on behalf of the student body and the graduating class.

The annual Edith Lesley Wolfard Award for academic achievement and leadership was presented to Rebeka Eston, voted the outstanding member of her graduating class by the College faculty.

Alison Carol Aronson received a hug and a kiss along with her diploma from her father, Lesley Corporator Edgar Aronson of New York. Susan Boardman Heckler joined the Lesley family tree; Susan's mother, Jane McCarthy Heckler, is a member of the Class of 1950. And cousins Ellen Fay Goldberg and Laurie Nadia Klickstein graduated together as part of the Class of '80.

A total of 177 Bachelor of Science in Education degrees were presented to Education majors and 17 Bachelor of Science degrees to Child and Community majors by President Orton, Chairman of the Lesley College Board of Trustees Eliot I. Snider, and Dr. George Miller, Dean and Vice President of the Undergraduate College. One hundred and fourteen candidates received their Master's degrees in Education while 55 Master of Science in Education degrees were conferred by Dr. Orton, Mr. Snider, and Dr. Richard E. Wylie, Vice President and Dean of the Lesley Graduate School. An additional 16 students were awarded their Bachelor of Science degrees in Continuing Education from the Graduate School.

Graduate School commencements are “Family Affairs”

“Lesley holds mid-year Commencements for the Graduate School to help recognize achievement when it is earned,” said Dr. Richard E. Wylie, Vice President and Dean of the Lesley College Graduate School, in welcoming 80 new recipients of graduate and continuing education degrees and their guests to a Winter Graduation held January 24 in Alumni hall. One new graduate, Claudia Rochon, exemplifies the kind of achievement Dr. Wylie is referring to: Claudia was awarded her B.S. in Continuing Education after nine years of part-time study.

Claudia Rochon '80 and her family celebrate the end of a nine-year road to her B.S. in Continuing Education awarded at the Graduate School Winter Commencement on January 24.

Although graduates are free to attend the larger annual spring commencements, the small mid-year ceremonies initiated by the Graduate School last year and held in August and January have received very favorable reactions from the new graduates. They receive their diplomas in an informal atmosphere with their families and the Lesley faculty members and administrators who, in many cases, have also become their friends.

Rebecca B. Corwin, Assistant Professor of Elementary Education at the Graduate School, delivered “Remarks to Graduates” and, along with Dr. Wylie, assisted Eliot I. Snider, Chairman of the Lesley College Board of Trustees, in conferring degrees on the new graduates.
NOTES OF CURRENT INTEREST

Correiro leads AREA meeting

John R. Correiro, Director of Lesley's National Assessment and Dissemination Center, chaired a session on "Research in Language Development" at the American Education Research Association (AERA) National Meeting in Boston, April 7-11, held at the Sheraton Boston. Presenters at the session came from all over the country, and their topics covered a variety of practical and theoretical issues in the field of bilingual education and research.

Liu joins Bilingual Center

Eugene E. Liu has recently assumed the duties of Bilingual Research Librarian at the National Assessment and Dissemination Center. Liu comes to Lesley from Massachusetts Institute of Technology, where he worked in the Collections Development Department; he received his Masters in Library Science from Simmons College. Prior to 1978 Liu was a bilingual fellow at Seton Hall University, where he received his Masters in Asian Studies. He has translated and edited numerous books and articles, including the Chinese Edition of The Reader's Digest, and has held high diplomatic and administrative positions in the Republic of China and Japan. Liu is also an expert in T'ai Chi, an increasingly popular form of Chinese physical exercise.

Joyce attends meeting

John P. Joyce, Director of Financial Aid, and an active member of the National Association of Independent Colleges and Universities (NAICU), attended a three-day meeting of NAICU in Washington, DC. Joyce reports that the Conference focused on setting policy on the most critical issues facing independent colleges and universities. A wide range of topics was discussed, including federal and state student aid programs, categorical aid programs for higher education, problems of government regulation and tax policy issues.

Communication workshop held at Lesley

Dr. William Condon, associate professor of psychiatry at Boston University School of Medicine and director of its Human Communication Research Center, presented some of his research on "Verbal and Non-Verbal Communication" at Lesley on March 25 as part of Lesley's In-Service Program.

Dr. Condon's work in human communication is based on studies which utilize sound films and slow motion projection techniques to analyze normal, individual behavior patterns, and human interaction with regard to family and group process, cross-cultural differences, and pathological behaviors.

Workshops look at books

"Books for Children: What Makes Them Good" were two workshops presented March 20 and 27 at Lesley which combined an in-depth look at a selection of favorite children's books and "hands-on" techniques for developing story ideas. The workshops were presented by Dr. Bettie Helser, Dean of Outreach and Alternative Education, and one of 15 members of the American Library Association to serve on the "Best Books for Young Adults Committee." That Committee meets annually and chooses from hundreds of published books the 45 which are awarded the ALA's Best Books for Young Adults.

Cole named College Counselor

Dr. Deborah S. Cole has joined the Counseling Office staff at the Undergraduate College, replacing Dannie Kennedy, College Counselor, who is on maternity leave through academic 1980-81. Dr. Cole completed her master's work at the University of Miami (Florida) in counseling psychology, and earned her doctorate in the same field at Boston University.

New Scholarship Fund Established

The family of Katherine Natalie Laudano '72 has established a scholarship fund at Lesley in her memory. Ms. Laudano passed away March 3, 1980. Classmates and others who are interested in contributing to the fund may contact the Alumni Office.

After graduating from Lesley, Ms. Laudano became vice president of the Connecticut Wheel and Rim Company in New Haven. Director of Alumni Affairs Ruth Anne Jaffe, a classmate, remembers her with affection.

"I was proud to know her," recalls Ms. Jaffe, and I was always impressed by her commitment and dedication to Lesley both as a student and an alumna."

Ms. Laudano was a member of the Lesley College Wolfard Associates.

Mental health center praises Lesley volunteers

The Volunteer Office of the Massachusetts Mental Health Center publicly thanked Lesley students Judith Schneider, Sandra Copman and Meredith Kahan, who gave much time over the last six months in the form of volunteer service at the Mental Health Center. Ms. Copman and Ms. Kahan are enrolled in the College's Expressive Therapies Program, and Ms. Schneider is a member of the undergraduate class of '82.

The Massachusetts Mental Health Center is an innovative Harvard teaching facility which provides mental health services to emotionally and developmentally disabled children, chronically and acutely ill adults, and emotionally disturbed deaf, elderly and retarded persons.
Auditorium in early May.

Poems About Men's Lives" in Welch

workshops on corporations and education

at a conference held at Harvard University

conferences with Big Business Day. The conference in

Children With Special Needs, edited by S.

was one of four awarded in a na-

Dr. Hein also authored "Evaluation in

Open Classrooms: The Emergence of a

chapter in Open Education and Young

women. Her workshop focused on the uses of

Ms. Schulman gave a session in the Problem Solving Strand. Ms. Schulman has also recently co-authored a new series called TOPS (Techniques of Problem Solving). The series' first component consists of various problem decks developed for use with elementary, junior and senior high school students.

Susan Friel and Linda Schulman also attended the National Council of Teachers of Mathematics Annual Meeting in Seattle, Wash. Both presented topics related to Problem Solving in Mathematics. At the meeting, "Recommendations for School Mathematics of the 1980's" were announced. These encompassed some important changes in emphasis with significant attention given to the role of problem solving and technology in mathematics education. A copy of the recommendations, "An Agenda for Action," has been placed in the Lesley Library.

Joan Klagsbrun, Assistant Professor with the Counseling and Psychology Division, held a workshop entitled "Connections Through Imagery" at the Massachusetts Psychological Association's Annual Meeting held in May at the George Sherman Union, Boston University. Her workshop focused on the uses of imagery and metaphor in psychotherapy.

Dr. Evelyn S. Harmer, who teaches philosophy at the Undergraduate College, participated in the Hobbes Tercentenary Congress at the University of Colorado/Boulder last summer and has been elected editor of the "Hobbes Congress Newsletter."

Dr. Harmer, also a free-lance writer, recently had an article published in the Christian Science Monitor entitled "A Kitchen Timer can Solve Kids' Squabbles."
ALUMNI HAPPENINGS

Jennifer Page, Assistant Professor and Education Division Head, chats with new Lesley parents at the "President's Hour" in Alumni Hall.

