Twenty years. A generation.

As we review Dr. Orton's service to Lesley College, let us not overlook the fair number of students who have passed through the Lesley portals during these past 20 years that comprise his tenure. The Lesley Experience is as exemplified by their growth as it is by that of the College.

As you read through the final section of the Class Histories, which cover the “Orton Years,” you will find an extraordinary number of alumni who are involved with children; the variety of their involvement is impressive. One has been named "Outstanding Teacher in Exceptional Education." Others have taken on leadership roles such as authoring an independent reading program for sixth graders, presenting academic papers at international conferences, managing a supermarket, and serving as a customer service representative who deals with multi-million dollar companies. Still others are working with the elderly and the adolescent.

The past 20 years have seen Lesley College and its alumni moving forward to meet their challenges in many directions. We have no doubt they will continue to do so. The base, thanks to Dr. Orton, remains in place and grows broader every year.

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EDITOR
Lorelei Snyder

ART DIRECTOR
Barbara Wrenn

CONTRIBUTING EDITOR
Katrina Kruse

DIRECTOR OF ALUMNI AFFAIRS
Ruth Anne Jaffe
The year preceding Dr. Orton's arrival in 1960 had been an uncertain one for Lesley College. Dr. Trentwell White, who had been Lesley's president since 1944, had died, and the College had been without a chief executive for a year. Lesley needed a leader—someone to provide the institution with direction.

The new president made his priorities clear from the start: to upgrade faculty salaries, revise the curriculum; improve and expand the College's physical plant; and transform the College itself into a "laboratory for learning" in which not only formal classroom work but all activities would be learning experiences.

"I started here in 1959, the year before Don Orton came," says Mary Mindess, Professor, Early Childhood Education, "and I remember talking to older faculty about what a difference having a new president would make in our day-to-day work. 'Probably none' was their feeling. But it was tremendously different. Don Orton did a lot of group work with the faculty, which vastly increased our meeting time — and he got us to listen to each other, to build up rapport, and to establish long term goals."

Dr. Orton envisioned Lesley College as bowing to no particular philosophy of education, but as a place to experiment with learning about learning, to try the new and to test it, as well as examining the old. He believed that life in an institution of higher learning is much more than what goes on in the classroom. In fact, it seemed very likely to him that a great deal of learning goes on outside the classroom.

For this reason, he saw the entire college as a learning environment. And, because the human climate is especially influenced by those in leadership positions — the teacher in the classroom and the top administration in the College, Dr. Orton encouraged the Lesley College faculty and administration to employ the principles of shared decision making, open communication and to involve those affected by a decision in all of the ground work which precedes it.

"When he first came here, people didn't quite known how to take his openness," remembers Martha Ackerson, Lesley's Director of Admissions since 1956. "'Call me Don,' he said. He had individual conferences with each faculty member and administrator that fall. And his door was literally open to anyone. At that time, he was quite non-directive in our faculty meetings. He welcomed discussion and encouraged consensus decision making."

To create this "laboratory for learning," Dr. Orton sought the assistance of the National Training Laboratories (NTL) in Bethel, ME, a human relations training organization which developed out of group dynamics and organizational development experiments at Massachusetts Institute of Technology (MIT) and the University of Michigan, which stressed democracy and rehumanizing human relationships within bureaucratic structures.

Through small group sensitivity training sessions focusing on interpersonal interactions, testing new behaviors, and receiving feedback from other participants, Lesley faculty and staff were encouraged to re-examine their own and others' emotional reactions to and perceptions of each other. Their increased mutual understanding formed the basis for collaborative problem solving efforts at the College.

"At first, Dr. Orton's NTL ideas were received with fear, resistance, and hostility," says James Slattery, Director of Libraries, who has worked at Lesley since 1962. "But, as time went on, they gained a great deal of adherence. Our NTL training really increased people's accessibility to each other. It also had lasting effects on our meeting style. Our committee meetings are open and efficient and there is very little resistance to using caucus and other group dynamics devices to make decisions."

"I was in on our NTL training from the start," adds Ms. Ackerson, "and for all of us who received that training, there have been many spinoffs. It really has made us a laboratory for learning. That is, regardless of your rank at Lesley, you're in a situation where you learn — and much of that learning revolves around relationships. That is very real in the dorms and classrooms as well as in faculty and administrator interactions."
"Don Orton, by being supportive and non-directive, has created a non-threatening climate which makes us much more aware of the roles we play at Lesley," she adds. "That enables people to feel they can speak their minds — that they can have an impact, and that attitude carries over to new people coming in."

While he encouraged staff to attend NTL training sessions and to share their ideas, concerns, and frustrations in an increased number of on-campus faculty meetings, President Orton never pressured people to participate.

"I had not expected so much group process time," explains Professor Mary Mindess, "And I had two young children at that time. My responsibilities to them made it very difficult for me to attend meetings and to go to weekend NTL sessions. Finally, I had to tell Don I just couldn't do it. He told me if my primary responsibilities were somewhere else, and I needed to go there, then I didn't have to attend the meetings. His attitude was 'You do what you need to do first, and you'll do better in everything else you have to do.'

"He conveyed to me a sense that I was valued," she adds. "He believed in both the individual's ability to do creative things and in group process being able to create unique things. I never felt that just because I wasn't able to attend the group meetings or weekends that I couldn't understand or participate in the morale building which was happening. He really had a positive effect on the faculty's esprit de corps."

Although the NTL emphasis on the Lesley campus is more subdued today, its influence is still felt.

"There is more distance between faculty and administration today," says Slattery. "It's very difficult to keep the kind of intensity alive that ongoing group process sessions demand. But, the differences I see between Lesley College and other places are in the human relations area, and it transfers from people who leave to their replacements."

The carryover of Don Orton's emphasis on trust, openness, communication, and shared decision making is clear even to outside observers. A case study by International Management Training for Educational Change (IMTEC), done 17 years after Don Orton arrived on campus states: "An observer of Lesley College is at once struck by the pervasiveness of a shared vocabulary and this conveys the impression that a particular orientation and set of values permeates the College community, particularly at the administrative level and remains one of the most remarkable characteristics of the College."

That same observer might also be struck by the pervasiveness of the shared vocabulary of the Lesley College faculty and administration, regarding Dr. Orton.

"Don Orton delegates power very well, and he has been open to people coming in to create new jobs for themselves. That creates freedom and a sense of renewal and responsibility among the staff," says Slattery. "He's a very calm and cool administrator. He never fails to be gracious and courteous and he has a great deal of sensitivity to others. He also has considerable courage in terms of moving ahead."

"He's a visionary," says Mary Mindess. "You can hear him pondering big leaps. And he's always accessible. He's a 'pure' administrator in that he's consistent. He believes in a certain style and you can count on that. His style provides for autonomy, and it encourages creative ideas to be heard and valued, to be sifted, become stronger, and to come to fruition."

"We've got to be to the education profession what Harvard Business School is to the business world," says John Tucker. "Don Orton is a good, strong leader. He lets people have the freedom to do their jobs. He has molded and made Lesley College into a well-known educational institution, one that is seen as a leader in its field."

"He's typically an NTL person," says Martha Ackerson. "He doesn't mouth it, he doesn't label it, he just operates that way. He's creative and innovative, and he dares to take a risk. That's why he's open to new ideas. Lesley is lucky that Don Orton came when he did. His staying here all these years, as a leader and as a change agent, speaks very well for him. He's a good boss."
Don Orton's management style has been a key to Lesley's success

by Del Richmond

Long-range planning and fiscal responsibility have been the keystones to President Don A. Orton's management style. At an institution where student fees cover more than 90 percent of the operating budget, it is a fine line between black and red that must be walked each year, a line that must also balance academic excellence and rampant inflation. A tough job, but one that has placed Dr. Orton in the forefront of his peers in accomplishing these goals.

The interplay between humanistic management and attention to "the product" has been a major key to President Orton's, and Lesley College's, success. While he has worked to create a community attitude of trust, openness, and experimentation at the College, Dr. Orton has also remained keenly aware that, to survive, Lesley College must be financially sound.

"A college is a business," echoes Director of Admissions Martha Ackerson, "and you have to operate it that way or it won't last. It's an interesting quality -- a business and a community."

Much to Dr. Orton's credit, Lesley has operated in the black each year since his inauguration.

"Former President Trentwell Mason White laid the groundwork for the survival of Lesley College," explains Ms. Ackerson. "He established the Graduate School, and re instituted our emphasis on field work. But, Don Orton built on this and turned it into stabilized growth."

"In some ways, we're a bare bones operation," adds Treasurer John Tucker. "At Lesley, 'each tub is on its own bottom.' That is, each area has to be self supporting. It's been that way because Don wanted it that way, and because if we didn't do it that way, we'd be gone. Because of our lack of endowment, we have to live within our means. And that requires tight budgeting and close attention to detail.

"Yet, Don has consistently been able to raise faculty salaries," he adds. "He has made a conscious effort to do that as a major thrust in his drive to upgrade instruction and to bring in good faculty. Our highest educational expense is salaries, but our faculty are teachers and administrators. We're not a research school. All of our efforts are dedicated to teaching students."

President Orton's management approach reflects his belief that because each organization must fit the characteristics of its surrounding environment, there is no single way to run an organization.

Variety in organization requires care in planning. Cost effectiveness must become an important part of the College's management systems. Great care must be taken to see that the College measures its resources according to its priorities. This means, as well, increased attention to institutional research, market research, and other aids to the determination of the condition of the environment.

Lesley College's goal-directed diversity is clearly evident in Don Orton's organizational concepts of the graduate and undergraduate levels, as described in The President's Goals, 1977-83: "The undergraduate college will be organized for stability and integrity. As the repository of Lesley's historical mission and as a setting for the basic general and professional education of students over four years, the Undergraduate College must maintain a careful and considered approach to its long term development. This is best managed by deliberation, shared decision-making, the provision of strong leadership and thorough quality control. The Graduate School must function in an environment more volatile than that of the Undergraduate College. It needs a looser structure which enables it to more quickly mount the programs needed by a growing and changing profession. It needs more delegation of authority and more program-by-program accountability than does the Undergraduate College."

"Also, the top people here work together as a team. That's a group Don put together, and he has been very active in it," Tucker continues. "You can't plan unless you do that."

Indeed, long range planning is done so well at Lesley that in his book, Strategic Policy Planning: A Guide for College and University Administrators, Robert G. Cope writes: "Except for Lesley College, I have not found a college or university with a reasonably comprehensive strategic plan having operational substance. . . . The strategic plan of Lesley College. . . illustrates well what I mean by identifying specific programmatic dimensions, assigning responsibility, and specifying action."

Much of the growth and prosperity of the past 20 years is due to Dr. Orton's vision of what education ought to be. Lesley has probably changed as much during these 20 years as it did during its preceding 51 years. The world, for that matter, has changed as rapidly, but under his direction, the College has maintained its leadership position, responding to each challenge in a way that strengthened the school and the people who are a part of it.

by Del Richmond
FROM LOCALLY KNOWN TO INTERNATIONALLY RECOGNIZED

1960  Don A. Orton becomes president of Lesley College
1961  Academic rank and tenure established for undergraduate faculty (20 percent maximum)
      Elsa G. Sonnabend elected to Board of Trustees
1962  First New England Kindergarten Conference at Lesley College
1967  Charles H. Hood elected to Board of Trustees
      Dr. Orton begins service as consultant to University of Puerto Rico
1968  C. Charles Marran and Ervin Pietz elected to Board of Trustees
1969  Capital Building Campaign launched
      Jack T. Schwartz and Robert Tonon elected to Board of Trustees
1970  Dearborn Pre-Vocational Unit established as part of the Lesley Schools for Children
      First Compass Summer Program for Special Needs Children
1971  Groundbreaking for new campus
1972  Institute for the Arts and Human Development established by the Graduate School
1973  Formal Opening of the Urban Academic Village including architectural awards and recognition
      "The Humanization of Education," by Dr. Orton, appears in Proyecto de Estudiantes Orientadores, Recinto de Río Piedras: Universidad de Puerto Rico.
1974  Child and Community major (second undergraduate major) approved
      First year of the Student Teaching Exchange Program (S.T.E.P.)
      Continuing Education/Career Development program launched at the Graduate School
      Dr. Orton appointed Consultant on Innovation, IMTEC/OECD, Oslo, Norway, and Fellow, Scandinavian Institutes for Administrative Research, Lund, Sweden
      Richard M. Lee and Catherine N. Stratton elected to Board of Trustees

President Orton addresses The Kindergarten Conference Opening General Session, 1967.

In 1975, Dr. Orton spoke to the international community of educators gathered by IMTEC (the International Movement Toward Educational Change).
1975 Dr. Orton appointed Chairman, U.S. Steering Committee of International Network of Teacher Training Institutions (IMTEC) and a Member, Steering Committee, IMTEC/OECD U.S. Bicentennial Seminar (Managing Change in Urban Schools)

"Changing Higher Education in Sweden" by Dr. Orton published in Stockholm, Sweden, by Scandinavian Institutes for Administrative Research, SIAR Dokumentation AB

"Crisis and Contingencies for the Small Private College," co-authored by Dr. Orton and C. Brooklyn Derr, appears in Teachers College Record, December issue

Polly Blakeley, Allene Russell, and Julian M. Sobin elected to Board of Trustees

1976 National Assessment and Dissemination Center for Bilingual Education Materials located at Lesley College

Board of Higher Education approves Certificate of Advanced Graduate Study (CAGS) program (sixth year program between master's degree and doctorate)

College attains national visibility through Wall Street Journal article describing Lesley as an innovative college

Mary Ellen Cabot and Paula Sherin Stahl '68 elected to Board of Trustees

1977 Case study of Lesley conducted by the International Movement Toward Educational Change (IMTEC), presented at Cambridge University, England, to international community of educators

William D. Eberle and Samuel S. Dennis elected to Board of Trustees

1978 Lesley Collaborative for Educational Development (LCED) established as third division of College

"Innovating in an Innovative Setting: A Prediction Case," by Dr. Orton, published by IMTEC, Oslo, Norway

National Economics Education Planning Conference

Detroit Sunday News says, "One of the most prestigious teacher schools in the nation... Its graduates are thriving in a rather hostile climate for teachers and drawing the interest of scores of teacher-education schools across the nation."

