Dear Wheelock Alumni and Friends,

The theme of the 2014 summer issue of Wheelock Magazine is innovation, which has been a cornerstone at Wheelock College since its inception, thanks to our founder, Lucy Wheelock, a visionary ahead of her time. Innovation has also been fueled in recent years by the Campaign for Wheelock. At Wheelock, innovation certainly centers around technology, such as that found in the new Earl Center for Learning and Innovation and the STEM Activity App, a first-of-its-kind mobile-accessible Web application, which—introduced to us by the College’s Aspire Institute—promotes family engagement in their children’s education in science, technology, engineering, and math. At Wheelock, however, innovation also encompasses innovation of thought and practices in education.

In this issue, you will read about ways in which Col. Douglas Wheelock, astronaut and distant relative of Lucy Wheelock, envisions the future of today’s children if they are encouraged to speak freely; he says innovation begins when children share their thoughts with out feeling inhibited. You will also read ways in which Wheelock College faculty teach and, along with their students, create sociopolitical change. Due to the work of one Wheelock alumna, you will read about alternatives to traditional classrooms such as the USS Midway Museum in San Diego, CA, which was an aircraft carrier for 47 years. This issue of Wheelock Magazine also discusses how another Wheelock alumna used her Marjorie Wolf Memorial Grant to find an innovative way to put books in the hands of sociologically and economically disadvantaged children.

And, of course, this issue of Wheelock Magazine includes a tribute to President Jackie Jenkins-Scott, who celebrates a decade of service to Wheelock College this year—a decade of transformation and innovation. The well-deserved, heartfelt homage paid to President Jenkins-Scott comes from faculty, staff, alumni, students, major political figures, and more.

And finally, you will notice that Wheelock Magazine has a new look! “Keeping pace with the times” was important to Miss Wheelock. Even though we have, for several years, published what has been a beloved alumni magazine, the College’s Alumni Relations Office decided to work with a talented designer to redesign the publication—to give it a new, more current flow and distinct identity. With all of the transformation and innovation that have arisen during President Jackie Jenkins-Scott’s tenure and the Campaign for Wheelock, it seems a fitting time for Wheelock Magazine to evolve as well. We hope you enjoy it as much as we do!

Sincerely yours,

Erin Heffernan
Editor
Dear Alumni and Friends,

In the last 20-plus issues of the *Wheelock Magazine*, this greeting has come from our esteemed President Jackie Jenkins-Scott. In celebration of her 10th anniversary as President of Wheelock College, we decided to give her a hiatus, though, for those of you who know Jackie, “hiatus” is not a word in her vocabulary!

She is the kind of amazing college president who will sneak away from a Pre-Commencement Dinner with Board members, honorary degree recipients, and donors to attend the time-honored tradition of the senior class candle lighting the night before Commencement. The next morning, she will open her home to as many as 400 (yes, 400!) graduates and their families for a celebratory breakfast.

She is the kind of college president who will take time out of her Saturday night to have an unscheduled visit with alumni outside of Boston, and then take a 23-hour flight to Singapore to celebrate Commencement with our international graduates.

And she is the kind of college president who, when she sees injustice, wants to join forces with others to understand, become educated about, and remediate those challenges. With the support of faculty and students, she made a ten-year commitment to work with the citizens of New Orleans to rebuild their great city after Hurricane Katrina, and made a four-year commitment to help the Mattapan community revitalize the Mattahunt Community Center.

Jackie has been a steadfast supporter of progress, driving Wheelock forward and encouraging innovation, even in the face of adversity. This is a woman who scoffed at a $60 million capital campaign goal and encouraged all of us to aim higher. If Jackie is one thing, she is determined.