Student, parent participation highlights Campus Day

Agnes Tague Woodburn '57, Scituate, proudly raised her hand at Campus Day, April 12, when Director of Admissions Martha B. Ackerson asked for Lesley mothers during her welcoming remarks to parents. Next September Mrs. Woodburn will be the mother of two Lesley students: Amy, a member of the Class of '81, and Molly, who will begin her freshman year.

Mrs. Woodburn was one of 328 guests of the College who attended these activities. Sponsored by the Admissions Office early each spring, the day provides an opportunity for next year's freshmen and their parents to learn more about Lesley and to have a good time while they are about it. While their daughters participated in student-led tours and "buzz sessions," parents attended a program which included introductions of College staff members, remarks by President Don A. Orton, and panel discussions led by key College faculty members and administrators.

Jennifer Page, Mary Mindess, Kathryn Morganthau, and Avis Brenner of the Education Division presented a brief overview of academic programs and specializations available at Lesley. Dean of Students Carla Oliveri, Assistant Dean and Residence Office Director Mary Williams, and Rosamaria Toruna, Head Residence Director, led a discussion of student life and activities. Placement Director Mary Margaret McDonald informed parents of the Placement Office's active concern with each student, beginning in her freshman year. She told of the College's ultimate goal of placement of each student four years hence as a fully qualified and well-prepared professional ready to take her place working in the world of children.

Many parents were especially interested in a presentation on the "Ins and Outs of Student Financial Aid" by John P. Joyce, Financial Aid Director, which concluded the morning's program.

A "President's Hour" reception which followed in Alumni Hall gave the parents an opportunity to meet and chat informally with faculty and administrators. After luncheon in White Hall Dining Room, the afternoon program concluded with a College Collegium performance and campus tours for all.

Alumni Association sponsors public policy forums on children's services

Two successful public policy presentations on "Building for Action," were jointly sponsored in March by the alumni associations of Lesley and Wheelock Colleges. Other sponsoring organizations for the two workshops were the Boston Association for the Education of Young Children, Child Resource Center, Day Side Council, Somerville Day Care and Child Development Council.

Over 40 persons attended the program in Alumni Hall in March to hear a speech given by Gwen Morgan and Saudra Graham entitled "Review of Current State and Federal Legislation Related to Young Children and What to Do at Budget Time." Ms. Morgan is a Wheelock professor and editor of Minor Affairs. Ms. Graham is a State Representative, a Cambridge City Councillor, and a member of the Day Care Coalition. The audience included Lesley and Wheelock alumni, students, faculty and administrators, and members of the other sponsoring organizations.

A week earlier a similar program addressing "State Services for Children" was held at Wheelock. The speakers were James Breay, Regional Director, Department of Social Services, and Anthony Campbell, Director of Planning and Policy Unit, Massachusetts Office for Children.

On "Becoming"

Spanning a rainbow of 50 years, over 40 former Lesley students, some distinguished with the earned privilege of graying, returned to campus last spring for Career Fair Day, to tell the young and bright new faces of current Lesley students what it had meant to them to become a teacher.

Before diverging on different paths of life experience, they all had shared a burning desire — to become a teacher. "Gloria" had become a psychotherapist and counselor for the underprivileged and forgotten populations. She helped give meaning and a sense of purpose in otherwise purposeless lives. She said that to become a teacher had meant to become a listener. "Edwina" had gone into the area of human services and become a social worker. She said she developed her skills as a social worker in the classroom. She said that to become a teacher meant learning how to help others make good decisions.

"Pam" had become an actress and public relations director for a theatre company. She said her drama skills were discovered in the classroom. She said that to become a teacher had meant to become a skilled communicator. "Agnes" has been working many years as a writer and publisher of educational media. She said that to become a teacher meant discovering ways to express herself.

The Alumni shared a tender understanding with students who were looking forward to graduating. Learning to become a teacher does not end in four years, it is only the beginning of the process of becoming.

Ruth Anne Jaffe
Director of Alumni Affairs
Uncle Sam is a partner in your gift

When Edith Lesley started a school to train young ladies in the art of "kindergartening," she probably didn't realize that she would later provide Lesley College with its first major gift—her home. At about the same time, Congress, aware of the need to encourage America's tradition of private philanthropy, began to provide tax incentives to those who made charitable gifts.

Today, as always, gifts to Lesley provide financial benefits to the donor as well as to the College. Charitable giving is fast becoming a major factor in many persons' financial planning. Whether through bequests and other deferred gifts or carefully designed outright donations, donors and institutions have embarked on a new era—planned giving. Planned giving optimizes the benefits for all.

While gifts to Lesley come in many forms, the most familiar are outright gifts of cash. Because of tax considerations, cash contributions seldom cost the donor the full amount of the gift. For instance, a Lesley alumna and her husband, with a combined, adjusted gross income of $40,000, could make a gift of $1,000, with a net cost of approximately $602.00 (see the following table).

<table>
<thead>
<tr>
<th>Adjusted gross income before contribution (includes deductions for two children)</th>
<th>$40,000</th>
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<tbody>
<tr>
<td>Amount of contribution</td>
<td>$ 1,000</td>
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<tr>
<td>Tax on income before contribution</td>
<td>$ 8,495</td>
</tr>
<tr>
<td>Tax on income after contribution</td>
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</tr>
<tr>
<td>Net cost to donor</td>
<td>$ 602</td>
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</tbody>
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Each person's financial circumstances are different, but the lesson is obvious. By including Lesley in your financial planning, both you and your alma mater benefit.

Your gift of $1,000 can pay the energy bill for the Phase I New Campus Complex for two days during the chill of a Cambridge winter or provide a year of aid to a work/study student or buy about 25 books for the library or help Lesley in myriad other ways to maintain its leadership position in education. It's a good feeling to know that you are making a difference in Lesley's future through your support.

For further information about gifts to Lesley call or write:
Anne Gilmer
Director of Development
Lesley College
29 Everett Street
Cambridge, Massachusetts 02238
(617) 868-9600
CLASS HISTORIES

(Editors Note: The Class Histories from this year’s Honored Reunion Classes make fascinating reading as always. We believe The CURRENT is an excellent vehicle for sharing them with you all. Therefore these histories will take the place of Class Notes in this and the next CURRENT, after which we will return to the traditional format. In the meantime, keep us posted on your activities by filling out and returning the form found elsewhere in this issue.)

1920

From sunny Hallendale, FL, Blanche Lewis Freeland is able to look back over 60 happy years since leaving Lesley. For 48 of those years she did all kinds of volunteer work, including teaching English as a Second Language to foreign doctors who were “interning” at the Shrewsbury Biological Foundation.

In 1922 Blanche married Jacob Freeland, a D.M.D., and they have two daughters, Sylvia Corwin and Jean Mintz, who earned her master's degree at Lesley in 1978. Sylvia and Jean have provided Blanche and her husband with four grandchildren — three girls and a boy. When she still lived in Massachusetts, Blanche was active in the Worcester branch of the Lesley Alumni Association; now she and Jacob enjoy traveling — in recent years to Europe, Israel, and Hawaii.

1925

For her first five years following graduation, Bessie Brown Bliven taught fourth and fifth grades at the Hope Farm School in Verbank, NY. In 1931 she married Richard Bliven, an engineer with Jersey Central Power and Light Company, and enjoyed being a full-time mother to Stephen and Kathleen for many years.

In 1963 she renewed her teaching skills at Newark State College, earning a second B.A. in Early Childhood. Eight years of teaching first grade in Morristown, NJ, followed.

Today Bessie devotes her time to volunteer work and hobbies. She serves on the board of directors of the Cape Cod Camp Fire Association, and is a volunteer at Osterville Free Library in her hometown. Bessie lists her hobbies as country tin painting, Tole tray stencilling, and also expresses a historical interest in ancient graveyard layouts.

Marie E. Bulgar was a media teacher at Sister Jeanne Ibach School in her hometown of Newton, but on July 1, after teaching for 55 years, she embarked on a new career — as a receptionist at Bethany Hospital in Framingham. She will do a variety of things there, including driving patients to other locations for specialized treatments.

“I realize I will miss being with children,” she writes, “but I have lovely memories to relive and enjoy. I’m looking forward to my new adventure and challenge!”

During her teaching career she opened five new schools; organized, planned, directed and supervised an Early Childhood Education program at Aquinas Junior College; directed several other Early Childhood programs and opened four new kindergartens in Newton schools. And she still found time for volunteer work with Down’s Syndrome children.

Marie is a member of the Massachusetts Association for Children with Learning Disabilities; the National Association for the Education of Young Children; the Association for Childhood Education International; Elementary, Nursery, and Kindergarten Association; Massachusetts Teachers Association; the National Retired Teachers Association, and several others.