George P. Baker and Ronald Rossetti elected to Board of Trustees

1979 Harvard Business School includes Lesley College innovations as a case study.

The National Center of Economic Education for Children inaugurated in White House Ceremony in Washington D.C.

U.S. News and World Report calls National Center, "one of the most ambitious teacher training projects..."

Reorganization of the Graduate School

Jacqueline A. O'Neill elected to Board of Trustees

1980 New Computers in Education master's program offered at Graduate School

Public Relations Society of America Silver Anvil Award presented to Lesley College for "Non-profit Institutions: Institutional Programs"
President Orton discusses the progress and the problems of his first 20 years

by Katrina Kruse

Ms. Kruse: Looking back over the 20 years since you became president of Lesley College in 1960, one tends to think first of all the changes that have occurred, but perhaps you could tell us about some of the things that have remained the same.

Dr. Orton: I think that what has characterized Lesley throughout those years, and what continues to characterize it today, is our ongoing process of management. It is characterized, I believe, by our identifying the problems and challenges that face us; diagnosing them; examining our options; making what appears to be the best choice; then taking appropriate actions. I know this sounds very rational, but this is what we try to do.

Ms. Kruse: When you say, "Lesley," do you mean the administrators, or the faculty, the trustees, or all of them?

Dr. Orton: All of them. I don't think that I've ever worked with faculties that more effectively and creatively make decisions than those here at Lesley, both undergraduate and graduate. The same, I believe, is true of Lesley administrators. It takes all of us, including trustees and students in many areas together to make the good, creative decisions that are responsible for Lesley's success.

Ms. Kruse: Is Lesley unusual in this respect?

Dr. Orton: Yes, I think it is. One of the reasons is our institutional climate that supports a divergence of views. People don't have to have the same ideas, in fact, we encourage them not to. We find that good group processes and exchange of widely differing ideas to be the most effective way to encourage good decisions.

Ms. Kruse: Do you see this as a continuation of some of the concepts from the National Training Laboratories which you brought with you to Lesley in 1960?

Dr. Orton: Yes, I do. And it's not only what I brought with me, but the fact that so many of the Lesley people — faculty and administration — have been through NTL training. For example, George Miller, Bob Lewis, Jennifer Page, Charlie Clayman, Marti Ackerson, Natalie Vallee, Jim Slattery, Avis Brenner... to name some who come immediately to mind. I have recently been struck with the value of more group training at Lesley again. I think it promotes individual learnings and group learnings that are invaluable. For example, just the ability to listen, and to demonstrate that you've understood what someone else has just said. That's very important. Before 1970 the basic model of governance we were working with at Lesley was called, "management by transaction." Various constituencies of the College "transacted" various ideas and answers to issues and goals which they faced in common.
Ms. Kruse: That sounds very similar to the way things are done today.

Dr. Orton: A lot of it is going on right now, but in a less formal sense. When I work with College “management teams,” we use a lot of group dynamics: that is, keeping options open, listening thoughtfully to each others’ ideas. I see it wherever I go on campus. I suspect if I were to drop in on undergraduate teachers’ and staff meetings, the CORE groups, too, I would see the same type of group process going on.

Ms. Kruse: Could you give us an example of the way group process solves problems at Lesley?

Dr. Orton: I think so. One example at the undergraduate level is the very creative and sound response of the faculty, with considerable and important contributions from students and administrators to some very tough new state teacher certification requirements.

I say “creative” because it is now possible for an undergraduate student at Lesley, in four years, to select from among 11 options — four are single choices or certificates, and seven are dual. I think that’s remarkable. It’s an example of a faculty that knows how to solve problems rather than a faculty that knows only how to fight for “territory.”

Another example is what’s happened to the Graduate School in recent years. There were fewer than 200 students enrolled in the Graduate School in 1960; 10 years later there were approximately the same number. Today we have over 4,000. This is because the leadership of the graduate school is prepared to take calculated risks in reaching out to new student populations and coming up with new responses to the needs of the marketplace for specially prepared professionals. I think that the ability of the College, and especially the Graduate School, to support “risk” ventures was a turning point in our history. Calculated “risk-taking” is an important part of group dynamics.

Ms. Kruse: What kind of parameters for growth do you see for Lesley College over the next 20 years? Is it possible to look ahead that far?

Dr. Orton: I’m a skeptic when it comes to long-term “futurism.” I think about all we can reasonably attempt to do is to try to plan about five years ahead. These plans need constant updating. This year we’re seriously trying to anticipate 1985-86 and the years between, while leaving room for revision in our plans on the basis of new information, new needs, and new developments. Even within a five-year time frame you have to work with a number of assumptions.

These are some of my administrative assumptions: Growth at the Undergraduate School is very much constrained by the realities of physical space limitations. We’ve staked out a very important set of geographic parameters: Massachusetts Avenue, Everett Street, Oxford Street, and Wendell Street. In terms of city zoning policies and developments I don’t see how we can physically grow any more.

We have to pay a price for that. During the past 20 years we’ve averaged an increase each year of 25 additional undergraduate students, growing from 375 to 840. When you increase the number of students, you decrease your net expense since costs are spread over a broader base. We can no longer predicate our tuition income on the basis of a constantly growing, albeit small, undergraduate enrollment.

During this same 20-year period, we’ve grown from nine buildings to 39. During the construction period in the early 1970’s we demolished about a dozen older buildings. But we still have 13 frame houses, and we know we’d like to thoroughly renovate all of them. We also know the cost which is practically prohibitive at $50,000 per house.

Our restricted space presents another very real limitation in terms of our admitting foreign graduate students — we are denying admission to many simply because we don’t have living facilities for them. Ideally, we would like to begin a building and renovation program next year. Regrettably, we can’t afford it.

The Graduate School has the potential of substantial growth because it can carry on many of its activities off-campus. The assumption of the Graduate School Planning Group is a growth rate of approximately 2.5 percent annually. I think that is a very conservative estimate of what we may actually do. The Graduate School is in the process of some healthy consolidation. The faculty and administration are working more effectively, more prudently with their budget. And it’s regularly introducing new, relevant majors. There’s really no ceiling, in my opinion, as to what the Graduate School may do in the years ahead.

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Dr. Orion: One possible source, among others, is alumni support. The percentage of alumni support has been remarkably high until this past year, in which it dropped substantially. However, I think there is a new generation of alumni who are maturing and who will become very substantial supporters. They’re serving the College in some very important ways; some are already members of the governing boards of the College. I look quite hopefully to the alumni as one source of potential support.

I think our governing boards — the corporation, the trustees — have been generous. From five individuals over the past few years we’ve received or had pledged almost one million dollars. There is some more potential there. I see this as a time for adding new membership to our boards. The esteem in which the College is held nationally and internationally merits high-quality support from present and future board members.

In yet another area, we haven’t seriously begun to realize the support available to us from foundations and corporations. We expect to explore the potentials in these groups through our new National Center of Economic Education for Children. Then, too, new programs — “profit centers” — I believe are a real possibility.

Ms. Kruse: What are some of the ways in which The National Center will improve the financial picture at Lesley?

Dr. Orion: The National Center should develop a lot of marketable education materials over the next few years. Also, industry and corporations today are spending hundreds of millions of dollars to provide teachers in the United States with materials on economic education. Our National Center, with its high reputation for academic integrity and impartiality, can become both consultant and conduit for such materials.

All things considered, we’ll continue to operate with a balanced budget at Lesley. As far as I’m concerned, it’s an imperative. Not only for the College, but for each of its units.

Ms. Kruse: What can the alumni do for the College that will help in the years ahead?

Dr. Orion: All alumni can participate in the well-being of the College in one or more ways. It would help us to gain financial support from other sources if we could say we had 100 percent alumni participation. A second very important area and opportunity for alumni is in student recruitment.

Ms. Kruse: Is this part of the “networking” concept?

Dr. Orion: Yes, and another important example of that is in the placement of our graduates. These kinds of ideas and goals have been around for some time, but now is the time we really need to implement them effectively.

Ms. Kruse: It sounds as though the decades ahead for Lesley will be difficult ones, yet you seem confident that the College will come through. Why do you think, as pointed out in the Wall Street Journal and Detroit News articles, and in the management studies of Lesley by the Harvard Business School and the International Movement toward Educational Change consortium, that “Lesley succeeds while others fail?”

Dr. Orion: I think Lesley succeeds for a number of reasons. Over the past 20 years the value of a Lesley degree has increased many fold. The hallmark of Lesley College now, both undergraduate and graduate, is quality. It is quality because of its programs, its faculties, and because of what I think is very effective leadership from our administrators and trustees.

Another unique feature of Lesley is that it keeps its eye on opportunities. I find that thinking at many other institutions has become moribund — which is to say, unpragmatic. Unquestionably, the future belongs to the realistic, pragmatic institutions, especially today. You have to offer students competencies and skills that they can use when they graduate and enter the marketplace. As you know, Lesley does this very well.

Still another factor is our size. Because we’re small, we can reach decisions and take action far more rapidly than larger institutions will ever be able to do. They are captives of their own bureaucracies. Another size-related strength is that we’re able to maintain a high degree of personal accountability for very high-quality performance.

Also, we at Lesley are not bound to any one model of governance. We can follow whichever model fits a given set of circumstances. We can adapt rapidly to change. And the situation during the past 20 years, especially the last 10, has been one of great rapidity of change. Lesley’s response has been to transform the changes into positive opportunities for qualitative and quantitative growth. This results, in part, from our decentralized, accountability, “contingency,” styles of governance.

Finally, we’re not frozen in place by outworn assumptions. Faculty tenure is an example. Because we keep positions open, we’re constantly able to bring in new, bright practitioners. And yet we have a corps of senior faculty who give stability and also direction to the College.

Several assumptions that colleges and universities in the United States tried unquestioningly to follow we don’t follow. That’s what makes Lesley unique — and strong.
Lesley weathers the turbulent '60's

by Del Richmond

The Lesley College of the 60's, under Dr. Orton's leadership, saw improvements in quality and size at both the undergraduate and graduate levels, the growth of quality academic programs through collaborative and community effort, and the improvement and expansion of the college's physical plant. The early 70's, however, hit the laboratory for learning with a severe test.

Student unrest over issues ranging from dormitory rules, staff dismissals, and departures to the Vietnam conflict; and a decline in freshman enrollment from 201 in September, 1970, to 125 in September, 1971, left little doubt that Lesley College was in the midst of a crisis.

In 1977, a case study by the International Management Training for Educational Change (IMTEC) presented in Cambridge, England, described Lesley's response to these events, which threatened to undo the gains of the '60's, as "making more than adjustments in the policies and offerings of the College. It also reflected, to a large extent, the conscious application of theories of change and innovation, and, in addition, a financial policy based on practices more familiar to the business than the educational world."

"In that period of turmoil, Don was a target," remembers John Tucker, Vice President for Financial Affairs, "But he didn't back down. He had a good sense of what the College should do, and he did very well with the students. He was willing to talk with them about their concerns. He's very good face to face."

"Through Don's direction, Lesley responded in group dynamics ways," adds James Slattery, Director of Libraries. "We held mass meetings and passed resolutions, and Don personally participated in those meetings. He remained fair and calm throughout, even though he took a lot of heat. He also got the Trustees to come and to respond to the students' issues."

It is typical of Don Orton that even in this time of crisis he responded in a manner which encouraged exploration of ideas and issues and collaborative decision-making and problem-solving. The crisis resolution process itself became a new and uniquely educational experience for students, faculty, administration, and trustees as they all earnestly struggled to work with each other to make and implement decisions to deal with the complex and emotionally loaded issues at hand. This classic confrontation was the epitome of Lesley College's laboratory of learning.
Dr. Orton honored for twenty years of service

"Let such teach others who themselves excel." The Distinguished Service Citation presented to Dr. Don A. Orton at Commencement on May 17 began with these words of the great British poet Alexander Pope, and exemplify the life and work of Dr. Orton at Lesley College for the past generation. The unexpected tribute to Lesley's President was one of the highlights of the graduation ceremonies.

Dr. Orton began his career as a classroom teacher in Utah, becoming first a school superintendent and then a faculty member of the University of Utah's School of Education, after he gained his master's degree in educational administration and management from The Ohio State University in 1944. Coming east to earn his doctorate from Harvard in 1950, Dr. Orton subsequently became Director of Education for the State University of New York, after which he returned to Utah to assume the Deanship of the University of Utah's State College of Education. During these years he became an influential leader in the National Training Laboratory, and brought its philosophy of humanism in curriculum and management to Lesley College in July, 1960, when he became the second president in the College's history.

Dr. Orton's 20-year tenure as president of Lesley is among the longest of any currently serving college president in the United States.

During those years all aspects of Lesley College life have been extended and enriched. Massive revision of the undergraduate curriculum was undertaken, as well as new campus construction and the establishment of a Graduate School, the Lesley Collaborative for Educational Development, the National Assessment and Dissemination Center (which specializes in bilingual education), and The National Center of Economic Education for Children. The College continues to operate on a balanced budget as it has throughout Dr. Orton's tenure.

The Citation, read at the ceremonies by Eliot I. Snider, chairman of the Lesley College Board of Trustees, also acknowledged Lesley's debt to Dr. Orton for his innovative educational philosophies of humanism, patience, understanding and responsiveness which have transformed the College into a "truly unique Laboratory for Learning" where not only formal classroom work but all activities are learning experiences."

Dr. Orton received the Citation amidst cheers and a standing ovation from the Lesley graduating class and the assembled faculty of the College. Obviously deeply moved by the experience, Dr. Orton's sense of humor surfaced as he told the graduates, "It's much more difficult to get a citation from Lesley College than a doctorate from Harvard University."
C. Charles Marran heads Board of Trustees

Lesley College announced that C. Charles Marran, chairman of the board and president of Spencer Companies, Inc., a Boston-based specialty merchandising organization, has been named Chairman of the Board of Trustees of Lesley College and Lesley College Graduate School.