Marie attended Regis College, earning a second B.S.E., and Massachusetts School of Art, where she earned art credits. She enjoys travel and has visited England, Ireland, Italy, Switzerland, France and Canada. She also lists classical music, knitting and hooking rugs as hobbies. Marie enjoys Lesley “get-togethers” and visiting with classmates.

Doris Kaulback Mason celebrated her 50th wedding anniversary to C. Russell Mason, a retired electrical engineer with General Electric, in October, 1979. Doris and her husband have two children, Charles, Jr., and Janet Trusty, and five grandchildren: David, Kathryn, Jennifer, Robert and Jonathan. Doris completed coursework at Syracuse University and Genesee Community College in the '50s and '60s, and taught kindergarten at Burnt Hills-Ballston Lake Central School in Burnt Hills, NY, from 1949 to 1965. These days she is busy with volunteer work for the Cancer Society and her church. The Masons have traveled extensively in the U.S., Europe, and the South Pacific. They reside in Ballston Spa, NY.

After 35 years of teaching in Winchester with two “hitches” in Washington, DC, during World War II and the Korean situation while husband, Frank Mead, worked for the Pentagon, Mary McCarron Mead is enjoying an active “retirement” in Marion Harbor, MA, and Northport, FL — six months of the year in each delightful spot.

During the war years in Washington, Mary was a volunteer member of the Motor Corps, an experience which provides her with many enjoyable memories. Her time these days is filled with volunteer work for her churches, golf, and travel. In 1976 Mary won a trip to Spain in a Lesley raffle, and had such a good time that she went back in 1978 while Frank went fishing in Ireland. This summer, the Meads plan a joint trip to Ireland, and will then spend some time touring the Hudson Bay, NY, area in late July.

In addition to her interest in the Lesley Alumni Association, Mary serves as a Lesley College Corporator.

Elise Parker Owen has founded a garden club in her home community of West Barnstable. Not surprisingly, she reports that gardening is her great interest these days — and bridge. Grandchildren Tracy, Jim, and Peter provide lots of interest and fun, too; all three are children of her only son, John Parker Owen. Elise was married in 1929 to Frank Owen, now deceased.
Mabel Parker Rice sends greetings to classmates from Seminole, FL, where she now lives with her husband, John Rice, former associate superintendent of schools for the City of Marlboro, MA. Mabel taught Remedial Reading in Marlboro for a number of years before becoming a kindergarten supervisor there, a post she held until 1966. During those years she organized and edited “A Kindergarten Study,” published in 1953 under the auspices of the New England School Development Council. During her career, Mabel earned additional college credits at Boston University, Worcester State Teachers' College, and Chicago University. Her cousin, Sandra Moriarty Luce, graduated from Lesley in 1970.

Florence Foley retired in 1968 from teaching special classes in Boston, and she's now busier than ever with her volunteer work for St. Ignatius' Church Altar Society and Loyola Guild activities for senior citizens. Florence is also an active member of Church Women United of Newton. She lives in Brighton.

1930

Virginia Saunders Allison taught kindergarten in Milton, until she married Donald Allison in 1933, choosing to substitute teach only after her marriage. Children Phillip and Elizabeth kept her busy with Brownies, Scouts, P.T.A. and Little League during those years, and for the past 36 years Virginia and Donald, a junior high school principal in Milton, have owned and directed Winnapaug Day Camp, which enrolls approximately 80 children, ages 4-12. Virginia says her Lesley training has greatly helped her in working with this group and planning programs for the children.

Virginia is a member of the American Camping Association, the A.A.R.P., the D.A.R., and the Westerly, RI, Historical Association. Virginia has published a historical paper on Misquamicut, RI. She has visited Hawaii three times and spends every other winter in Florida.

Eleanor Luey Bell taught first and second grades in Sunderland and Greenfield until 1937. For the past 30 years she has been volunteering her time to Franklin County Hospital in Greenfield, as a buyer for the Gift Shop. Living in Greenfield, she is a board member of the Deerfield Valley Art Association and the Franklin County Unitarian Church Home for the Aged. She also belongs to the Greenfield D.A.R. Eleanor has studied geology at Greenfield Community College, and she enjoys the pastimes of oil painting, and travel — to Europe, the Caribbean, Canada, and throughout the U.S. Eleanor and her husband, Robert Bell, have one son, David Luey Bell. Eleanor’s cousin, Dorothy Hodgen Crowell, also attended Lesley, graduating with the Class of 1933.

From Bethpage, NY, Winifred Palmer Brachvogel writes that she is active in the United Methodist Women's organization and that she serves as her church librarian. Married in 1942 to William Andrew Brachvogel, now retired from Grumman Aerospace, Winifred is the mother of two daughters, Ruth Marjorie Chiusano and Janet Lucille Meed, who have supplied her with five grandchildren: Kenneth Andrew, Kimberly Joy, Jon Peter, Lisa Marie and Philip James.

Jean Phinney Bristol has recently married again, to Hamilton R. Bristol, the brother of Jean's former husband, the late Harold Bristol. Jean and Harold had three daughters and one son; Jean has six grandchildren now, too. Jean's hobbies are knitting, needlepoint and crossword puzzles. She enjoys traveling and visiting relatives in New England, Colorado, California and Florida, where she regularly winters. In the summers, Owl's Head, ME, is home to Jean and Hamilton.

Janice Grinnell Chace says “Hello” to classmates from Chevy Chase, MD. Janice is married to Fenner A. Chace, Jr., a retired zoologist, and they have a daughter, Linda Mayo, and one grandson, Richard Mayo, III, age 12.

Geraldine Hilliard Graves was a kindergarten teacher for the Brunswick School in Greenwich, CT, in the years immediately after she graduated from Lesley. In 1951 she joined Best & Co. in the sales department, where she remained for the next ten years. Married to the late Charles P. Graves in 1933, Geraldine's three children, Ann Clare, Carolyn, and Charles, Jr., and her involvement with Girl Scouts and community volunteer work kept her busy for many years. Now the proud grandmother of five, she lives in Old Greenwich, CT, and lists hobbies of needlepoint, quilting, knitting and puzzles of all kinds.
Bertha McConnell Foster graduated from Lesley during the Depression years, when teaching jobs were hard to find. So after briefly teaching first grade in New York, she and her husband, Leslie Foster, moved to Ambler, PA, and opened a Howard Johnson's Restaurant under the name of Ambler Foods, which they owned and operated for many years. "A major career change, and a definite challenge," remembers Bertha.

Now retired and still living in Ambler, she and Leslie enjoy travel, and have "checked out the McConnell and Foster family backgrounds" in England, Ireland, and Scotland. They enjoy the hobbies of refinishing antiques, gardening, and Bertha also does crewel work in her spare time. Their daughter, Elizabeth Foster Reilly, has provided the Fosters with three grandchildren, Christopher, Steven and Daniel, who are a constant source of interest. Bertha enjoys Lesley alumni activities, serving on the Lesley Alumni Executive Board, and as Alumni Association President from 1939-40.

Carolyn Moody Horner taught kindergarten, then first grade, for over ten years in a local private school in her home community of Stamford, CT. She still lives in Stamford, with her husband, Watson S. Horner, a retired electrician. Carolyn and Watson have a son, Watson M. Horner, and four grandchildren.

Pauline Tracy Jones' two daughters, Tracy Lea and Cheryl Ann, have both made teaching their careers, following in their mother's footsteps. Pauline was a kindergarten teacher in Massachusetts for many years; now she and her husband, Roy Jones, a retired Westinghouse executive, live in Jensen Beach, FL. Pauline has always been active in women's clubs, church organizations and community services; these days she's as busy as ever with cross-country trips throughout the United States, dramatics, dancing and handicrafts. Pauline and Roy have two grandchildren, Cheryl and Robert Goold.

Prior to her marriage in 1937 to W. Gilbert Kellett, a general auditor with Liberty Mutual Insurance Company, Mildred Tolland Kellett taught in the Lawrence Public Schools. After her three daughters, Mary Rae, Barbara and Ann were born, Mildred's principal career became that of mother, wife and homemaker for a number of years. When the children were older, Mildred became a kindergarten teacher in Reading where she was "happily busy" from 1951-1969.

After her husband retired, Mildred and he spent much of their time traveling — to Europe several times, Hawaii, and Canada. Although now living in Reading, Mildred writes that the family lived in the Midwest for 15 years while the children were growing up. Although she looks back on many happy years of involvement with Girl Scouts and Episcopal Church activities, Mildred says that now she has retired from her organizational and volunteer work. She finds that six grandchildren and hobbies of crafts and reading keep her busy enough!

Hannah Andrews Leviston says she has been first and foremost a wife and mother since 1934. Before then she taught for four years at Narragansett, RI. Sons Richard Jones and Sheldon Jones, Jr., and volunteer work of all kinds "from baking cookies to washing dishes" have kept her busy over the years.

These days her life is filled with "grandmothering" her two sons' five children. She loves to travel, and has toured all over much of Europe and America. Hannah's first husband, the late Sheldon A. Jones, died in 1951. Since 1960 she has been married to William B. Leviston, retired president and owner of the company, H.S. Leviston and Son.

Frances Pearl Shaffer has maintained close ties with Lesley over the years. She has participated in many Lesley dialathons and is her Class Agent. Other volunteer affiliations include the Red Cross.

From 1935 to 1950 Frances taught first, second and third grades in Brookline and operated her own private kindergarten. Since 1964 she has been a kindergarten teacher in Roslindale. An avid musician, Frances plays violin and piano, and enjoys teaching music to her kindergarten classes. Many of her students perform in school plays and local productions, and have won many awards.

A life member of Hadassah and the Women's Cottage Club (a scholarship organization), Frances is also a member of the Jewish Women's College Club, and Roslindale's Recuperative Center. She belongs to Temple Mishkan Tefila in her home community of Brookline. Frances earned a second B.A. in education from Boston University in 1963, and has taken education and "766" courses at Framingham State and Emmanuel Colleges.

Her husband is deceased, but Frances enjoys her daughter and son, and four grandchildren. Travel is a favorite pastime and recent years have included trips to France, Switzerland, Spain, North Africa and Hawaii.

Elizabeth Kirby Thiessen is involved in many community activities in her hometown of Hingham including the Hingham Women's Club, senior citizen groups, F.M. Club (a music group), Alliance of Unitarian Church, and handicraft groups at Hersey House Senior Citizen's Center. She was formerly chairman of the Board of Missions of the Church of Pilgrimage in Plymouth, belonged to the Investment Committee of Plymouth Hospital and served as Club Federation Secretary of the Plymouth Women's Club.

Elizabeth was married in 1933 to the late Erwin Curl Thiessen, an investment counselor. She enjoys travel and has visited Turkey, Greece, England, Germany, Ireland, in addition to making several trips to Florida. Elizabeth's hobbies are sewing, handicrafts, music and investments. She has many fond memories of Lesley and remembers especially "the many fine people I met there."

Helen MacNeill still enjoys being around children, and finds occasional babysitting in her hometown of Hingham lots of fun. She is an active member of her Neighborhood Garden Club, and also belongs to Women's Fellowship, Widows' Mite, and the First Baptist Church. She was married to the late Harmon B. Wilcoxson, and has two daughters, Elizabeth, and Martha, and two granddaughters, Sandra and Jill.

For five years after graduating from Lesley, Ruth Ober Wiley was an elementary teacher in the Melrose school system. In 1935 she married Arthur L. Wiley, and for the next few years stayed home while children, Edward and Sarah, were young. From 1953 to 1962 she operated and directed her own kindergarten in Lynnfield, which by that time had become her hometown, as it is today. For several years in the mid '60's Ruth was a home teacher for handicapped children, but then became a branch librarian for the Town of Lynnfield.
Ruth suggests that persons contemplating career changes over their lifetime give the matter much thought before they make the switch. The most important attitude for success, she believes, is willingness to "start at the bottom and work up to the top!" Ruth kept up with her studies at Harvard and Boston University in the '30s and '40s, and took extension courses in library science. She has traveled throughout the United States, and to Europe many times. She enjoys nature studies, poetry and writing.

Marion Frances Nichols lives in Springfield and Daytona Beach, FL, equal parts of the year. She has been married to Robert Busha since September, 1958. Marion enjoys travel, and has visited 44 states, including Alaska and Hawaii — also the spectacular Canadian Rockies. She has been to Europe twice, and spent some time touring in Scandinavia, including Denmark, Norway and Sweden.

Alyse (Dearie) Dearington Porter is living in Thompson, CT, with her husband, Paul A. Porter, Jr., now retired. The Porters have two children, Chalice Porter Wootton, and Paul A. Porter, Jr., and four grandchildren. They have traveled throughout the U.S., Mexico, the Caribbean, Hawaii, Haiti, and Panama in recent years. Alyse enjoys gardening, needlepoint and amateur dramatics. Her sister, Carolyn Dearington Cutter, is a member of the Lesley Class of '37.

1935

Until 1974, Eleanor Cove Bergin was substituting in the elementary grades in her hometown of Lexington. Her first job after graduating from Lesley was as a first grade teacher in North Uxbridge, where she taught for three years. In 1938 Eleanor married Charles Bergin, a manufacturer and manufacturer's representative for Bergin and Bryant, Inc. They have three children, Charles, Jr., Peter, and Margaret, who between them have provided Eleanor and Charles with eight grandchildren.

Eleanor belongs to St. Bridgid Women's Club and the Lexington Golf Club. In addition to golf, she enjoys bowling and travel. The Bergins have visited the British Isles, California, Bermuda, the Virgin Islands, and Florida and enjoy touring the Northwest and Southwestern United States.

From Weymouth Alice Goodrich Clark writes that she has been an Avon representative since 1957 and plans to continue with this work, for which she has received numerous awards as a "Top Ten" representative in her area. Before going into sales, Alice was a kindergarten teacher for many years, and was associate director of Madagascar Boarding School in Hanover from 1945-1955. She was chairman and organizer of a church day nursery for her community.

Alice married Raymond Clark, an electrical engineer, in 1953. They have two children: Charles and Randall. Alice says she is becoming interested in the flea market antique business. She and Raymond travel a lot throughout much of Europe, the United States and Canada.

"We enjoy traveling on our own," she writes, "walking and being out of doors in the mountains, forests, and at the seashore."

Ella Purington Curtis is retired now, but taught in Bowdoinham, ME, schools for most of her career, from 1936-1940 and then from 1950-1975 — for several years as a teaching principal.

Although retired from full-time teaching Ella remains involved with schools on a volunteer basis. She has been busy as a tutor in fourth, fifth and sixth grades in Wiscasset, and has also worked as a "Literacy Volunteer" in Bath, ME. In 1979 she was a volunteer in the "Life Skills" program in Bowdoinham Community School's grades 2, 4, and 6. Ella attended the University of Maine to take courses in specialized reading, remedial reading, language arts and elementary education.

In 1939 she married Delmar Curtis, and they have two sons, John and Robert, and five grandchildren. Ella and her husband enjoy traveling together throughout the United States and Canada. A "special event" for them last year was celebrating their 40th wedding anniversary on July 22.

Marjorie Gray Ray lives in Lincoln with her husband, Kenneth Ray, a sales engineer with Ray Engineering Company. Marjorie and Kenneth have three sons, Thomas, John, and James, and nine grandchildren: Donna, Bill, Pamela, Todd, Jennifer, Julie, Beth, Christopher and Beverly. There's another Lesley alumnus in Marjorie's family — her daughter-in-law, Janet Colburn Ray, graduated with the Class of 1966.

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Jeannette Pedersen Smith '40 (R), who came all the way from Irvine, California, to attend Reunion, visits with classmate Althea Harris Jackson.

Doris Hartwell Granger retired in 1976 from her position as kindergarten teacher for the Oyster River District in Durham, NH, where she had also served as Head Teacher for seven years. Doris began teaching in Durham after a ten-year hiatus between teaching jobs while she was primarily occupied with raising her three children: Clark, Ralph, Jr., and Carolyn. Clark and Ralph are both doctors, and Carolyn received her Master's from Lesley in 1973.

Doris is married to Ralph H. Granger, associate professor emeritus at the University of New Hampshire. Doris is still doing some Gesell Developmental Testing in her community, and also plays the piano at various community events such as Firemen's benefits. She serves on the Board of Directors of the Oyster River Home Health Association in Durham, a visiting nurses' association. Doris is a member of Delta Kappa Gamma (a teachers' organization) and various other national, state and local teachers associations. She also belongs to the Lee Historical Society and the American Bell Association of which she is past chairman of the New England chapter. One of her favorite hobbies is collecting bells — particularly antique ones.