Marran joined the Corporation of Lesley College and became a member of its Board of Trustees in 1968. During the early 1970's he assumed a leadership role in the construction of Lesley's new campus and has served as a trustee member of the College's Personnel Policies Committee and its Financial Development Committee.

Most recently, Marran was instrumental in the founding of The National Center of Economic Education for Children, located on the Lesley College campus. The privately funded National Center is the only organization in the United States exclusively devoted to providing economic education for children in the elementary grades. As a member of its National Advisory Board, Marran attended ceremonies in the Oval Office the White House when President Jimmy Carter officially unveiled The National Center and congratulated the Advisory Board for its pioneer efforts to develop economic curricula for the nation's elementary schools.

The National Center's Advisory Board now includes such nationally known figures as Henry Cabot Lodge; Dr. George P. Baker, former dean of Harvard Business School; Jack T. Schwartz, president of Syndicate Magazines; and Joan Bennett Kennedy.

Marran, a graduate of Northwestern University, joined the predecessor of Spencer Companies, Inc., the Spencer Shoe Corporation, in 1938 as assistant to the merchandising manager. In 1954 he was named president of Spencer. He is a past member of the Young President's Organization and a life member of the Brandeis University Club. He was also a member of the Advisory Council of the Citizens Exchange Corps, past president of the Volume Footwear Retailers Association of America and past chairman of the Action Committee for International Development.

Mr. C. Charles Marran (L) formally assumed his duties as Chairman of the Lesley College Board of Trustees in accepting the gavel, symbol of his new office, from President Orton (R) at the Board of Trustees Meeting on December 11, 1980.
New members elected to the College Corporation

Denise Galvin Swan '67, John G. Marder, and Sidney Shapiro were elected to their "freshman" three-year terms as new Lesley College Corporators at the Annual Meeting of the Lesley College Corporation, October 23, 1980.

Ms. Swan, of Wellesley Hills, studied trust law at the American Institute of Banking and investments and economics at Northeastern University following her graduation from Lesley. She has continued as an active Lesley alumna, also serving as Alumni Chairman of the Action Auction at the Newton Country Day School of the Sacred Heart, a major fund-raising effort in 1976. In 1977 she was Chairman of Alumni Reunion.

In addition to her job as Events Coordinator for the Office of the Mayor of Boston, Ms. Swan is the director of the Children's Program at the Oyster Harbor Club, a Town Meeting Member in her hometown of Wellesley, a board member of the Newton Country Day School, a member of the World Affairs Council, and she served as a staff member for Boston's Great Cities of the World Celebration.

Ms. Swan is married to Joseph Edward Swan, and is the mother of Joseph Edward Jr., Tiffany, and Keith.

John G. Marder's daughter, Susan, is a Lesley freshman. Marder, executive vice president of Grey Advertising in New York City, and his wife, Joan, have two other children, Jonathan and Jane. Marder studied chemical engineering at Cornell University, and received his B.S. from Columbia University's School of Business in 1950. He served at sea as Chief Radio Officer for the Army Transport Service, as an Ensign in the U.S. Maritime Service, and in the U.S. Army as a First Lieutenant. He is a member of the Navy League, and the National Committee of the Armed Services YMCA's.

An executive at Grey for 25 years, Marder has responsibility for accounts in both the public and private sectors and directs the activities of Grey New York on behalf of the Federal Government. He has been a guest lecturer on advertising and marketing at the Harvard Business School, American University, and New York University's College of Business and Public Administration, and has addressed many business conventions and national meetings in both the public and private sectors.

He and his family reside in New York City.

Sidney Shapiro's daughter, Rose, is also a Lesley freshman. Shapiro, who studied business at Suffolk University, is president of Goldseal Rubber Company and director of York Realty.

Mr. Shapiro is a Mason, and a YPO 49er. He is also a member of the Pinebrook Country Club, and 210 Associates, an insurance and investments committee. His philanthropic interests and involvements are wide-ranging: he is active in the United Way, and the Combined Jewish Philanthropies.

Shapiro and his wife, Peggy, have three other daughters, Ellen, Joan, and Carol. The family home is in Chestnut Hill.

Dr. George P. Baker and Robert H. Cain resigned from the Board of Trustees this fall. Dr. Baker will continue to serve as Chairman of the National Advisory Board to the National Center of Economic Education for Children. Cain will continue to serve as a Lesley Corporation. Julian M. Sobin also resigned from the Board. The Corporation regrets the loss of two of its members: the late H. Gardner Bradlee and Ellen Green Bloch '61, who resigned her position.

President Orton welcomes new Corporators Denise Galvin Swan '67 (C) and Sidney Shapiro to the Lesley College Governing Board at the Annual Meeting of the Lesley College Corporation October 23, 1980. Not pictured is John G. Marder, who was also elected to the Corporation at the fall Meeting.
An ageless talent with "special" people

By Monica McKenna

The eyes of Margaret Leslie's 10 students follow her constantly around the room. They parrot many of her classroom commands. They look to the sturdy, white-haired teacher as the source of all knowledge.

Nilda still needs help holding a crayon or pencil.

Wilson can recognize his own address on a flashcard and, with a little encouragement, is learning his classmates' addresses as well.

Like his classmates, Keith does his best work on colors and lines when pushed by a determined teacher.

Margaret Leslie is just that for her mentally retarded students at Hartford's Mountain Laurel School. To provide the continuity she believes is important to their learning, she has asked — and received — permission to continue past the normal retiring age to complete the current school year. She just turned 70.

She would rather continue teaching as long as her doctors allow her, but the permission she has received from the Hartford Board of Education and from state officials makes this year her last for teaching.

"I can't imagine myself sitting around doing nothing," Leslie said. She limps slightly because of an old car accident injury to her knee, not because of age. "I hate the word 'elderly.' I don't feel as old as I am."

She teaches colors, shapes and lines, and more ways you can teach something, the more they learn."

While demanding much from the children, she is upbeat with them and responds quickly whenever she hears "I finished" or "Look at mine first" after a coloring assignment to learn shapes.

The patience for constant repetition is necessary, but, "I don't think of it as patience," she said. "You just want them to do the best they can. If it means the same thing over and over again, you just find 10 ways to teach the same thing. The more ways you can teach something, the more they learn."

While bragging a bit about the strides some children make in her classroom, she confides that none of her students knows how to tie his or her shoe laces yet.

Those who improve greatly move on to the status of educable mentally retarded and more is expected of them.

Most teachers can see improvement in their students, but that's not always possible for Leslie. She has learned she can't always help everyone. She recalls with some resignation that she met with defeat after a personal struggle to get a deaf boy re-evaluated and out of her classes, because she felt strongly that he didn't belong there. Since then, she has guarded herself against getting too involved with the students, she said.

After seven years in a traditional classroom in Manchester, she decided she needed more of a challenge — perhaps an inner-city school — and came to Hartford 15 years ago when she was 55.

Her work is described as "exceptional" by Mountain Laurel Principal David J. Haylon who, before meeting Leslie, had heard of her achievements 20 years ago. "We're sorry to see her leave," he said.

She's very much aware of all the conditions that might have led to the retardation of her students. Brain damage, microcephalus or hydrocephalus — brains either too little or too big for the rest of the body, cerebral palsy and rubella are a few birth defects that are often compounded by other ailments like epilepsy, lead poisoning and degenerative ethnic diseases passed on through the family, she says.

Leslie always has known she wanted to work with the retarded. Encouraged by her father, a psychiatrist, she first worked at the age of 10 in the various wards at Belchertown State Mental Hospital in Massachusetts in the 1920s, when he was director there.

"He told me, "If you really want to work with these kids, you'll have to spend a few months on each of these wards,"" she said.

She trained in early childhood education using pre-Montessori methods, was graduated from Lesley College in Cambridge, Mass., and, after taking courses at the University of Hartford and the University of Connecticut, she received her master's degree from St. Joseph College in West Hartford.

She has taught in Pennsylvania, Glastonbury and then Manchester. She also worked as a day-care director.

It was in Pennsylvania that she met her husband, John, an architectural engineer. They have six children, one of whom teaches a class for the deaf in Hartford.

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Teachers find renewal through new Lesley program.

Declining enrollments and budget cuts have taken their toll not only on teachers' lives, but on their souls as well. Many in these situations have accepted the myth that teachers are not qualified to do anything but teach.

Successfully combating this problem has been Janet Van Etten '78G, Director of Project Renewal. Project Renewal is a career development program for educational personnel seeking alternative careers. It began at Lesley in September 1979 under a grant from the U.S. Office of Education Title IA of the Higher Education Act. It continues as an independent program under the Graduate School.

Renewal is the key word here. A number of the participants have decided to remain in education. Those that have find they are much more positive about their jobs now, and feel more like the professionals they were trained to be.

"It was great for me to learn that I was not 'stuck' in teaching," said JoAnn Gero '69G. "I began to see teaching in another way. It freed me."

"I had a low image of myself as an educator. Now I see the value in the things I do. I am more comfortable, I feel I am in charge. I'm not staying in teaching because I'm afraid I'm not good," added Nancy Gouveia '77G. "Having a choice is always good for you."

Other graduates have gone on to new fields. Terese Garufo '76G is now a freelance graphic artist, and Deborah Cary '74G is participating in an internship at New England Merchants Bank in its personnel office working on pension plans. Project participants Jane Jenkins and Patricia Somers are computer programmers at John Hancock Insurance Company and Michael Stern is a documentation analyst with William Carter Company. Peggy Neale is an instructor of training at the New England Merchants National Bank corporate headquarters.

The primary objectives and activities for the comprehensive 15-week program, which will be offered again this winter and also in the fall are:

- promoting self-knowledge and self-confidence in the career development process through personal and skills assessment, information interviews and a panel discussion of former educators currently in business,
- conveying information about careers in business with an emphasis on high technology companies through site visits, company representatives discussing specific facets of corporate worklife and a lecture/discussion series on Organizational Psychology and Contemporary Issues in Business,
- giving instruction in techniques of career management including resume writing, interview skills, time management and networking,
- providing support in career development through regular group meetings, small group discussion and individual counseling.

Ms. Van Etten stresses that this program is for a very specific group: those whose careers have been adversely affected by declining enrollment or who are facing termination through Reduction in Force (RIF), or who have decided that education no longer offers them the professional growth they seek.

"We accept only those coming directly from education with at least two or three years of experience. Candidates can't have left the field. That would be considered a reentry rather than a renewal situation," she said.
Looking back on a year of growth

As this school year draws to an end, so does my term of office as president of MTA. I would like to look back, and to share with you what I have seen and learned. This year, I have become very aware of how many educators are seeking other employment. To help them, MTA has worked with a private counseling organization to set up workshops, and has published such activities as the teacher renewal program that is provided by leslev College.

This year I have monitored the work of the Commission to Reorganize Public Higher Education. and I have seen MTA members who are employed in higher education mobilize to fight a reorganization bill. I also have seen our 18 members writing to their legislators about the reorganization bill.

This summer, the MTA will renew the campaign for a new MTA tax relief bill.

Job burnout: Almost everyone knows the symptoms; it's the treatment that's tough.

Over 160 applications were received for the 30 openings in the initial pilot program. Of the original 30, 24 completed the eight-month program. The current program has been revised to 15 weeks.

In the pilot program, as in the current sessions, the selection criteria included a demonstrated commitment to change and a positive attitude toward a transition out of education.

"This attitude was imperative," Ms. Van Etten said. "If they were still angry at their own specific situations or with education in general, that was a hurdle we believed had to be overcome before our program could be successful for them."

Of that first class six had been RIFed in June of 1979, a third knew their schools were closing in June 1980, and another third had recognized their opportunities were limited in their current situations.

Two major questions are addressed by Project Renewal: where are the jobs and what skills does a teacher have that are valuable in the business world. The growth areas in the job market in New England lie in the high technology fields, the services industries, the training areas, and sales.

As far as skills are concerned, Ms. Cary discovered it was mostly a matter of semantics and learning the business terminology. "Whether you call it managing or administering, the words both apply to the same kinds of skills," she said.

One of Joanne Gero's questions when she went into the program was "What would I do if I got out of teaching?"

The answer for this 13-year teacher was not a high technology career, but rather a more person-oriented field, that of a convention planner, which she thoroughly researched. She describes Project Renewal programs however as "more than just how do I get out of teaching," and offers herself as a good example.

Her school closed last June.

"I had known it was going to close for the past five years. The timing was right for a change. I wanted to find out if I needed to get out of teaching or just out of my grade.

At the same time she was exploring convention planning she interviewed for a new teaching position. "I came out of that interview and said to myself, 'Damn, I'm good!'" She also impressed the school committee as she was offered the job over five other candidates.

"I went to my committee and said, 'I want to stay in teaching.'" She also impressed the school committee as she was offered the job over five other candidates.

Ann Townsend is another participant who is continuing in teaching. "There are still a few things I want to do," she said, but the program provided her with a strong sense that her skills were transferable, knowledge she found particularly useful because "I had never known anything other than schools and an academic situation."

In the process of the group coming to its own individual conclusions as to their futures, they collectively explored 93 companies and interviewed 69 different people.

Whether they stayed in education, or moved on to another field, Janice O'Connor seems to sum up the feelings of the group: "I have confidence that I am doing the right thing."

Alumni who are interested in this program and meet the qualifications should contact Ms. Van Etten at the Graduate School, 868-9600.
NOTES OF CURRENT INTEREST

Dialathon tops $8,000

On the evenings of November 4 and 5, two Lesley Dialathons were held at the Boston University George Sherman Union.

Congratulations to our 22 Lesley College students and members of Lord Newark Society, and the eight alumni who brought in $4014 in pledges on November 4, and also to our 31 Lesley students and members of Lord Newark Society, and the five alumni and one faculty member who together helped to bring in $4295 in pledges on November 5.

The grand total from the two evenings of dialathons was a very successful total of $8309!