She and her family own a motor home in which they have crossed the United States several times. She and her husband have also traveled to the Orient, Africa, South America and Europe. Doris attended Boston University in the '30s, and took many courses at the University of New Hampshire between 1950 and 1975. In addition to their three children, she and her husband have five grandchildren.
For three years from 1942-45 June Phillips Chapin was a Special Education teacher for Arlington's Crosby Public School. In 1945 she moved to sunny California, where she has taught exceptional children at the Devereux Foundation in Goleta for the past 35 years. June has kept up with Special Education inservice courses over the years at UCLA and UC-Santa Barbara, and she is a member of the Santa Barbara Mental Hygiene Board. June and her husband spend time traveling whenever possible, visiting scenic and historic spots in Canada, Mexico, and all through the United States including Hawaii. Bridge, year-round golf, and caring for her toy poodle keep June busy and happy.

Beatrice Marden Glickman has maintained close ties to Lesley over the years, serving as President of the Alumni Association among many other activities. “My off campus involvements,” she says, “have proved more educational for me than most classroom courses.” Bea is presently Co-director of the Lectern Association in Dover and she previously was a trainer at Children’s Medical Center in Boston. She is an author of note: publishing articles in Baby Care and Expecting, and her 1977 book, Who Cares for the Baby, was published by Schocken Books. Bea, who received the Lesley College Recognition Award in 1978, earned her Ed.M. at Wheelock, and has attended courses and seminars at Harvard and Radcliffe. She and her husband, Harold, an advertising executive, live in Natick. They have a daughter, Lizbeth Ann. Bea’s niece, Diane Glickman, is also a Lesley alumna. She graduated with the Class of ’77. Bea’s suggestions to classmates who may be considering changes in their lives include: “be adventurous;” “if you don’t have a sense of humor, develop one;” and “learn, learn, learn”.

From Exeter, NH, Adeline Brevill Liberatore announces that she will be retiring from teaching grades 2 and 4 at the Epping School District in Epping, NH, this year. From 1959-1968 Adeline taught second grade in Stratham, NH, and for two years in the early 1940’s owned and operated a private kindergarten and nursery school in Rye, NH. She has been an active community volunteer all her life, devoting time to the Red Cross, the Veterans Employment Service, and Food Service for the Elderly. All the while she continued her education, first at Boston University, then at the University of New Hampshire. Adeline and her husband, the late John C. Liberatore, have two daughters, Patricia Moreau, now the mother of Scott and Robert, and Joan Scott, who has a daughter, Denise.

Judy Ashby White taught for three years after graduation in Brunswick, ME. She was teaching in Natick and Framingham when, in 1943, she married Robert Porter, an executive in the pipeline and coating business. Because of Robert’s business, the family, which soon expanded to include daughters Linda and Marcia, traveled extensively through the United States and abroad. Robert is now retired, and he and Judy live in Bartlesville, OK. Both daughters are now married, and Judy and Robert have three grandchildren: Eric, Kathy and Kristen. Judy is past president of her community’s hospital auxiliary, and as for her hobbies? “Most handwork,” she writes, cheerfully.

Lynette Bixby Winslow’s first job out of college was in a two-room schoolhouse in East Orrington, ME, before she “joined up,” serving as a WAC in the U.S. Army during World War II. Several teaching jobs in private schools followed, and since 1964 Lynette has taught first grade for the Burlington Public Schools while living in Bedford. Lynette returned to Lesley in 1960-64 for additional degree work, and she has taken educational courses at Purdue University and at Middlesex Junior College; she also earned Mail Librarian Certification from Northeastern University.

She married Allyn S. Winslow in 1942, who was for many years a manager for F. W. Woolworth, but who now is enjoying life as a self-employed piano technician. Lynette and Allyn have four children: Bruce; Janet; Allyn S., Jr.; and Robin. Two grandchildren, so far, Kimberly and Tarah, complete the family. Lynette lists her hobbies and pleasures as camping, mountain climbing, bicycling, travel throughout the U.S., children’s books and doll collections, and gardening. She is a member of the Massachusetts Horticultural Society.

Now retired, Lynette still plans to remain involved with children, “even if it’s only with my own grandchildren.” She feels that “teacher burnout” is a problem today, and that both students and education in general would profit from mandatory teacher sabbaticals.

Rosamond O’Neil Wyman has lived in Keene, NH, for many years with her husband, Edward, president of Cheshire Transportation Company. They have three children, Elizabeth, Judith and Thomas. When Thomas reached high-school age, Rosamond became more active in her husband’s business, and since 1966 has served as its treasurer. She has been an active member of her community and looks back happily on volunteer work with the Keene Women’s Club, the Cheshire Hospital Society, and her contributions as Registration Chairman for the Red Cross Bloodmobile.

She has taken many self-enrichment courses at Keene Adult Education Center over the years. Rosamond and Edward enjoy traveling and have been to Europe several times as well as Egypt, Venezuela, Mexico, Canada, Hawaii and the Caribbean Islands. Rosamond and her daughter attended a New England Kindergarten Conference back in the “old days” at the Boston Statler. “Very interesting,” she remembers.

Mildred E. Wolger Howlett taught first grade and kindergarten until 1951 first in Lawrence and Methuen then in Salem, NH. She married Warren W. Howlett, a supplementary contracts specialist for New England Life Insurance Company, in 1946, and when their children, John and Anne were born, Mildred became a full-time mother and community volunteer. She is still active in both capacities and her community service work includes the Wakefield YMCA Auxiliary, for which she was an executive board member for 18 years and she is currently Devotions Chairman.

Mildred enjoys knitting, and is a knitting volunteer for the Melrose-Wakefield Hospital Auxiliary and many of her “productions” are sold through the hospital gift shop. She is presently Co-president of the Wakefield Arts and Crafts Society, and a member of the Emmanuel Episcopal Church Women’s Guild. Her current project is creating a needlepoint kneeler for the church’s 100th anniversary.

Living in Wakefield, Mildred and her family own a home at Cedarville Landing Estates in Plymouth, where they spend vacations, week-ends, and “every possible minute.” The family also enjoys automobile trips throughout the eastern United States and Canada.
1945

The year she graduated, Margery McCusker Flannery was the member of her class presented with the Edith Lesley Wolfard Award at Commencement Exercises. Her first two years following graduation were spent teaching third grade for the Meadowbrook School in Weston, which were followed by five happy years as a fifth grade teacher in Waltham. In 1951 Margery married Robert A. Flannery, a wage and salary administrator with Western Electric Company, and in 1953 she took a leave of absence from teaching when their first child, Robert, Jr., was born. Three more sons followed: Edward, Brian, and Thomas, and Margery did not return to teaching until 1967, when she began substituting for the town of Andover, where the family still resides.

In the late '40s, Margery took many courses in elementary education at Boston University. Her aunt, Mary J. Deehan Downing graduated from Miss Lesley’s School in the 1920's.

1950

Lois Levine Bennett has entered the business world in Stamford, CT, where she works in the traffic department of Champion International. Lois lives in Stamford and has three sons: Craig, Jay, and Randy.

For the past ten years Barbara Brown Bernauer taught at St. Mary’s Hall/Doane Academy in Burlington, NJ, after two years of substituting in the Pennsbury School System, Fallsington, PA. Barbara now lives in Morrisville, PA, with her husband, Champney, a representative for Northwestern Insurance Company. Their two sons, Stephen and Craig, 26 and 23 respectively, live together in Sun Valley, ID. Barbara’s hobbies are knitting and hooking rugs. She and Champney have visited England and Ireland and other areas of the British Isles.

Jane McCarthy Heckler’s daughter, Susan Boardman Heckler, just became a Lesley alumna, graduating with the Class of ’80 this May. Jane and her husband, George E., a customer relations representative for United Technologies, live in Higganum, CT; Jane continues to substitute teach in Haddam, CT and surrounding communities. Jane also taught elementary grades in Portsmouth, VA, and has enjoyed giving private piano lessons.

A nursing home volunteer and member of the Church Ladies’ Guild, Jane has also been active in the Lesley Alumni Association. She was Class Agent for the 1978-79 and 1979-80 Fund Drives. In addition to their daughter, Susan, Jane and George have a son, Stephen Justin, now 24 years old. The family enjoys vacationing together in their motor home. Jane is an accomplished pianist, which gives her many hours of more solitary pleasure.