Alumni tour historic house

An Alumni wine and cheese Open House was held at the historical Victorian row house and carriage house, home of Mary Ann Blackwell '54 on Capitol Hill, Washington, D.C. on October 26, 1980.

Reminiscing about Lesley were Alumni Elaine T. Damelin '57, Mary Lally Nolan '74, Susan Everett '62, Ria Klein '77G, Nancy Davis Perkins '56, Sandra Davis Flower '65, and Ruth Anne Jaffe '72 and '76G.

Mary Ann Ryan Blackwell '54

Schools for Children will incorporate as non-profit organization

Lesley College has announced that the three special education elementary schools and a nursery and kindergarten school it owns and operates will form an independent nonprofit corporation on July 1. The decision by the Lesley Board of Trustees made at its regular meeting Dec. 11, 1980, does not affect Lesley College or Lesley College Graduate School in any way.

The new corporation, which will be governed by its own board of trustees, will be known as The Schools for Children and will continue at its present location on Concord Avenue in Cambridge. Frank Eldridge, currently head of the schools, will become president.

The schools involved are the Walter F. Dearborn School and Dearborn Pre-Vocational School for emotionally disturbed children; the Carroll Hall School for children with learning disabilities; and the Lesley Ellis School, a nursery and kindergarten for normal and gifted children. Current enrollment is about 200 students from Cambridge and neighboring towns and cities including Boston.

The College will underwrite a substantial amount of the new corporation's operating expenses during its first year in order to effect an orderly transition. The Schools for Children will continue its close professional relationship with Lesley College and the Lesley College Graduate School.

Alumni, Emerald Key join for another successful Prospective Student Day

As well as sending the most representatives to Reunion '80 this summer, the graduating classes of the '70's were also the "alumni majority" at the 1980 Alumni Prospective Student Day, held Saturday, November 15, at Lesley College.

Donna Buonopane '78, Christine Igo '78, Paula Bentinck-Smith '74, Elizabeth George Latham '70, Mary E. Grassi '74, Michele Baxter '78, Pat Carlan '77, Joan Harrington '78, and Director of Alumni Affairs Ruth Anne Jaffe '72, '76G, were among the alumni in attendance, joined by Arline Rich Davis '53, Faith E. Bowker '62, and Alumni Association President Gail Roberts Dusseault '60. All participated in the fun-filled and informative day for potentially Lesley-bound high school seniors and their parents.

It was the ninth annual Alumni Prospective Student Day, jointly sponsored by the Alumni and Admissions Offices. This year, as well as chatting informally with prospective students over coffee and lunch, a special event of the morning's activities was a "buzz session" during which the alumni, introduced by Director of Admissions Martha B. Ackerson, reminisced about the "old days." Along with current Emerald Key members, they answered questions from the interested seniors about "life at Lesley" — present and past.

After viewing the new slide-tape show on Lesley College, the audience was joined by Financial Aid Director John P. Joyce for an informative presentation on the ins and outs of applying for financial aid. A convivial lunch in White Hall was followed by campus tours for all, conducted by Emerald Key.
As John P. Joyce looks on approvingly, Governor Edward King signs the proclamation declaring January, 1981, as "Financial Aid Awareness Month" in the Commonwealth. Conceived and organized by the Massachusetts Association of Student Financial Aid Administrators (MASFAA), of which Mr. Joyce is past president, Financial Aid Month activities include workshops, seminars and presentations across the state to ensure that current, consistent and complete information regarding student financial aid opportunities is made available to students and their parents.

Next year's Lesley look? Director of Admissions Martha B. Ackerson (R) chats with one of the high school seniors who came to Alumni Prospective Student Day, November 15, 1980.
CLASS HISTORIES

(Editor's Note: With this issue we conclude the Class Histories from this year's Honored Reunion Classes. In our next issue we will resume the traditional Class Notes. Many of you have taken advantage of the clip-out coupons to tell us of your activities and we thank you all. Those of you who have yet to take scissors in hand, why not take that moment now?)

1960

Diane Monteith Joyce was a classroom teacher in Grades 1-6 from 1960 to 1973 in a variety of locations from Ludlow, to Roswell, NH, to Lexington, VA, where she presently lives and works as an L.D. Resource Teacher (K-7). But wherever she was teaching the quality of her work shone through, and she was named Outstanding Young Teacher of 1968. In 1976 Diane earned her M.Ed. in Special Education and Learning Disabilities from the University of Virginia.

Married in 1960 to Arnold Joyce, a college professor, Diane and her husband have three children, Gary, Kristie, and Chad. Diane lists her volunteer work over the years as “the usual” for a mother of three: PTA, Boy Scouts, Girl Scouts, and Swim Team Parent Coach. Her family enjoys summer camping trips around the U.S. and into Mexico and Canada.

Joslyn’s major role has been as wife, helpmate, and traveling companion to her busy husband, an architectural acoustical consultant to R.L. Kirkegaard and Associates, and as “chief parent” to their three sons: Dana, Jonathan, and Bradford. But Joslyn has managed to concurrently pursue her profession without pause by tutoring, “subbing,” and by opening her own school, “The Gingerbread House,” nine years ago.

“This little school,” she writes, “has been a great joy, and through it I have taught student teachers as well as children. Often I’m asked to speak to college students and I enjoy the continuing challenge of spreading Lesley’s teachings. I’ve also been deeply involved in my community’s school system — all very rewarding!”

Joslyn’s memberships and accomplishments are too numerous to list. A few include Chairman of her District’s Scholarship Committee, Citizen’s Advisory Committee, Chairman of the Advisory Committee for Child Care of the Dupage Area Vocational Education Authority, Chicago Women’s Architectural League, and, most recently, she was assigned to the Superintendent’s Task Force regarding recommendations on direction to take with respect to housing and programming students in School District #44.

Joslyn’s “special interests” in her private life include “the Arts,” reading, meeting people, sailing, canoeing and traveling. Her family has explored the U.S., Canada and Europe. Joslyn says her most exciting trip was to Iran four years ago. Her favorite trip was a summer in Europe with her sons. Joslyn is the guardian of Christine Kuhn, who is a Lesley junior and the daughter of her dearest friend.

After becoming the mother of Jeffrey, Gary and Andrew, and being with the children at home, Linda Cooley Levene felt the need for a change, and became a travel agent with Argus Travel in Hamden, CT., and she says she enjoys her work “very much.” Linda is married to Charles Levene, a CPA with Isenstadt and Levene, and the family lives in New Haven, where Linda has won local recognition for her volunteer work, which includes the National Council of Jewish Women, chairman of the juvenile justice organization in her community, president of the Jewish Federation and chairman of household and furnishing for the Russian Resettlement Project.

In addition, Linda belongs to the Brandeis Women’s Committee, Hadassah, the League of Women Voters, and Temple Emmanuel and its Women’s Group. Linda lists varied hobbies, and says she enjoys traveling. She says she enjoyed the functions she attended which were sponsored by the Connecticut branch of the Lesley Alumni Association.

Lenore Berman Lieberman extends greetings to classmates from Hilldale, NJ, where she has been living and teaching fourth grade since 1974. Before joining the staff of the Hilldale Board of Education, Lenore taught third grade in Westwood, NJ, for a year, and her first job after Lesley was as a fourth grade teacher for Milton, MA, from 1960-63. Lenore is married to S. Martin Lieberman, an executive with Continental Group Insurance. They have two children: Denise and Bruce. Lenore has taken various graduate courses over the years since leaving Lesley, and she lists hobbies and pleasures centered around family activities and travel.

From Amherst, NH, Linda Baur Maston writes, “Interestingly, I seem to be doing exactly what I thought I would be doing now when I left Lesley 20 years ago. After teaching for several years immediately after graduation, I married and had two children. Then I operated a small nursery school in my home for seven years while my own children were young.”

Reunion Questionnaire, Joslyn says she “So glad to have had you share my life, Lesley!” writes Joslyn Hills Kirkegaard, from Lombard, IL. In completing her Reunion Questionnaire, Joslyn says she realizes how much of her life has to do with Lesley and the years she spent there. Her lifelong friends, Bunny Cohen Gorflinke and Rae Dinner Seife, were her classmates at Lesley, and she met and married her husband, Larry Kirkegaard, while she was still a student and he was at Harvard. Moreover, she maintains, “my background, training and degree have served me well in a profession I love.”
Linda's husband, Roy, owns and operates a small business, and her two children, Roy III and Laura, are ages 16 and 14, respectively. Linda continues, "When the children were old enough, I taught kindergarten part-time, and then moved into my present job, as a full-time readiness teacher for the Amherst School District."

Linda has taken courses at Northeastern University and the University of New Hampshire, where she is planning to enroll in a master's program. Linda enjoys creating things "from scratch," including baking, sewing and home remodeling. In addition, her family likes to travel. "We are campers," she adds.

Linda is a licensed Emergency Medical Technician, and a volunteer ambulance attendant for the Amherst Rescue Squad. She is president of the Church Council of the First Unitarian Society in Amherst and a member of its Religious Education Committee. In addition, she holds memberships in the NEA, the NHEA, and the New Hampshire Association of Readiness Teachers.

After graduation Corinne Monastess Minden taught school for two years in Winchester, and for one year in New Mexico. For three years she was a substitute teacher in Oklahoma City, OK, where she now lives. After three bouts with illness she decided to leave teaching for a less psychologically and physically stressful occupation. Corinne is now running her own business, Bread Basket, Ltd., a natural food store and bakery, and is very happy. She says, "I am really into nutrition, and have become a vegetarian over the past year." Corinne has four children, John, Maria, Philip and Theodore, and recently the family enjoyed a wonderful vacation on the Yucatan Peninsula.

June Kress Pratt taught third grade in Hingham before marrying Allan Pratt, a pilot for MIT's Lincoln Laboratories, and taking time out to raise Raymond, 16, and Alberi, 12. She returned to teaching in 1973, this time as a Title I tutor. June has taken courses in learning disabilities through Quincy Junior College, and she is a volunteer church school teacher.

She considers herself primarily an artist and is listed in Who's Who of American Artists and World's Who of Women. She had her first solo exhibition of paintings in 1970 while living in England, and has since averaged one show per year here in the United States. Her paintings are included in over 90 private collections.

In 1964 she received her Master's Degree in Art Education from Southern Connecticut State College, and following a year in England moved to Santa Barbara. For the next two years she taught art at Santa Barbara High School, then returned to England for another year. In 1971 she became the supervisor of art students at the University of California at Santa Barbara.

Despite this heavy schedule and raising two children, a son who is studying architecture at the University of California at Berkeley and a daughter who is studying history and voice in the Boston area, Ms. Badash decided she wanted some first hand financial experience and in 1979 became a registered representative with a national financial organization.

This project completed, she has now turned to writing a book about her personal experiences as a woman artist and its dilemmas, and works on private art commissions.

How does she find time to do all this? "Well," she answers as she garnishes the watermelon with a huge strawberry, "this only takes up four hours of my day."
After earning her Masters in Education from Wheelock College in 1978, Cynthia Shepatin Rosenthal worked in a learning center for the Brookline Schools. For the past year she has been Head Teacher for EdCo in Newton. Cynthia is married to Paul Rosenthal, a CPA, and they have three children, Debbie, Jimmy and Margi, all in their teens. Cynthia is an active volunteer for her home community of Chestnut Hill — she is on the Forum Board of Temple Mishkan Tefila, and is a Booster and corresponding secretary for Newton South High School. Cynthia says she is a great believer in career changes as they enable individuals to expand. "The Biblical philosophy of seven-year sabbaticals makes a lot of sense!" she says.

Since 1963 Rhonda S. Tinkoff has been a fifth grade teacher for the Waltham Public Schools. For a year immediately following her Lesley graduation, she taught fourth grade in Tenafly, NJ. In 1963 Rhonda earned her Ed.M. in School Psychology from Boston University. Since then she has been living in Malden, where she keeps busy with in-service courses, memberships in the NEA and MTA, tennis, piano, sketching, and racquetball. She also enjoys travel and has toured throughout the Caribbean, Europe, the U.S. and Canada.

Sandra Kream Zimon taught fourth grade for three "productive" years after graduation for the Wrentham School System in Wrentham. "Then," she writes, "I proceeded to raise my family (Jeffrey, Douglas and Joshua) and move around the country following professional opportunities for my husband, Richard Zimon, a physician. I taught Sunday School for a while, along with some adult education classes, but basically my life was revolving around my family and home."

In 1974 Sandra helped start an extended kindergarten program and for the next three years worked on incorporating and setting up an after-school activities program in the public school setting. In 1978-79 Sandra became involved in the opening of a nursery school and she has been actively involved as teacher-consultant for the Newton Community Schools ever since. Sandra returned to the Lesley Graduate School in the fall of 1979 to pursue her master's degree in Early Childhood Education. She believes that Day Care and/or Nursery School education is a professionally interesting challenge with a stimulating and productive future.

Sandra is affiliated with Boston's Museum of Fine Arts and the Athenaeum. She enjoys the personal hobbies of writing and oil painting at her Chestnut Hill home. Several of Sandra's cousins are

Alumni Association President Gail Roberts Dusseault '60 (far right) welcomed new Board of Directors members (L-R): Barbara Triber Silverman '65, Sandra Rosenthal Schultz '62, Joanne Wales Eldridge '59, and Andrea Strongin Abraham '73 (not pictured) at the Board of Directors Meeting October 20, 1980.

Lesley alumni, including Elaine Bernstein Ellis '60, Marilyn Ellis Beldon '47, and Joyce Beldon Turner '71.

Joyce Karp Rosenthal married Macey Rosenthal, the owner of a printing business in Lowell, the December following her graduation from Lesley, and for many years was the busy mother of Cheryl, Jill and Danny. She's still just as busy, but for the past several years has also worked part-time at two jobs: as a skin-care consultant for Jafra Company, and as an instructional aide for the town of Lynnfield, where she lives.

Joyce has been an active volunteer in her community, serving on the Youth Commission for the Sisterhood of Temple Beth Shalom. She is also a member of the Friends of Lynnfield Library. Joyce enjoys attending Lesley-sponsored events, and speaks highly of the speakers she has heard. She says it is rewarding to associate with old college friends and take advantage of the opportunity to keep abreast of what is current at Lesley and in the field of education.