Dorothy Wolfe Kulik went on from Lesley to earn her Ed.M. from Boston University in 1953. In 1958 she married Bernard Kulik, a government executive in the Small Business Administration. The family, which now includes daughters Debra, Laura and Andrea, lives in Potomac, MD, and Dorothy, after substitute teaching in Montgomery County for several years, now works as a legal secretary in Rockville, MD. She enjoys tennis, sewing and needlepoint. After attending several area Alumni Association meetings, she writes, “I love hearing about the new and wonderful things happening at Lesley.”

After raising three children (Pamela, Holly and Mary-Louise), Mary Robinson Maynard found out that she really wanted to write! Mary was Co-editor of the Lesleyan her senior year at Lesley, which should have been a hint! She says she’s greatly enjoying her new career as a freelance writer — writing almost exclusively on “women’s issues” for two Boston feminist publications: Equal Times and Sojourner. She has also published in Ms. and Boston Magazine, and many other local Boston area newspapers.

Mary and her husband, James P. Maynard, president of JPM Associates, live in Weston. Mary is employed by Harvard University as Commencement Coordinator. Until 1978 she worked on the Harvard Business Review. She earned a second B.A. from Antioch College in Educational Psychology, and regularly takes courses and seminars at Harvard and Radcliffe. An avid traveler, Mary has visited Russia, Europe, Scandinavia, the British Isles, and — most recently — China!

Sally Rome Parker is living in Cincinnati, OH, where she is a second grade teacher for Washington Park Elementary School. During the past four summers, Sally has visited Hawaii, Mexico, and Europe. This summer she plans to journey to Spain and Portugal, and also plans stops in Switzerland and Southern France.

From 1968 to 1979 Jeanne Northridge Robson was Controller for Forte Technology, Inc., in Canton. During 1977-79 she took financial management courses at Northeastern University, and, in December 1979, moved on to her present position as Controller for Mariner Yacht Company in East Rochester, NH.

Jeanne is now living in York, ME, with her family. She and her husband, Paul Britton Robson, a salesman of lawn products, have three children, Valerie, Paul Britton, Jr., and Cynthia. Jeanne spent many years as a Gift Shop volunteer for Norwood Hospital, and also taught dancing to grammar school students for the town of Norwood. She enjoys sewing and reading.

For ten years from 1955-65, Nancy C. Squatrito taught in U.S. State Department Schools in Germany, Italy, France and Japan. Since 1965 she has been teaching first grade for the North Andover Public Schools. Nancy lives in Methuen, where she is a volunteer and Board Member of the Bon Secours Hospital. She also does volunteer work for Strawberry Banke in Portsmouth, NH. Nancy is an active member of Delta Kappa Gamma, North Andover Teachers’ Association, NEA, the American Association of University Women, and the College Club of Greater Lawrence. For the last 20 years Nancy has participated regularly in Workshops for Open Concept at the University of Connecticut. In-service and reading courses at Fitchburg State College and Boston University have kept her abreast of current theories in education over the years.

Nancy earned her M.Ed. at Calvin College in Grand Rapids, MI. She enjoys travel — on the Continent and in the U.S. At last report a Caribbean cruise was in the planning stages. Nancy frequently attends Lesley Reunions, workshops and other activities. She is her Alumni Association Class Representative.
Elizabeth Snedeker Thompson is living in Chatham. From 1976 to 1977 she was a House Director at Endicott College in Beverly. Elizabeth has one daughter, Cynthia, who is the mother of Laura, aged three and a half.

Also living in Chatham, is Edith Marr Vokey, who since 1972 has been a traveling salesperson for Kitty Boutiques, based in Harwichport. In the early 1970's Edith was a Headstart teacher in Chatham, a job which grew out of several years of volunteer experiences with the Headstart program. A member of the AAUW (Cape Cod branch), the Chatham Library Association and the Chatham Historical Society, Edith feels that her most important activities have always centered around her family.

She has been married to Mark T. Vokey, who operates his own insurance agency, since 1950. They have three sons, Mark, Scott, and Craig. Edith enjoys self-enrichment courses at Cape Cod Community College which have included oceanography, interior decorating and psychology. She has traveled widely, throughout the American Southwest, and to Mexico, Bermuda and England. In addition to traveling, reading is a favorite pastime of Edith's. She attends alumni meetings regularly and says she especially enjoys the fashion shows.

As the wife of an Army Officer, Joan Ryan Danieli spent 20 years doing a great deal of traveling throughout the United States including Alaska and Hawaii. After living in seven different states, the family has settled down for the moment in Sudbury, where Joan is now a substitute teacher. Her husband, Joseph Danieli, is Budget Director for the State of Massachusetts House of Representatives.

In the middle and late 1960's Joan was a first and second grade teacher in Indianapolis, IN. When first graduated from Lesley, she began her teaching career in Waltham.

While the family lived at West Point, Joan was a volunteer tour guide for elementary school children on Constitution Island, which is across the Hudson River from the military academy.

"The island is full of history, going back as far as the Revolutionary War," writes Joan. "And I so enjoyed sharing it with the children." Joan's son, Mark, is a junior at St. Bonaventure University.

Joan's favorite hobbies are decoupage and sewing.

Jeanne Raynard Doyle has made the progression from elementary classroom teacher to junior high art teacher to a senior high and adult education crafts teacher.

"This has opened up a far more creative, exciting, ever-changing and challenging area of teaching for me," she writes. Jeanne presently works for the Stratford, CT, Board of Education. She lives in Newtown, CT, with her husband, Raymond Doyle, an attorney in private practice. During a recent sabbatical, Jeanne made a free-lance study of American craftsmen in the eastern U.S. She has published photographs and an article, "From Pinch Pot to Potter's Wheel" in School Arts. Jeanne is a member of the Stratford Education Association, the Connecticut Education Association, the NEA, Connecticut Art Educators Association, Audubon Society, Newtown Historical Society, the Horticulture Club, and has served three terms as president of the Town and Country Garden Club.

Jeanne attended Southern Connecticut State College to earn her MSA in 1963. She takes courses and seminars in various fields at Brookfield Craft Center. Jeanne has traveled extensively throughout the Caribbean, enjoying swimming, skin diving, shell collecting, and photography. She also enjoys gardening, lecturing, and acting. She has had leading roles in faculty scholarship productions of "South Pacific," "Gypsy," "Mame," and "Plaza Suite."

1955

From Chesterfield, MO, Barbara Rice Burkermer writes that she is a salesperson for the Ira E. Berry, Inc., real estate firm in Clayton, MO. She has served as past treasurer and publicity chair for the St. Louis Military Officers Wives Club, and she has been a Red Cross Volunteer Auction Chairman for the Chaminade Mother's Club, and Solicitation Chairman for the Visitation Mother's Club.

Barbara was also chosen "Outstanding Agent" for the Community Title Company in her community. She belongs to the Real Estate Board of Metropolitan St. Louis, the Missouri Association of Realtors, the National Association of Realtors and is an advisory board member to the National Health Institute, St. Louis Area. Barbara's husband, Raymond, is also a real estate agent. They have five children: Roberta, Brenda, Mary, Anita, and Ray. Barbara lists her hobbies as travel throughout the U.S., Mexico and abroad, and says she also enjoys sewing.

Susan Cooper is presently living in Brookline. She has worked as a speechwriter and also as a reviewer of classical music. Susan has served on the Boards of the Brookline Mental Health Association, and the Boston Ballet. She especially enjoys travel, and has visited Denmark, Greece, Yugoslavia, Israel and Italy.

Director of Alumni Affairs Ruth Anne Jaffe '72, 'G76 (Center) shares Lesley memories with Louise Sullivan Makarewich '30 (Left) and Dorothy Lloyd Wilkins '28.
Mary Carew Dyke returned to Lesley in 1957 and 1958 to study Guidance, but chose to earn her MS in Education at Farmington State College, in her hometown of Farmington, ME, in 1967. She is married to Wallace Dyke, employed by the H. E. Sargent Company. They have three children, Lisa, William and Kelley Lee. Mary has been an eighth and ninth grade teacher in Farmington since 1962. She previously taught fifth and sixth grades in Mt. Vernon, ME, and elementary grades in Wayland, MA, and Greenwich, CT. She is active in St. Joseph's Parish Council and the Farmington Ski Club. Memberships in the NEA, the Maine Teachers' Association and the Sandy River Educational Association also help keep her busy.