She has many hobbies including tennis, aerobic dancing, camping and choir. Joyce's mother and aunt (twins), Goldie and Dorothy Cohen, graduated with the Class of '23. Her niece, Debra Ogan Fendell is a Lesley alumna of '77.

1965

Following her graduation, Linda Spill Cooley taught elementary grades in Pembroke and in Rochester, NY, before returning to Sharon, where she now lives with her husband, Benjamin Cooley, a physician, and their three children, Michael, 11, Jonathan, seven, and Paul, two. Linda is an active volunteer in her community. Her involvements include Hadassah as vice president and chairperson of functions; the League of Women Voters as a unit leader; the Children's Alternative School as an advisory member; and the Women's Division of C.J.P. She also serves as a social assistant at Temple Sinai, and is a member of the Sharon Book Club.

Linda has been an active member of the Alumni Association for many years, and served as her Class Representative. She enjoys self-enrichment courses at the Cambridge Center for Adult Education, as well as the personal hobbies of tennis, sewing, bridge and reading. The family travels quite a bit — to Europe, the Islands, and California. Linda's elder sister, Carole Spill Berman, preceded her to Lesley, graduating with the Class of '59.
Peggy Linahan Curran is living in Woodbridge, CT, with her husband, Barry Curran, a college professor, and their three-year-old daughter, Courtney Anne. Peggy has been a teacher for the Norwalk, CT, Board of Education since 1965. She earned her M.S. from the University of Bridgeport in 1969.

Linda Turkanis Engleman is an LD teacher for the Newton School Department, and lives in Newton Centre with her husband, Lewis, an attorney, and their son, Michael, now eight years old. From graduation until 1976, when she joined the Newton School Department, Linda worked for the Reading School System, first as a classroom teacher, and then, after she gained Certification in Moderate Special Needs, as an LD teacher. She is presently enrolled in a master's program in Generics Consulting. Linda and her husband enjoy traveling, and have seen most of the United States and Europe. Their son, Michael, now joins them on their trips.

Since her marriage to John C. Fischer in 1965, Natalie Sparrow Fischer has lived in quite a few places — New Jersey, New York, Massachusetts, Connecticut, Texas, and now her family is residing in Salt Lake City, UT, where John is director of employee relations for Northwest Pipeline. Before becoming a full-time mother to Deborah Ann, Kristen Beth, and Scott LeBaron, Natalie taught third and fourth grades in Reading and North Darien, in Massachusetts, and in Brown Mills, NJ. Now she is a general volunteer, teacher aide and room mother in her children’s schools, and is also involved with Girl Scouts, Brownies, and church work. Despite a busy life, Natalie finds time for tennis, craft work, sewing, skiing, hiking and camping.

Rachel Freedberg Hershenow was an elementary teacher in Quincy for several years following graduation. In 1970 she earned her Masters degree in Elementary Guidance from the State University of New York in Plattsburgh, and then returned to Quincy to become an elementary school guidance counselor for a year. Since last November she has been a substitute teacher and consultant for Edco in her home community of Newton.

Rachel is a school librarian volunteer in her children’s school, and was involved in the Christmas Bazaar at New England Deaconess Hospital. She is a Sisterhood Temple Board Member at Temple Beth Avodah in Newton. Rachel has traveled with her husband and children to Bermuda, Barbados, Nassau, and St. Maarten. Without their children, she and Steven have visited Hawaii, California and Texas.

Rachel once sponsored a coffee for Lesley/Newton alumini, and wishes there had been a greater turnout. She also brought a group of students from Newton South High School to Lesley for an orientation experience — “an excellent chance for the girls to gain insight into their freshman year,” she remembers.

Since her first child, Barnaby, was born in 1968 Chloe Burton Horton has kept in continuous contact with education as a substitute teacher and tutor, but says she will always put her children’s lives ahead of professional achievements. Chloe is now the mother of a daughter, Belinda, and says she sees too much neglect of children when mothers are overly involved in their careers.

Chloe’s husband, Wesley, is an attorney with the firm of Moller, Horton and Fineberg, and the family lives in Hartford, CT. Chloe’s son, Barnaby, was involved in a class action lawsuit regarding unequal school financing between affluent and poor towns in the State of Connecticut.

Chloe is presently working on her Master’s in Early Childhood Education and Special Education at St. Joseph’s College in West Hartford. The Hortons visited Europe in 1968 and Caracas, Venezuela, in 1978. Chloe enjoys swimming, gardening, and cooking.

From 1965 to 1968 Rose Merlesena Jodice taught second grade in Attleboro. She now lives and substitute teaches in Windsor, CT. Rose married Leon Jodice, a builder, in 1965, and they have two children, Leon, 11, and Jimmy, nine. The family enjoys traveling, and has visited Puerto Rico, the Bahamas, Nassau, and St. Maarten, in addition to having taken numerous trips around the United States.

From Morton, PA, Marilyn Swinkin Lichtenstein informs classmates that she is working as a teacher’s aide at the Benchmark School in Rose Tree, PA, while very busy as mother to Evan, Laura and Mark, ranging in ages from 10 to five. Marilyn’s husband, Edward Lichtenstein, is a school principal. Prior to joining the Benchmark School, Marilyn taught in Manchester and Hamden, CT, and in Mundelein, IL. She is an active member of Women’s American ORT, serving as financial secretary, and president of membership activities. She is also corresponding secretary for the Delaware County Jewish Community Center, chairperson of an adult education organization, and a member of her community’s Board of Education. Marilyn also writes that she was appointed to the Springfield Community Relations Council.

“Aafter seven years of a teaching career, I found it very difficult to become a homemaker,” writes Gloria Knell Magliozi, “however, I have discovered that raising children is another rewarding career.” Gloria is the mother of Susan Anita and Sarah Jane. She is married to Bernard Magliozi, an engineer with Hamilton Standard, and the family lives in West Suffield, CT, where Gloria continues to keep in contact with the world of education as a helper in her children’s nursery school. Before becoming a full-time mother, she taught first grade in Windsor Locks, CT, and second grade in Winsted, CT. Gloria’s family has traveled to Washington, DC, Disneyland, and the Virgin Islands. Gloria enjoys the personal hobbies of bowling and stickery.

Muriel Rosenthal Marcus was Lesley Alumni Association representative for Northern Virginia from 1977-78. Muriel lives in Burke, VA, with her husband, Allen Marcus, chief of IRS Procurement Policy, and their two daughters, Suzanne and Laura. Muriel taught second and third grades in Cambridge until December, 1973, and during that time earned her M.Ed. degree in Guidance and Counseling from Northeastern University. After moving to Virginia, Muriel took certification courses at the University of Virginia, and taught fourth grade for several years in Alexandria.

She is a member of Olam Tikvah Jewish Congregation, Hadassah Women’s Organization, and the American Association of University Women. Muriel has vacationed in recent years in Europe, the British Isles, Portugal, the Bahamas, Canada, Florida and California.
After studying Spanish in Mexico, Carol Adams Melchor became a sixth grade bilingual teacher in Santa Fe, NM, where she lives with her husband, Luis Melchor, a locksmith, and their 20-month-old daughter, Allyson Elizabeth. Carol continues to take courses at the University of New Mexico. She enjoys traveling and has visited Europe, Mexico, the Far East, Canada, and the northwest United States.

For two years following graduation, Sue Kerstein Sherman taught first grade in Medfield. She took a year to earn her M.Ed. from Boston University in the Reading Specialist Program, then returned to teaching primary grades in Maryland for Montgomery County Public Schools, before becoming a Reading Specialist for the same school system. After marrying Joel Sherman, an attorney with the Boston firm of Peabody, Brown, Rowley and Storey, and returning to Massachusetts in 1973, Sue now teaches second grade in the Solomon Schecter Day School in Newton. She is the mother of Abigail, who was four years old in April, and Daniel, one and a half years old. The family lives in Newton Centre, where Sue is the chairman of the Foster Care and Recruitment Program for the Jewish Family and Children's Service, and a board member of the Women's Division, Combined Jewish Philanthropies.

Martha Grossman Sholes is Regional Representative for Lesley Alumni in Rhode Island, and is interested in hosting a Rhode Island alumni get-together soon. Martha lives in Cranston, RI, and is married to Richard K. Sholes, who is in real estate management and sales. They have three children, Nancy, Michael, and Ethan. Before her marriage to Richard, Martha taught third grade in the Cambridge School Department.

Since moving to Rhode Island and becoming a full-time parent, she has continued to substitute teach in Rhode Island and Providence. In addition, she is Norwood Avenue School Coordinator for Volunteers in Cranston. Martha belongs to the Hope Chapter of B'nai B'rith, the Jewish Home for the Aged, Miriam Hospital Ladies Association, and Temple Beth Israel. She enjoys needlepoint and sewing, and since graduation has traveled to Hawaii, California, Florida, Canada and England. Martha's mother Constance Grossman graduated from Lesley College in 1935, and her cousin Susan Feinstein Brine is a member of the Class of '70. Martha hopes that her daughter Nancy, now 11, will one day be a Lesley alumna.

Harriet Gold Weinstock is living in Charlotte, NC, where her husband, Barnet M. Weinstock is an associate professor of mathematics at the University of North Carolina. Harriet is a substitute teacher for the Charlotte Mecklenburg School System in Charlotte, and says that her first love will always be classroom teaching. Before her marriage in 1966, Harriet taught third grade in Medford, and then taught at the same level for three years in Cranston, RI. While in Cranston, she began work toward a degree in Library Science at the University of Rhode Island.

Harriet and Barnet have two children, Marjorie, 10, and Daniel, seven. Harriet is involved with the PTA in her community, and is vice president, corresponding secretary, and financial secretary for her chapter of Hadassah. She also teaches Hebrew School in Charlotte.

Gay West Yelle taught third grade in Lincoln her first year "out of Lesley," then moved to North Kingston, RI, where she was first a fifth grade teacher and then a substitute teacher for the North Kingston Public School System. Returning to Raynham, MA, in 1970, Gay began work in Raynham as a part-time remedial reading teacher. She enjoyed the position, but it was dependent on funding contingencies, so when a "more secure" LD tutorial position opened up in 1975, Gay took it and proceeded to earn her Certification in Moderate Special Needs from Bridgewater State College. Gay has found her present job to be an exciting and challenging experience.

"Each disability is so unique," she writes, "that the curriculum and education plan must be constantly adapted. Some of the handicaps I've dealt with recently include blindness, severe hearing impairments, language disorders, dyslexia, physical handicaps, and children with non-English speaking parents."

Gay is married to David Francis Yelle, a sales representative for Josten's, Inc. and they have four sons: Daniel Frances, Andrew John, Jason Edward, and Benjamin Thomas.

Since she graduated in 1965 Holly Woodbury Stoess has been teaching fifth grade in Melrose Public Schools, while living in Beverly. Holly earned her M.S. in Education from Boston State College in 1970, where she specialized in Counseling, and has accumulated 30 credits beyond that in various areas relevant to teaching — some of them at Lesley College Graduate School. Holly is married to James E. Steiss, also a teacher, and they have a baby girl, Tara Kate, born last year. Holly and James are both active in state and local teacher associations.

From 1965 to 1971 Gaille Perdue Thompson taught second grade for the Town of Bedford. During that time she was also a teacher in Waltham's Main- spring Summer Program. In 1967 Gaille married G. Brooks Thompson, vice president of Procorp, Inc., and after her son, G. Brooks Thompson IV was born, she left teaching and "decided to devote as much time as possible to something I had only been able to dabble in but loved — dance."

Gaille continues, "In the past few years I have been able to concentrate more heavily in this area whereas most dancers my age would have put their shoes — and bodies — to rest!" Gaille has been President for two years of the "Children's Dance Theatre of Concord," and she is a committee member of a group that established the Waltham Day Care Center in Waltham, a service primarily for low-income families, and served on its Board of Directors for two years. Gaille is presently a modern dancer for the Vibrate Dance Company of Acton. Her "professional" experience as a dancer with the exception of Vibrateo, is mostly with non-profit groups who perform modern and jazz dance workshops for children's groups, arts festivals, and liturgical dance for local churches.

Other activities of Gaille's include working for a number of years with a severely disturbed child and his family through the Big Brother Association, and work on various political campaigns, including the first election of Robert Drinan. She has traveled in Europe and enjoys cross-country skiing, gardening and crafts — Gaille designed and sold batiks at local arts shows for three years. While she was teaching, Gaille "kept up to date" with various graduate courses at Northeastern and Lesley College. Gaille and her family live in Wayland and are members of the First Parish Unitarian Church.

Gay is married to David Francis Yelle, a sales representative for Josten's, Inc. and they have four sons: Daniel Frances, Andrew John, Jason Edward, and Benjamin Thomas.
Beverly Siskind Kahn has recently opened her own business and is president of “New Dimensions for Women,” a personnel agency specializing in the placement of professional and executive women and teachers in the computer industry. Beverly writes that she enjoys being a business woman, and was ready for the change after raising children and doing various volunteer jobs for the past 11 years.

The volunteer activities that Beverly was involved in were wide-ranging — she was on the PTA executive board for many years and served as president from 1978-80. She is in the process of co-editing a handbook for lay persons dealing with cystic fibrosis. In 1978 she helped coordinate a bikeathon that raised money for cystic fibrosis in Massachusetts.

Beverly served as Lesley Alumni Association Board Member and Vice President, Swampscott Town Meeting Member, and chairperson of the Annual Swampscott-Marblehead Cystic Fibrosis Bike-A-Thon. She is a member of NEWBO (New England Women Who Own Their Own Business), Massachusetts Chapter of Cystic Fibrosis, Marblehead Chamber of Commerce, Temple Beth El of Swampscott, North Shore Jewish Community Center, and the Combined Jewish Appeal.

Beverly earned her M.Ed. from Boston University in 1967. She has taken many business courses and seminars over the years. She is married to Robert Kahn, President of Microsearch, and their three children are Larry, Jonathan and Victoria. Beverly has recently visited many major U.S. cities and Bermuda. She enjoys tennis, jogging, aerobic dancing, bridge, reading, and gardening.