When teaching third grade in upper state New York, Marilyn Kliman Holstein says she "suspected" she was the most qualified teacher among all her colleagues — "Thank you, Lesley," she writes. Marilyn is now living in Wellesley, and working as dental assistant to her husband, Harris Holstein, a dentist in private practice. Marilyn and Harris have three children: Eric, who will be entering Tufts Medical School in the fall; Steven, a sophomore at Clark University; and Lesley, a junior at Wellesley High. Marilyn is past President of the Lesley Alumni Association of Wellesley, Weston and Newton. She enjoys Lesley-sponsored New England Kinder Garten Conferences. "I really appreciate the stimulation," she says.
Jacqueline Buciarelli Raymond has been a full-time wife and mother for the past 24 years, and an active volunteer in her hometown of Middletown, CT. She worked at local schools as a library assistant, was involved with the United Fund Drives in her community, and participated in many projects at the Connecticut Valley Hospital (a mental hospital). Jacqueline is married to George B. Raymond, president of Raymond Industries, Inc., and their son, George B. Raymond, Jr., is now 22. Jacqueline has traveled extensively through Europe and especially enjoyed visits to New Zealand and Australia, "down under."

"In the summer of 1979," writes Lois Finke Spiegel, "my husband and I and our children made our first major move in 18 years of family life. We left New York City and settled in Salt Lake City, UT."

Lois and her family had visited classmate Doris Hozid Krensky and her family several times before deciding to make the move.

In Salt Lake City Lois has returned to full-time teaching for the first time in 20 years. She is a teacher's aide for the visually handicapped for Davis County Schools in Davis City, UT, and has enjoyed her work so much that next year she plans to become certified in this field. She and her husband, Bert Spiegel, a teacher of emotionally handicapped adolescents, are both students at the University of Utah, where Lois is specializing in learning for the visually handicapped and Bert is studying school psychology. While the family lived in New York, Lois earned her M.A. in Teaching History at Columbia Teachers College, and had several part-time teaching jobs — "none of them as rewarding as my present position," she writes. Lois and Bert have three children, Judith, Sarina and David.

The family travels extensively each summer, camping and hiking throughout the western U.S. and Canada. Lois and Bert are also active in Marriage Encounter, both with a Jewish group and an interfaith one. Concludes Lois, "This has been a very exciting year for all of us and for me personally."

Doris Hozid Krensky majored in Special Education as a Lesley undergraduate and went on to earn her M.Ed. from Harvard School of Education in 1966. She also holds certification in Special Education from Columbia Teachers College. Living in Salt Lake City, UT, Doris has been a Resource Teacher for Davis County in Meadowbrook, UT, since 1978, and before that taught Special Education for five years in the same school system. She is married to Arthur Krensky, a self-employed consultant, and they have three children, Harry, Beth, and Beverly. The family enjoys the togetherness of camping, backpacking, skiing, cooking, gardening and hiking. Doris belongs to the Congregation of Kol Ami Synagogue, and the Utah Association for the Retarded. She also is a member of B'ni Brith, and ORT ("a hard-working member" she writes).

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Following graduation, Marcia Juliano Abate taught first grade in Hamden, CT, until 1963, during which time she met and married Roger Abate, now director of group insurance for Connecticut General Life. From 1968 to 1971 the family lived in Ohio and Marcia taught fourth grade in Columbus and took graduate courses in child psychology at Ohio Dominican University. Presently she is back in Connecticut, living and substitute teaching in Avon.

The family has increased to include three sons: Mark, Glenn and Scott. Marcia has become interested in religious education; she is CCD Co-ordinator for her hometown of Avon. She also does volunteer work for the Avon Library. She is a member of the American Field Service and the Avon Historical Society, and also lists favorite pastimes as gourmet cooking and family travel throughout the U.S. and Hawaiian Islands.

Marjorie Sokolove Abramowitz taught First Grade for the Abington School System after graduation and before her marriage in 1961 to Mark Abramowitz, an electrical engineer with Lee Electric. After almost 20 years as homemaker and mother to Amy and Andrew, Marjorie has gone back to work in a new career — as receptionist and front office manager for two dentists in Haworth, NJ.

"I've been working now for over a year and enjoy it very much," she writes. "My family has adjusted smoothly and I'm glad I took the opportunity to return to work." Marjorie lives in Cresskill, NJ, where she is corresponding secretary for American ORT. She also circulates the Bulletin for the National Council of Jewish Women, and is an active member of Temple Emmanuel of Englewood.

Now living in Lexington, Barbara Baker Ewing is a tutor for the Town of Burlington. After teaching in the Cambridge Public Schools from 1961-1963 following her graduation from Lesley, she was a pianist for many years, and a fund raising member of ORT. Barbara has two children, Clifford and Karen. Her husband, Thomas A. Ewing, is a field consultant representative for Trenco Manufacturing Company. Barbara's cousin, Sharon Wasserman, graduated from Lesley in 1971. Barbara enjoys travel and has visited Mexico, Puerto Rico, and the Virgin Islands. A "special event" for her was attending the Winter Carnival in Quebec, Canada.

Carole Scipione Fialkosky writes, "As a youngster, my goal was to become an elementary school teacher. I finally attained it in 1960 upon completion of four fantastic years at Lesley!" Carole's first teaching job was with "fifty darling kindergarteners!" Not surprisingly, she remembers life in the classroom as "hectic, but full of fun and learning." She continues, "unfortunately, at that time, the town I taught in did not allow unmarried teachers to be married, so, with impending plans for marriage, I had to leave."

Carole's husband, Paul A. Fialkosky, is a diesel mechanic with BFI Company in Brighton, and they have three children, Andrea, Lisa, and Gary. When the children were partially grown, Carol was hoping to return to teaching as a substitute, but instead became a legal secretary to her father, a prominent attorney, and shortly found herself having to learn lots of legal "garb" while working with a variety of judges, court clerks, court officers, lawyers and the police. "My second education was 'on the job'," she writes, "but I guess all worked out well, since our duo lasted 13 years," until her father's death.

Today, Carol is a secretary for the Fessenden School, in West Newton, where she lives. "Lots of work," she reports, "but the rewards are many because the boys are from literally all parts of the world and are so interesting to listen to." Carol is editor of a weekly paper for the Davis Elementary School in West Newton, and other volunteer activities included the Girl Scouts for many years. She is hoping that her daughter, Andrea, now 16, will attend Lesley in a couple of years. Carol has taken many self-enrichment courses at Harvard University over the years. She lists her hobbies as crafts, knitting, crocheting, embroidery, and music, and says she is an avid "rooter" for the Bruins, Patriots and Red Sox.

Nancy King Flinn is living in Glastonbury, CT, with her husband, H. G. Flinn, director of the Planning Department of the Travelers Insurance Company, and children, Tom and Larry, aged 17 and 15, respectively, and Cindy, aged four. "Have a baby at age 38," she suggests to fellow classmates and Lesley alumni. "It's great!"

After graduation, Nancy taught first grade in Manchester, CT., and second grade in Lake Charles, LA. In Glastonbury, she is a member of the Women's Club, and a volunteer worker for the Glastonbury Library.

Joan Katz Garb is busy taking courses at Boston College School of Management as she is interested in entering the field of personnel, working in a school or hospital setting. Joan is presently substituting in the Brookline Schools. She lives in Chestnut Hill with her husband, Joseph B., a CPA with Alexander Grant, Co., and her daughter, Suzanne, seven. Her son, Jeffrey, is a freshman at Hobart College.

Joan has taught kindergarten in Newton private schools, and also been an arts and crafts teacher in Newton's Community Schools. She is vice president and corresponding secretary for her Temple, and also volunteers as an arts and crafts helper at a home for the aged in her community, an important and rewarding role. In 1977-78, Joan was an entrepreneur with a partner, designing dolls and pillows for sale. She has traveled from Maine to Florida to California, and has also visited Ireland and England.

Saralee Fineman Gordon is living in Pittsburg, PA, where she is working as a travel consultant for Pittsburgh Travel House. From 1969 until 1972, when she joined Pittsburgh Travel, Saralee taught at Penn Hall Academy, also in Pittsburgh. In 1960 Saralee married Lawrence Gordon, a stockbroker with Parker-Hunter Associates, and they have two children, Alan Bennett, a freshman at Lehigh University, and Michael Louis, 15. Saralee is quite a tennis player, and has won five women's tennis championships since 1976.