Linda Shamroth Lerner is presently teaching and counseling adult women, helping them to make career changes and enter the job market under the auspices of FACE Learning Center in Largo, FL, where she is Director of Educational Support Services. Linda says much of her work includes many managerial responsibilities for the non-profit agency FACE. In 1966 Linda earned her M.A. in Special Education at Columbia University, where she was awarded a Special Education Scholar Fellowship. For four years, from 1966 to 1970, she was a Special Education Teacher in New York City.

Linda now lives in Seminole, FL, and is married to Phillip Lerner, a general surgeon in private practice. They have two sons, Joshua and Michael. Linda belongs to the League of Women Voters, the PTO, and Koinonia, a women’s church group in her community.

1970

After going on from Lesley to Simmons School of Social Work to earn her MSW in 1972, Jill Sonneborn Adler became a psychiatric social worker at the Massachusetts Mental Health Center in Boston. Now in private practice in Newton, where she also resides, Jill is married to David Adler, a psychiatrist with New England Medical Center, and they are the parents of Jonathan, age 16 months. Jill is a member of the Academy of Certified Social Workers. She was the co-author of the article, “On Beginning Private Practice: The Dynamics of the Setting,” which appeared in Psychiatric Annals in 1977.

Marjorie Silverman Afergan earned her Master’s degree in psychology and reading in 1971, and went on to become a remedial reading teacher for Scituate Public Schools until 1973. From then until 1978 she was a reading consultant for Hudson Public Schools, before becoming the mother of Michael, now two years old. While on maternity leave from her school, Marjorie returned to Lesley College to supervise a “Diagnosis and Treatment of Reading Difficulties” course. She is advisor to fifth and sixth graders in the Kadima Youth Group of Temple Beth Sholom in Framingham, where she lives with her husband, Barry Afergan, a data processing consultant.

Marjorie put her expertise to use as chairman of a committee which designed a basic vowel teaching unit now in use in the Hudson Schools. In the summers of 1975 and 1979, Marjorie and her husband traveled to Israel and France to visit Barry’s family. Marjorie enjoys keeping in touch with Lesley through Lesley/MTA and Saturday Seminar courses.

From Boxford Lida Walke Bernard reports that she and her husband, David Bernard, a CPA with the Madison Kimball Company, have been busy this year building a new house. Lida has taken up running which she does regularly, and was in two road races in 1979, including the Bonne Bell Marathon. From graduation until 1973, Lida was a teacher for the multiply handicapped in Plymouth, MI. She is now substituting in the Boxford/Topsfield School System. Lida and her husband have two sons, David, seven, and William, six. Lida is a member of the League of Women Voters, the PTO, and Koinonia, a women’s church group in her community.
Anita Bailey Bolger has chosen to be a full time wife and mother to Timothy Andrew, age three, for the present, but that doesn't mean she isn't involved in many activities. Married to William A. Bolger, a lawyer with the National Resource Center for Consumers of Legal Services, and living in Arlington, VA, Anita is soon to earn her Master's in Learning Disabilities from George Mason University. Before becoming a mother, Anita taught first and third grades in Redwood City, CA, and she was a kindergarten teacher for St. Thomas More Cathedral School in Arlington, VA, and a kindergarten and first grade art teacher for Browne Academy in Alexandria, VA.

She and her husband enjoy sailing their Penguin sailboat, and belong to the Potomac River Sailing Association. They have traveled across the U.S. twice, and have visited Canada, Mexico, England and Wales.

Catherine Field Boyd has been a classroom teacher for the Bowman School in Lexington since graduation and through Lexington's program of "Professional Growth and Development" has taken numerous courses which keep her "up to date" with educational trends and theories. Catherine is presently involved in contract negotiations with a New York Times publishing affiliate for publication of 16 language arts games she has developed. She is the recipient of Lexington's Leadership Award for service to the community.

Catherine lives in Arlington with her husband, Stephen Bradford Boyd, an electronics engineer and president of Willington Research and Development Company. Catherine has had an English "pen pal" for the past 16 years, and in the summer of 1978 she and her husband traveled to England to meet her.

Catherine and her husband returned to England last summer for a "second honeymoon" and after driving through Scotland's Highlands, spent another week with her pen pal and her husband enjoying a truly British holiday.

For four years following graduation, Susan Finstein Brine was a teacher for the Quincy Public Schools. After moving to Maryland with her husband, Jeffrey Brine, an attorney, Susan worked as a training assistant for the Department of HEW in Rockville, MD. Susan and Jeffrey have returned to New England, now living in West Hartford, CT, where Jeffrey works for Astron Insurance Company, and Susan is a full-time mother to Allison Michele, three, and Jennifer Amy, one.

Susan attended a Lesley Alumni gathering while in Maryland and enjoyed it very much. "I'd love to attend more," she says.

Susan's aunt, Constance Miller Grossman, graduated from Lesley in 1935, and her cousin, Martha Grossman Sholes, is a member of the Class of '65.

Harriet Rifkin Fingereth was Alumni Association Regional Representative for her hometown of Newton and served on the Alumni Board until she and her husband, Rick, an orthopedic surgeon, moved to Connecticut. While living there, Harriet taught in North Haven Public Schools and earned her Master's in Education at Southern Connecticut State College. The family now lives in Longmeadow, and has expanded to include three children, Tanya Rene, Toby Lynn, and Ari Saul.

Last May Harriet earned her CAGS degree from Lesley in Counselor Education. She is a member of the Early Childhood Committee for the Springfield Jewish Community Center and is also a member of the Hampden District Medical Society Auxiliary. Harriet is active in her local PTA and Hadassah.

Gwen Kotzen Fisher is expecting her second child in late July. She and her husband, Martin Laurence Fisher, an attorney with the Bronx District Attorney's Office, are the proud parents of Alexander Douglas, two and a half years old.

Gwen and her husband live in Ossining, NY, and Gwen is well on her way to earning her Master's degree in Learning Disabilities from Manhattanville College.

For her first three years following graduation, Gwen taught sixth grade at the A.B. Bruce School in Lawrence. After her marriage, she moved to New York, and before Douglas's birth was a kindergarten teacher at the Ridge Street Country School in Rye Town, NY. Gwen says she has recently joined Women's American ORT and has been active in planning several fund-raising functions. Gwen and Martin enjoy traveling together, and have spent lengthy vacations in Greece, California, and Canada, where they attended the 1979 Summer Olympics in Montreal.
Dale Feigenbaum Gordon returned to Lesley to earn her M.Ed. in 1975, after teaching kindergarten and Title I mathematics for the Boston Public Schools at Columbia Point. In 1977 she attended classes at Massachusetts General Hospital to learn the Orton-Gillingham Method for teaching children with specific learning disabilities, specializing in education/therapy for reading disabilities. Since 1977 she has been doing private tutoring for children with specific reading disabilities, while also employed as a Resource Room teacher for the Boston Public Schools.

Dale lives in Framingham with her husband, Jeffrey Gordon, vice president for buying for Morton’s Shoe Companies. They are the parents of Dana Elizabeth, born in December, 1979. Dale holds memberships in the Massachusetts Association for Children with Learning Disabilities, the Orton Society, and the Massachusetts Federation of Teachers. She has done a lot of traveling since leaving Lesley — to Italy, England, Israel, Greece and Spain. Dale enjoys the active hobbies of skiing and tennis.

For the present, Ellen Pekin Gordon has changed her career from elementary school teacher to “full-time Mom” to Michael Adam, six, and Lisa Beth, 19 months old. “Not an easy transition at first,” she writes, “but it has become a very rewarding experience.” Ellen, living in Beverly, with her husband, Robert Gordon, a partner in the CPA firm of Gorsey and Woll, does plan to return to teaching when her youngest child starts nursery school. Ellen taught elementary school in Saugus for eight years, the last four years as a substitute.

She is bulletin editor for Hadassah, co-chairperson for adult education in her community, and coordinator of The Couples Club. Ellen is a member of the MTA, and belongs to Temple B’nai Abraham. She has toured London, and enjoys aerobic dancing, yoga, needlepoint and macrame.

Anne Weinstein Herman has been primarily involved with volunteer activities since 1974, including Women’s American GRT, the National Council of Jewish Women, the Student Development Program in her hometown of Livingston, NJ, the Livingston Community Chorus, the League of Women Voters, and the various organizations associated with the schools of her son, David, and her daughter, Leslie. Anne’s youngest child, Michael, age two, is still at home. Anne was a teacher for the East Orange Board of Education until 1974. She is married to Phillip A. Herman, an executive with Landmark Associates, an advertising and printing agency.

When she completed her questionnaire, Joy Sulka Kant informed her fellow alumna that she was expecting her first child in May. Joy is married to Douglas O. Kant, a tax attorney with John Hancock Life Insurance Company, and lives in Wellesley. Joy has been a third grade teacher for the Newton Public Schools since 1971. In 1978 she completed her MLS in American History at Boston University.

Joy’s cousin by marriage is Merle Royte Nelson ’57, Maine State Representative from Portland. Joy was a volunteer worker for Merle’s 1979 campaign, and also worked on a senatorial campaign in Maine in 1973. She is an avid photographer, and attended the 1972 National Democratic Convention as a photographer/journalist for the Fundy Group Publications in Yarmouth, Nova Scotia. Her photographs have also been published in the 1974 summer issues of the Needham Times. In addition to photography, Joy enjoys travel, politics and reading.

Ronne Grafferman Kaplan went on from Lesley to Hunter College in New York, where she earned her MS in education and psychology in 1973. She then attended New York University School of Law, gaining her JD in 1975. Ronne held a number of teaching positions from 1971 to 1972. After completing law school she became the Legal Editor for Matthew Bender, Inc., in New York and briefly served as special assistant to the counsel to the President of Hunter College in 1976. Ronne has always been active in politics, serving as Massachusetts State Coordinator of College Students for the McCarthy presidential campaign while at Lesley. She worked as the Carter-Mondale Campaign Coordinator for Montgomery County, MD, and when Jimmy Carter was elected, served on the Carter-Mondale Transition Planning Group.

From 1977 to the present, Ronne has been Special Assistant to Peter Relic, Deputy Assistant Secretary for Education in the Department of HEW. She arranged for Peter Relic to speak at an Alumni tea held at the home of Bryna Fine Bell ’66 in 1979 on the subject of the future of teacher education. Ronne came back to Lesley College in September of 1978 to give a talk on the topic: “Federal Directions for Teacher Education Institutions for the Late 1970’s and Early 1980’s” to the Lesley Community. Ronne lives in Bethesda, MD, with her husband, Alan T. Kaplan, an attorney with the Department of Housing and Urban Development in Washington, DC.

Until 1974 Sharon Coyne Karp was a third grade teacher for the Fletcher School in Cambridge, but the birth of Michael Robert and Jonathan Alan, both five years old, qualified her for membership in the “Massachusetts Mothers of Twins Association.” Sharon also belongs to Hassadassah, and is a Cole Elementary School Library volunteer in home community of Natick. Sharon is married to Charles Karp, a retailing executive with Zayre Corporation. She and her husband enjoy travel, and have visited Italy, Switzerland and Canada, and frequently journey to Bermuda and Florida.

Michele A. Kozinets feels that Lesley prepared her well for her seven years of teaching, first in Concord, NH and then in Manchester, CT. While in Connecticut, she earned her M.A. in curriculum from the University of Connecticut in 1977. She taught math and social studies, and enjoyed it, but decided that she would prefer administrative work in an academic environment. Until she earns the additional degree she finds are necessary in this field, Michelese has become a bank teller in Myrtle Beach, SC, near her hometown of Murrells Inlet, SC. She also earned a degree in minology, and “moonlights” as the bar manager at Anchor Inn, in Murrells Inlet. Michelese belongs to the Murrells Inlet Rescue Squad and Protective Association, and is a member of the A.S.C.D., Washington, DC, branch. Her hobbies are skiing, fishing, needlepoint, gardening, and oil painting.
Planning an exceptional year of Alumni activities at the Alumni Association Board of Directors Meeting on October 20, 1980 are Board Officers (L-R): Mary Grassi '74, Pamela Caragianes Christodoulou '74, Eugenia Zanetos Buba '73, Gail Roberts Dusseault '60, and Vicki Frisher Novick '74G.

**Ann Greenberg Rogel** is Alumni Regional Representative in Southfield, MI, where she has lived since 1973, and taught at various grade levels for the Taylor Board of Education, Taylor, MI. Ann presently is teaching fourth graders.

Immediately after graduation, Ann lived in New York City, where she worked as Personnel Manager for Cadence Industries, a job, she says, which provided her with an interesting opportunity to observe and learn about corporate structure. Ann moved on to teaching in Brooklyn, NY, and earned her M.S. in Education from Brooklyn College.

After becoming a teacher in Taylor schools, Ann helped develop a program to train parents as paraprofessionals to augment professional staff with classroom activities. She has authored several newspaper articles about classroom activities which appeared in local newspapers. Ann has also been active in various fund-raising and school interaction projects. She has traveled through the eastern and midwest United States, Canada, Europe, the Caribbean, and the British Isles, and enjoys racquetball, golf, art, macrame and needlepoint.

**Lynda Shaftel Rothstein** greets classmates from Albuquerque, NM, where she lives with her husband, Martin I. Rothstein, a radiologist, and their two children, Jed Morgan, six, and Abbey Lauren, three years old. Following her graduation from Lesley, Lynda was a kindergarten teacher for the Boston School System, working in Roxbury until 1971. During this time she enjoyed taking art history courses at Boston University. From 1972 until 1974, she taught preschoolers in the Lenox Hill Head Start Program in New York City.

In Albuquerque, Lynda is president of the University Heights Hospital Auxiliary, vice president of the Friends of Albuquerque Little Theatre, a member of Women's American ORT, the Junior League of Albuquerque, and the Albuquerque Symphony Women's Organization. Lynda has visited Europe, and has traveled throughout the Caribbean and the United States. She enjoys skiing, tennis, and horseback riding. When she returns to work after her children are old enough, Lynda says she is planning on a career in marketing research.

In teaching fourth grade for the Troy Public Schools in Troy, NY, for five years following graduation, **Carole Kazanjian Smith** found that a Lesley graduate "truly has a feather in her cap!" Now as a full-time homemaker and mother to Jennifer Leigh, who will be five in September, and Lauren Elizabeth, one and a half years old, Carole is finding that she "thoroughly enjoys her kitchen" as much as the classroom, and is discovering the rewards of baking cookies and knitting sweaters for her two daughters.

Carole lives in Troy, NY, with her husband, Robert A. Smith, a self-employed attorney. She has accumulated 24 hours in graduate level work at Russell Sage College. Carole is a member of the Junior League of Troy, the Samaritan Hospital Auxiliary, the Ladies' Guild of St. Peter Armenian Church where she also teaches Sunday School, and a past board member of R.P.I. Nursery School in her community.

**Elizabeth Benoit Tougher** is living in Delmar, NY, with her husband, William H. Tougher, Jr., an engineer with Tougher Industries, and their two children, Ryan Scott, three and a half, and Meagan Elizabeth, two years old. Elizabeth earned her M.S. in Reading from the College of St. Rose in 1975. She taught elementary grades for Guilderland Central Schools in Guilderland, NY, until 1976. She is still teaching — religious education on a volunteer basis in her community. Elizabeth enjoys and camping vacations with her family, and pursues skiing, swimming and hiking.

When she decided to attend graduate school, **Paulette Nemiccolo Walsh** again chose Lesley and will graduate this summer with her M.Ed. in Special Education (Adolescent Moderate Special Needs). Paulette has taught special education students for 10 years in a variety of settings. She first taught mentally retarded educable students in Massachusetts, but moved to Oklahoma when she married David Joseph Walsh, a purchasing agent with Howard Johnson, Inc. There she taught K-6 learning disabled students for Stillwater Public Schools in Stillwater, OK.
After moving back to Massachusetts and settling in Pembroke, Paulette was a Learning Resource Center teacher for Stoughton Junior High School, and became especially interested in working with adolescents. She pursued this interest with seven years, taking one maternity leave when her son, David Ryan, now three years old, was born.

In 1979 Paulette made a significant career change by resigning her teaching job and attending graduate school at Lesley while she located her present job at the Cardinal Cushing School and Training Center in Hanover, a private special needs school where she works with the senior class of adolescents (ages 14-22 years) in a career education program. Paulette was voted "Outstanding Teacher in Exceptional Education" by the Academic Therapy Publications of San Jose, CA, an international biographical index. She holds memberships in various local, state and national teacher organizations.

Paulette enjoys playing racquetball, and belongs to the Playoff Racquetball Club in Braintree. She also lists as hobbies swimming, skiing, and crafts, and has traveled to Bermuda, Florida, and throughout the American Southwest while living in Oklahoma.

Wendie Eisen Weisman taught special needs classes in St. Louis, MO and Tenneck, NJ, for several years following graduation. When she and her husband, Robert L. Weisman, a physician, moved to Saratoga, CA, where they now live, Wendie left teaching for three years while she helped her husband set up his practice.

"I developed new management skills," she writes, "as well as understanding of the demands of my husband's profession." With a fresh outlook, Wendie returned to teaching in the Santa Clara County Autistic Program for two years, but now she is home in yet another new job — that of mother to Alissa Beth, now 14 months old.

Wendie studied Learning Disabilities at Columbia University while she still lived in the East; she gained certification in California as Severely handicapped Specialist at San Jose State College in 1976. She is treasurer for the Brandeis National Women's Committee of Santa Clara Valley; and is Lesley College Regional Representative for northern California. Wendie enjoys tennis and aerobics. She thinks Lesley's masters program looks great and says, "I've told my husband that if he wants to take a sabbatical, it will have to be Boston, so I could return to Lesley!"

Ellen Harrison Katz taught for the Town of Easton, for a year following her 1970 graduation from Lesley; she then became a graduate student at Boston University in Counselor Education, earning her M.S. in 1973. From 1973 to 1974 she worked for a Pregnancy Counseling Service in Boston, then as a counselor in the mental health unit of Newton-Wellesley Hospital. For three years Ellen was a counselor for the town of Burlington's Community Life Center, leaving her position in the spring of 1978 to await the birth of Andrew David, born April 10 of that year.

Ellen and her husband, Joel William Katz, an executive with GTE, live in Bedford, where Ellen is actively involved in community work, as a tutor for New England Home for Little Wanderers and as a volunteer counselor in the MOPS (Mothers Offering Mothers Support) Program, an organization sponsored by the social service department of Emerson Hospital in which Ellen works with new mothers and mothers with special problems. Ellen has two cousins who graduated from Lesley College: Barbara Harrison Dine '59 and Joan Harrison Brinch '62.

For nine years Michele Allard DeGeorge taught seventh and eighth grade English and reading for Burlington Public Schools, while living in Acton with her husband, Thomas, a PBX installer for New England Telephone. Michele is now on maternity leave so she can be a full-time mother to Thomas DeGeorge, Jr., now eight months old. Michele was a member of the Lesley Alumni Board, her Class Representative, Chairman of Lesley Reunion in 1975, an active Dialathon volunteer, and served on the Alumni Scholarship Committee.

She is the author of a sixth grade independent reading program written for the Burlington Public Schools, and belongs to the MIA and the NEA.

Michele took graduate courses in secondary education at Northeastern University, and also arranged with administrators at her Burlington school to send many Burlington teachers to Lesley's Saturday Seminars, from which she heard many favorable reports. Michele says she has always felt Lesley prepared her well for teaching, but feels that, especially today, perhaps more attention in undergraduate courses should be paid to preparing students to deal with "non-content" problems such as discipline, school administrators, parent relations, and so on.

Ellin Leventhal Hewes taught fifth grade in Stoughton Public Schools for three years after graduation. In 1973 she married Jonathan William Hewes, an attorney, and moved to Albuquerque, NM, where she taught preschool and first grade until 1975. After two more years as a K-2 teacher in Albuquerque's Manzano Day School, Ellin left teaching when her daughter, Hilary, was born. She is now also the mother of David. Ellin enjoys studying, and has taken certification courses at the University of New Mexico, which included art history, elementary art, and media in the classroom.

Penny Spinazola Hogan taught elementary grades at Centerville School in Beverly until her first child, Heather, was born in 1975. Penny and her husband, Brian Michael Hogan, a Boston attorney, now have a second child, Hayley, two years old, and Penny has left teaching to concentrate on volunteer work and homemaking for the present.

She earned her M.Ed, in early childhood education in 1975 from Salem State College, where she returned in 1976 as an instructor — of ice skating. Penny had worked as a volunteer ice-skating teacher of children for many years for the towns of Marblehead and her home community, Swampscott. She also has been a community volunteer for the American Cancer Society and the Leukemia Society. Penny belongs to St. John the Evangelist Church, and is a member of the Salem State College Sports Complex.
“After several years of teaching and some pretty rough road to travel,” writes Elizabeth George Latham, “I confess that I’m thoroughly enjoying my role as mother and farmhand and helpmate.” Elizabeth is living in Johnston, RI, where her husband, Jeff, a cardiologist, opened up his private practice last summer. Elizabeth and Jeff are the parents of Joanna Roos, age five. Before Joanna’s birth, Elizabeth was a kindergarten teacher in Medford for a year; she then taught fourth grade and remedial reading (1-4) at the North College Hill School in Cincinnati, OH, until 1975. She is presently a volunteer reader for the Rhode Island Association for the Blind, tape-recording fiction, texts, and current publications. Two years ago, she and Jeff enjoyed a sailing vacation in and around the Virgin Islands. “Now,” says Elizabeth, “most of my busy life is occupied in remodeling our old home, gardening, sewing, and, of course, parenting.”

For a year immediately following graduation, Sandra Moriarty Luce taught sixth through ninth grade level math for Dade County Schools in Miami, FL. She then returned to New England, and has taught sixth grade for Brookfield Elementary School in her hometown of Brookfield ever since. Sandra has kept up with her education at Worcester Science Center and the University of Hawaii, where she took reading courses. She is married to Clifford F. Luce, vice president of the Small Business Bureau, and they have one child, Clifford John Luce, who was born in June, 1977.

Judith Horenstein Sausen is living in Roslyn, NY, with her husband, Allen, assistant vice president for marketing with Citicorp, and their two children, David, and Ina. Ina was a classmate of 1975. Judith earned her M.S. in Special Education from Yeshiva University in 1971, and then became special education supervisor for curriculum at the Summit School in Forest Hills, NY. She was co-ordinator, teacher and special education tutor at Jericho High School in Jericho, NY, for a year, then in 1978 moved on to her present position as LD resource room teacher for New York City Board of Education in Brooklyn, NY.

Marilyn Nesson Smith expects to receive her Master’s from Lesley in August. For the past year she has been an educational consultant at Professional Nursery, in her hometown of Andover. For her first seven years following graduation, she was a special education teacher for Arlington Public Schools. Marilyn is married to Michael Smith, a finance executive with T.M.I. Susan is presently teaching in the Virgin Islands. “Now,” says Marilyn, “most of my busy life is occupied in remodeling our old home, gardening, sewing, and, of course, parenting.”

1975

Susan Strouse Abramowitz spent the years immediately following graduation gaining her Master’s in Guidance and Counseling at Villanova University in Villanova, PA. In 1979 she married Richard P. Abramowitz, a physician in practice at Cincinnati General Medical Center, and the couple lives in Cincinnati, OH. Susan is presently working as Customer Service Representative for the U.S. Shoe Corporation in Cincinnati. She says she will one day return to teaching or counseling, but that for the time being she is “content dealing with multi-million dollar companies wanting to know where their shoes are!” Susan is a member of the Residents Wives Club of Cincinnati General Hospital. She and her husband honeymooned in Jamaica and have vacationed in the Virgin Islands. Susan’s sister-in-law, Lynne Abramowitz Lundy attended Lesley with her, and is a classmate of 1975.

Cheryl Braverman Jacobs writes that her Special Education class at Liverpool Central School, Liverpool, NY, has just been chosen for a case study on mainstreaming by Syracuse University School of Special Education. Cheryl lives in Syracuse with her husband, Ira, who is a graduate student in environmental science at the State University of New York. Before moving to New York, Cheryl was a Special Education Teacher in Acton until 1976, during which time she continued to take courses at Lesley College Graduate School. She is now doing graduate work at Syracuse. Cheryl is a member of the New York State Teachers Association, United Liverpool Teachers Association, and the MTA. She also serves as advisor to a local chapter of the B'nai Brith Youth Organization in her community. She enjoys the hobbies of cross country skiing, and T'ai Chi.

“If I was to do it all over again, Lesley would be my Number One choice!” writes Marilyn Bochaik from Medford. Lesley was Marilyn’s Number One choice twice, as she returned to Lesley College Graduate School in 1976-77 to earn her Master’s degree as a Reading Specialist. Before resuming her studies at Lesley, Marilyn was a fourth grade teacher for the Rockport Public Schools. Since 1977 she has been a reading specialist (grades 8 & 9) for the Peabody Public Schools. Last summer, Marilyn traveled in Australia for a month, returning to the United States via the Fiji Islands and Hawaii.

Amy Wallach Chiera is living in Miami, FL, with her husband, Vincent Chiera, a stockbroker with the firm of Dominick & Dominick, Inc., and their son, Vincent A. Chiera, Jr. Amy recently returned to work as a teacher at the Kings Creek Village School in Miami on a part-time basis, and says she experienced an adjustment period before she could relax and be sure that her new job would not interfere with family life. Luckily her son loves his preschool, and Amy feels that everyone is benefiting from the present situation. Her hobbies are watercolor and oil painting.

Pamela Seeley Desmarais plans to return to Lesley for graduate studies, partly because she has found that job opportunities in teaching are mostly in the special needs areas. Pamela has taught learning disabled, emotionally disturbed, multiply handicapped, severely retarded and, at present, autistic preschoolers, and feels that she needs additional training to do these jobs. For three years following graduation, Pamela lived in Frenchtown, MT, where she taught in Frenchtown Elementary School. She is presently teaching at the Pilgrim Area Collaborative in Marshfield. Pamela lives in Duxbury, where she and her husband, Jay C. Desmarais, a landscape architect, own a farm.
Gwen Haas-Hawkings is living in Waterloo, Ontario, Canada, and is a Ph.D. candidate in psychology at York University. Gwen earned an honorary B.A. from York University in psychology and sociology, and her M.A. from the University of Chicago. Her special interest area is gerontology, and she has published widely in the field. Gwen is married to Douglas Robert Haas-Hawkings, a management executive with J.M. Schroeder, Inc., and they are the proud parents of Johanna Leila Haas-Hawkings.

Gwen has traveled widely throughout the Far East. A tour in 1976 included stops in Japan, Taiwan, Thailand, Bali, Singapore, Hong Kong, and Hawaii. In 1978, Gwen enjoyed a "round-the-world trip" which culminated in the presentation of an academic paper at a professional conference in Tokyo. Gwen holds professional memberships in the Gerontological Society, the Canadian Association on Gerontology, the Ontario Psychogeriatric Association, the National Council on Family Relations, an interest group on women and psychology, and the American Association for the Advancement of Science.

Linda Katz is currently enrolled in graduate school at Indiana University of Pennsylvania in Indiana, PA, where she lives. Linda plans to complete coursework for her Master’s in Adult and Community Education this summer. Linda was a teacher for the Adult Learning Center of Indiana, PA, and says she found it more rewarding to teach adults than elementary school age children; moreover, she maintains, "there is a definite need for teachers in this area." As a graduate assistant at Indiana University, Linda teaches Adult Basic Education, GED preparation, and English as a Second Language. She was a debate team member at the Pennsylvania Mid-Winter Conference for Adult Education, and is a member of the PCEA (Pennsylvania Community Education Association) and editor of the Association’s newsletter.