Dede Sharp Hadelman taught for two years following graduation, and after spending some time at home raising her family, Jane and Peter, went into advertising sales for Slater Publications in Needham, her home community. She also worked in public relations for the Massachusetts Ski Club, but has recently returned to substitute teaching in the Boston Public Schools. Dede's husband, Lewis Hadelman, is an electrical engineer with General Telephone and Electronics. Dede enjoys volunteer work. She is a committee organizer for the Needham Soccer tournament, fundraising chairperson for Temple Aliyah, and a member of the Board of Trustees of the Women's Auxiliary Hebrew Rehabilitation Center. Dede's hobbies are reading, racquetball and tennis.
**Engaged**

Mary Ann Beakes '77, Robert Taub
Denise Best '75, Melvin Vincent Pierce
Melinda Ann Briggs '77, Lowell Evan Smith
Caaron Belcher 'G78, Jonathan Willinger
Melinda A. Briggs '77, Lowell E. Van Alstyne
Kathy Brems '77, Robert Taub
Wendy E. Gavrelis '78, Peter O. Anderson
Robyn Lizabeth Debenmire '77, Stoddard
Lisa Gay Char 'G78, Frederick Hewitt
Marsha Hell 'G79, Frederick Quilitzsch
Marcia Lee Henry '78, William A. Torphy
Jane Glantz '74, Philip Horowitz
Sarah M. Joyce '76, John G. Grikis
Paula Harvey Johnson '76, Harold Spencer Schwenk, Jr.
Constance Martin '72, Peter Anick
Kathleen A. McNally '79, Brian E. Lynch
Michelle Mary McNiven '77, Steven E. Mee
Paula Harvey Johnson '76, Harold Spencer Schwenk, Jr.
Sarah M. Joyce '76, John G. Grikis
Margie Robin Krute '75, Jay Steven Mael
Patricia Laurie '77, Bruce Young
Lynne Ann Lowenstein '77, Peter Joseph Mee
Constance Martin '72, Peter Anick
Kathleen A. McNally '79, Brian E. Lynch
Michelle Mary McNiven '77, Steven E. Mee
Ruth Ann Morton '79, Michael V. Barba, Jr.
Donna Marie Murphy '74, Michael Celone
Katharine Louise Overton '79, Peter W. Lewis
Cheryl Ann Robertson '76, L. Christopher Vejnoska
Karen Rubin '78, Philip W. Hamilton
Priscilla Roxanna Stevens '76, John Alan Kotyk
Marguerite Eleanor Walsh '76, Thomas Robert Polito, Jr.

**Marriages**

Becky Lynn Bailey '79, Michael Lee Bradley
Sally D. Blois '71, Robert K. Peterson
Theodora Bovis '75, Douglas Koch
Janet Carofozzi '78, John V. Albano
Maryanne Castellana '79, Jody Antinarelli
Theresa Marie Cody '78, Arthur Leo Largentton III
Catherine Mary Collins '78, Eugene Donald Sutherland
Elleen Veronica Cronin '79, Victor P. Ferreira
Lois S. Cooper '74, David S. Kaufman
Beatrice Carrere Denny '79, Charles Henry Tirrell II
Glorianne Demoulas '75, Robert H. Farnham
Jane Alice Desforges 'G78, Michael Joseph White
Rosemary Katherine Fanale '79, Paul Anthony Golub
Wendy Flaschner '75, Daniel Louis Meyer
Patricia Foley '76, Ronald Marfone
Dolores Anne Gamache '77, Charles Edward Albee
Pamela Lorie Gennert 'G79, Jonathan Leslie Richler
Susan Ellen Goldsmith '79, Kevin James Rice
Betsy Hall '79, Christopher Weaver
Deborah Ann Hartmann '78, Glenn Robert Brownstein
Riley Ellen Hearst 'G78, Stuart Harris Gilman
Beverly A. Hinckley '74, Nicholas R. Maffei
Margaret Anne Horstmann '78, Paul William Hodes
Carole Fay Jacobson '75, Eli Hassine
Patricia Anne Jewell 'G78, James Watt McFarlin
Leigh Anne Lawrence '78, Michael Mosco, Jr.
Pamela Farley Loring '77, Walton Emerson
McGillingham Skeete
Catherine Ann Messina 'G78, Edward F. Parthum, III
Andrea Morrison '73, Robert C. Shanley
Gail Ann Newman '67, Jules Rosenberg
Leslie Pollack '78, Larry Nudelman
Robin Sherly Rogers '75, George Richard Williams
Barbara Rounds '63, Edward L. Reinecker
Virginia Riley Savely '79, Robert Burns Doherty
Carolyn Jean Squibb '79, Stephen A. Royal
Barbara M. Walker '78, Stephen E. Nolan
Tracy Canfield Winn '79, Joseph Peter Rigali

**Deaths**

Maureen Sullivan Santoro '73, (Richard); girl, Elizabeth Maureen, May 20, 1979.
Susan Lanegren Shriver '72, (Richard); girl, Lane Toner, July 2, 1979.
Kathy Kiernan Somers '75, (Paul); boy, Matthew Paul, March, 1979.
Regina Rosenbaum Stein '67, (Michael); boy, Robert Gary, January 5, 1979.
Joan Zack Swansburg '74, (John); boy, John Richard, September 22, 1977.

**In Memoriam**

H. GARDNER BRADLEE

The Lesley Community observed with sadness the passing of Lesley Corporator and Trustee Mr. H. Gardner Bradlee of Winchester on June 28, at the age of 61.

Born in Medford, Mr. Bradlee was graduated from Harvard University in 1940 and for 30 years was associated with the Cambridge Trust Company, serving as its president since 1966, which was also the year he became a Lesley College Corporator. Mr. Bradlee began serving Lesley as a Trustee in 1973, and was an active and generous participant in the college's building campaign of the early 1970's which resulted in the construction of the new urban campus.

Mr. Bradlee leaves his wife, Celena; two sons, Robert D. and Eric D.; and a daughter, Susan Bradlee Grant, who received her M.Ed. from Lesley College in 1977.
The Lesley Associates Program has through its membership recognized those individuals who have made annual gifts ranging from $100 to more than $1,000. This year, in order to stimulate the interest and support of more alumni, recognition gifts have been adopted.

Recognition will be accorded to those alumni who make a minimum alumni gift — restricted or unrestricted — of $100 or more. Appreciation to members of the Associates will be expressed in the following special ways.

Lesley Associates Categories:
- Wolfard Associates .... $ 100 — $249
- Lord Newark Associates .... $ 250 — $499
- President's Associates ... $ 500 — $999
- President's Council .... $1,000 or more

Recognition Gifts:
- Gold Plate Charm College seal engraved
- Pewter Cordial Cup "1 oz." College seal engraved
- Special Acknowledgement Function
- Special Recognition Function

What's New?
Anything new or exciting happened to you lately? If so, let us know.

Name: ___________________________ Class: ___________________________
Street: ____________________________ State: ______ State: ____ Zip __________
City: ____________________________ Name of spouse: ____________ No. of children: ____________
Present employer: ____________________________ Position held: ____________________________
Address: __________________________

News notes for The Current __________________________

Alumni Affairs: Lesley College, 29 Everett St., Cambridge, MA 02238
Peers praise Lesley for creative communications

Lesley College, long recognized by educators around the world as the leader in educational programs, this summer won three awards from national public relations organizations for its outstanding public relations/communications programs developed in support of The National Center of Economic Education for Children and the "Remember the Ladies" annual fund drive.

Lesley President Dr. Don A. Orton accepted the 1980 Silver Anvil Award on behalf of the College from the Public Relations Society of America at its 36th Annual Silver Anvil Awards Banquet held at Philadelphia's Franklin Institute the evening of May 20. Lesley College was the only winner in the category "Non-profit Institutions: Institutional Programs" for establishing The National Center of Economic Education for Children in response to the national dilemma of economic illiteracy, and for its overall program of institutional development.

Pan American Airways, the American Banking Association, Atlantic Richfield Company and the U.S. Department of Energy were among other winners represented at the black-tie ceremony. The handsome Silver Anvil Award, the nation's highest award for public relations achievement, will be displayed in the College Library.

Lesley was singled out for two more awards by the Council for the Advancement and Support of Education (CASE), presented at the 1980 CASE Annual Assembly held in Detroit, MI, July 7-10. The National Center of Economic Education for Children was again cited for an "Exceptional Achievement Award" in the category of Special Public Relations Projects.

A "Special Merit Award" for Creative Ideas in Publications was presented to the College for the "Remember the Ladies" 1978-79 Annual Fund Drive. Lesley Publications Director Lorelei Snyder and Art Director Barbara Wrenn traveled to Detroit to accept the awards for Lesley College.

Two issues of The CURRENT were among the material receiving special citations pictured above from CASE, one for "Special Merit" and one for "Exceptional Achievement."