Meredith B. Leonard is an Alumni Association Regional Representative, living in Wayland. Meredith especially enjoyed Alumni Prospective Student Day last November, when alumni bring to campus high school seniors who are interested in learning about Lesley College. Since Meredith left Lesley she earned her Master’s in Special Education at Regis College and taught for four years, tutoring mainly, and working in a resource center.

She has taken a break from teaching this year and is currently working as Assistant Supervisor for the Shaklee Corporation in Wayland. "I seem to be in the middle of a career change!", she writes. Meredith’s son, Lars Elliot, is now nine, and Meredith is a Cub Scout Den Mother. She was a Dale Carnegie Graduate Assistant while in college, and has had poetry published in the bulletin of Parents Without Partners, and in the bulletin of her church, the Trinitarian Congregational Church.

Lynne Abramowitz Lundy was a special education teacher for Parkay Day School in Philadelphia, PA, until 1978, when her first child, Rachel Hope, was born. Lynne and her husband, Stuart Lundy, a self-employed attorney, were expecting their second child in March, when Lynne mailed her Reunion Questionnaire. The family lives in Radnor, PA. Lynne earned her Master’s in Special Education from Temple University in 1978. Lynne’s sister-in-law, Susan Strouse Abramowitz, is a classmate.

Through her work as a volunteer for the Winslow Riding for the Handicapped Foundation, Susan J. Mayhew became involved with special education, and decided to change her focus to that from early childhood education. She worked as an aide in special education for five months, and then enrolled in a Master’s program in special education at Long Island University, which she plans to complete this summer. Susan first taught at the Robin Hill Nursery School in Suffern, NY, then became Director of Warwick Day Care Center in Warwick, NY, where she lives.

As a graduate student, Susan has been working part-time as a teacher’s aide for Orange County BOCES, in Goshen, NY. Through her work with special needs children, Susan feels she has "developed and grown tremendously as a person and an educator." She is a member of the National Association for the Education of Exceptional Children, the Orange County Task Force for the Prevention of Child Abuse, and the Winslow Riding for the Handicapped Association. Her favorite pastime is, of course, horseback riding.

Judith A. Murray spent the year following graduation earning her M.S. in Special Education at Portland State University in Portland, OR. She specialized in the education of the deaf and blind, and multiply handicapped. She is now education program coordinator for the Deaf-Blind/Multiply Handicapped at Kentucky School for the Blind in Louisville, where she lives. An active member of the Kentucky State Deaf-Blind Advisory and Steering Committees, Judith enjoys racquetball and sailing.

For the past five years Joyce Blake Ryder has been a kindergarten teacher for Bedford Public Schools. Joyce earned her Master’s in Reading at Salem State College last May. She and her husband, Robert, a supervisor with Wang Laboratories, live in Chelmsford, and were expecting their first child in May.
At present, Debra Dickson Spering is a homemaker and mother to Katie, born in January, 1979. Her husband, Edward "Ted" Spering, is an insurance broker with Phoenix Mutual, and the family lives in Vincentown, NJ. After graduating from Lesley, Debra was a kindergarten teacher for Toms River Schools in Toms River, NJ; she most recently taught preschoolers at the Octagon of Learning in Medford, NJ. Debra is vice president of the Junior Women's Club of Medford. Debra's major career change has been from teacher to wife, mother, and volunteer. Although a supporter of the Equal Rights Amendment and the Women's Movement, Debra speaks for many women when she says she wishes there were more support for the women who chooses the career of homemaker. "My education has helped make me better in every aspect of my life," she writes, "and I am always saddened to hear those who claim that a woman is wasting her abilities to stay home with her family."

Jacqueline Tilbor is living in East Providence, RI, where she is a teacher at Bradley Hospital. Jacqueline worked at the Eunice Kennedy Shriver Center, and while there produced a 1978 calendar which incorporated children's original artwork.

Amy Bishins McLean is living in Mattapoisett, and managing two supermarket stores with her husband, William H. McLean, Jr. Amy and her husband enjoy traveling, and last August visited California's wine-growing district. They also attended the Lake Placid Olympic Games this past winter.

Betsy Orr Rentz is living in Wynnewood, PA, where she has been a Primary LD teacher for Lower Merion School District in Ardmore, PA, since graduation. Betsy is a member of the NEA, the Pennsylvania State Education Association, the Lower Merion Education Association, and the Lower Merion Education Association Intergroup Relations Council.

Betsy is married to David Rentz, executive vice president with the Jacob Holtz Company. She has studied theatre at Villanova University, and has taken ecology and nature courses at Penn State. Betsy and her husband enjoy hiking in the Canadian Rockies and the Pennsylvania Appalachian Trail, and Betsy is an actress with a community theatre group.

Lianie Philips Gorcenski decided that teaching was too narrow a field for her, and has moved more into a career in human services. She was director of the Community Day Program for Bay Cove Human Services of Boston from 1975 to March, 1980, when she became service coordinator for the Newton-Wellesley Department of Mental Health Area Office. Volunteer work for Boston State Hospital where she worked with severely disturbed psychiatric patients was instrumental in Lianie's decision to change the emphasis of her career. "I learned to accept severely disturbed persons as important individuals needing and deserving services," she writes. Lianie lives in Jamaica Plain with her husband, Robert E. Gorcenski, who is a grant proposal reviewer for the Department of HUD.

A first grade teacher for St. Paul's Primary School in San Francisco, CA, where she now lives, Nancy Love says she has no plans for returning to the east coast. However, she is interested in working at a progressive school for gifted children, and hopes to report a new job soon! Nancy loves California life. This summer she is going to Hawaii for a backpacking tour with the Sierra Club. Nancy has taken credential requirement courses at San Francisco State University, and 30 credits in elementary education and women's studies.

Engaged

Lauren Anne Canning '77G, Jay Tucker Howroyd
Lee Abbott Doodlesack '70G, T. Darran Moore
Joan Marie Ehrlich '80, Harold John Jordan
Michele Anne Esposito '75, William DuBois Briggs
Michele Jo Goldman '78G, Michael L. Lash
Sheila Horowitz '77G, Hagai Gefenalso
Susan Elaine Katz '78, Jeffrey Mark Berenson
Marian Kenkel '76, Michael Scott
Charlene Lily '78, Andrew Gleason
Judith Louise Sherman '77, Robert Stephen Oriel
Lisa Monica Ricea '77, James F. Samma
Marilyn M. Rosenblatt '74, Richard K. Lichtman
Cathy Lynn Rudolph '79, Wayne R. Sampson
Donna Lee Sands '79, Mark P. Ramsdell
Susan Elizabeth Smith '80G, Richard Gordon Schneider
Debora Anne Spalaris '80, Kosta Koustenis
Donna Valentiyn '80, Frederick A. Laskey

Marriages

Mary Anderson Armstrong '76, Alston Edwards Conley
Barbara R. Becker '77, Michael Fratkin
Robyn Becker '79, Kenneth Bruce
Deborah Anne Bevan '76, Raymond Joseph Lord
Karen Marie Blanchette '75, George L. Snyder, Jr.
Susan Bloom '69, Charles Lipson
Ellen Blumberg '77, John Rodenbeck
Michele Anne Esposito '80G, William DuBois Briggs
Melinda Ann Briggs '77, Lowell Evan Smith
Sharon Faith Brunswick '79, Richard Arthur Logan
Carol Angela Castanino '77, Donald Edward Mahn
Robyn Lizabeth Daubenmire '77, Stoddard Leland Lawrence
Madeline Demetrien '77, Christos Lefkopoulos
Jennifer van Deussen '75, John Arthur Henkel
Nancy Street Dion '76, Edward William Avery, Jr.
Suzanne E. Dromey '77, James J. Tiberi
Lorraine L. Dwyer '68, John R. Keenans
Joan Emstem '77, Fred. D. Weinstein
Marie Ann Franchitto '77, Paul Anthony Bongiovanni
Mary Gallagher '79, Marc Detmin
Wendy Gavrelis ‘78, Peter Anderson
Nancy Lee Giep '80, Craig Belden
Pamela Hall '66, Leslie Oliver
Harold Spencer Schwenk, Jr.
Phyliss Sepinuck '76, Christopher G. McKenzie
Linda Ann Lunetta '77, John A. Avery, Jr.
Andrea Strongin Abraham '73, (James); girl, Lauren Ellen, June 3, 1979
Ellen Block Bensuman '73, (Richard); girl, Ariana Paula, July 9, 1980
Patricia DeDon Ellis '73, (William); boy, Sean Paul, July 17, 1980
Kathy Lichtman Estrin '77, (Irving); girl, Lauren Tracy, July 19, 1980
Debbi Ogan Fendell '77, (Dennis); girl, Melissa Sarra, April 16, 1980
Gwen Kotzen Fisher '76, (Martin); girl, Elizabeth Sara, July 29, 1980
Sherri Quantance Gardner '78, (Wayne); girl, Melissa Ellen, February 9, 1980
Dale Feigenbaum Gordon '70, (Jeffrey); girl, Dana Elizabeth, December 14, 1979
Lenora Feldstein Hernandez '78G, (Dennis); girl, Margot Blanca, January 11, 1980
Ilda Carreiro King '74, (Jeffrey); girl, Brandy Elizabeth, May, 1979
Lenore Strauss Lewis '74, (Richard); girl, Stephanie Nicole, May 16, 1979
Lynee Abramowitz Lundy '75, (Julie); girl, Julie Rae, March 21, 1980
Linda Regine Martin '70, (Del); boy, Jeremy Michael, June 2, 1980
Darylin Duquette Meunier '75, (Arthur); girl, Joelle Duquette, June 11, 1980
Brina Einstein Neustat '72, (Stephen); boy, Todd Eric, May 11, 1979
Mary Sally Nolan '74, (John); boy, Michael Thomas, November 10, 1970
Johanna H. O'Brien '67, (Murrough); boy, John David, January 10, 1980
Toby Salmansan Oresman '69, (Richard); boy, Matthew, February 7, 1980
Suzanne Strauss Phelps '73, (Charley); boy, Scott Martin, May 7, 1980
Vikki Coleman Shaiman '77, (Arthur); girl, Sarah Ann, October 6, 1979
Joyce Grossman Swedberg '67, (Brian); boy, Eric Scott, February 13, 1980
Elizabeth Benard Tougther '70, (William); boy, Shannon Lindsay, June 20, 1980
Jane Abrams Walsh '74G, (Stephen); girl, Kristin Michelle
Deborah Olsson Worth '71, (Joseph); girl, Lindsey Olsson, June 20, 1980

Deaths
Eleanor Gaffney Danvers '23
Helen Tryon Kenman '26
Marion Neff Mayer '29
Beth Anita Gerson Morse '67
Alice Byrne Murphy '26
A. Katherine Murphy '26
Priscilla Johnstone Proudly '19
Sarah A. Sutton '25

In Memoriam

SAMUEL D. WONDERS

The Lesley Community noted with sadness the passing of former Corporator and Trustee Samuel D. Wonders (1890-1980), on October 28, 1980, in Peterborough, NH, after a long illness. The family and many friends of Mr. Wonders, including Lesley president Don A. Orton, attended a Memorial Service for him at Lesley College on November 13, which was conducted by The Reverend Harold B. Sedgwick, Canon, St. Paul’s Episcopal Church of Boston.

Mr. Wonders joined the Lesley Corporation in 1955, and provided the College with distinguished leadership as Chairman of the Board of Trustees from 1963 to 1967. A 1913 graduate of the University of Wisconsin, he was for 10 years an executive with the Firestone Tire and Rubber Company of Akron, Ohio, before moving to Massachusetts and joining the managerial staff of Carter’s Ink Company, where he served for 35 years before retiring as president of the company in 1960.

Mr. Wonders’ philanthropic interests extended beyond education; in addition to his service to Lesley College, he was a trustee of the Cambridgeport Savings Bank, an associate member of the Cambridge Foundation, treasurer of the Peterborough Historical Society, former president of the Cambridge Rotary Club, and a former member of both the Boston and Cambridge Chambers of Commerce.
### Lesley College Alumni Chairs — Current Prices and Styles

The following are the Alumni Chairs currently available. Please indicate quantity beside each style desired.

<table>
<thead>
<tr>
<th>Style</th>
<th>Color</th>
<th>Price</th>
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<tbody>
<tr>
<td>Z Captain's Arm Chair</td>
<td>Black Enamel</td>
<td>$103.00</td>
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<tr>
<td>Z Captain's Arm Chair</td>
<td>Black w/Cherry Colored Arms</td>
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<tr>
<td>Z Captain's Arm Chair</td>
<td>Black w/Maple Colored Arms</td>
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<tr>
<td>Z Captain's Arm Chair</td>
<td>Dark Pine Stain</td>
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<tr>
<td>Boston Rocker</td>
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*The Black Enamel Finish in the Boston Rocker has been discontinued from the company's line.*

Please make checks payable to the Lesley College Alumni Association for the cost of the chair(s). Shipping charges have been included in the price. All chairs will be delivered to Lesley College, and the purchaser will be notified of the delivery date so that arrangements may be made for pick-up. Allow a minimum of 10 weeks after ordering for receipt of chairs by Lesley College.

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

Name: ______________________  Class: __________

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City: ____________  State: _______  Zip: __________

Name of spouse: ________  No. of children: ______

Present employer: _________  Position held: ______

Address: __________________

News notes for The Current

________________________________________________________________________

Member of (civic, fraternal organizations):

________________________________________________________________________

Other activities: ________________________________________________________

Alumni Affairs: Lesley College, 29 Everett St., Cambridge, MA 02238

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For more information, check the boxes below and return to Sally Lenhardt, Director of Graduate Recruitment, Lesley College Graduate School, 29 Everett St., Cambridge, MA 02238.

- [ ] Computers in Education
- [ ] Educating the Gifted and Talented
- [ ] Education Communication
- [ ] Integrated Arts in Education
- [ ] Management in Human Services
- [ ] Education Leadership
- [ ] Program Management in Severe Special Needs
- [ ] Leadership Disabilities Services
- [ ] Arts Administration

Name: ______________________

Address: ___________________
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
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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