So much of what Jackie does in her personal and professional lives isn’t merely for Wheelock students; it is for children and families all over the globe. Her travel, her collaborations, her volunteer service, her lectures, and her writing are all tied to the Wheelock mission. And while we don’t make this comparison lightly, Jackie sometimes reminds us of our beloved founder and inspiration, Lucy Wheelock. There will always be challenges and hard times, but an internal drive to do the right thing on behalf of others can go a very long way. We know it can go 126 years and counting. …

In this issue of *Wheelock Magazine*, you’ll read about not only how Wheelock has grown and changed in the last 10 years, but also how it has remained true to the legacy of Miss Wheelock. We wouldn’t be doing Jackie’s “greeting” justice if we didn’t thank the entire Wheelock community, near and far, for their commitment to the future of this fine institution, and also to upholding its vibrant mission to improve the lives of children and families. We know that many of the accomplishments can be attributed to Jackie’s leadership, tenacity, and optimism. In recognition of all of her contributions and her 10th anniversary as President of Wheelock College, we dedicate this issue of *Wheelock Magazine* to President Jackie Jenkins-Scott.

Sincerely,

Sara K. Hosmer ’93  
*President, Alumni Association Board*

Kate Taylor  
*Chair, Board of Trustees*
The Wheelock Family Theatre
2014 WHEEL Award
Presented to Author Grace Lin

Wheelock Family Theatre (WFT) established the WHEEL Award in 2002 to recognize individuals who share the Theatre's commitment to children and families and whose work embodies the Theatre's belief that the arts transform lives. Proceeds from the WHEEL Award support the WFT Theatre for All Fund, providing free tickets and class scholarships to more than 7,000 children, families, and organizations each season.

The 2014 WHEEL Award honored author Grace Lin for her book *Where the Mountain Meets the Moon*. Most of Grace Lin's books are about the Asian-American experience because she believes “books erase bias, and they make the uncommon, the everyday, and the mundane exotic. A book makes all cultures universal.”

*Where the Mountain Meets the Moon* was awarded the 2010 Newbery Honor; was chosen for Al Roker's *Today Show* Book Club for Kids; and was a New York Times Best Seller. A dramatization of the novel had its New England premiere at Wheelock Family Theatre.

On April 11, a 2014 WHEEL Award presentation and reception featured:
• Dim Sum for everyone!
• Chat and celebration with our Award Winner, author Grace Lin!
• A puppet-making workshop for kids with Puppet Showplace Theatre!
• A grand procession of puppet characters for Grace Lin
• The New England Premiere of *Where the Mountain Meets the Moon*

On April 12, the Wheelock Family Theatre hosted a traditional Chinese Dragon Dance Performance. Grace Lin spoke about dragons, conducted a dragon dance workshop for kids, and hosted a Dumpling Day Party before the matinee performance of *Where the Mountain Meets the Moon*.

Wheelock Family Theatre (WFT) proudly and successfully presented the New England premiere of a richly textured adaptation of the Newbery-honored novel by Grace Lin, who was the 2014 recipient of the WFT WHEEL Award. *Where the Mountain Meets the Moon* weaves legend and myth with the story of a young girl’s adventures.

Inspired by her father's stories of the Jade Dragon and the Old Man of the Moon, Minli sets off on a quest to change her family’s fortunes. Through the twists and turns of her extraordinary travels, she finds the courage and cleverness to overcome obstacles—and a new understanding of what is truly important in life.
The 2014 Cynthia Longfellow Teaching Recognition Award Goes to Susan Owusu

Susan Owusu, Wheelock College instructor of American studies, is the 2014 recipient of the Cynthia Longfellow Teaching Recognition Award, which was presented at Undergraduate Commencement in honor of the late Cynthia Longfellow, a Wheelock faculty member in human development who was a superb teacher and a great supporter of, friend to, and adviser to Wheelock students.

The Cynthia Longfellow Teaching Recognition Award acknowledges distinguished teaching by those at the College who hold the promise of continued excellence in the field. To be eligible for the award, a candidate must be a nontenured faculty member who has a strong connection to students through his/her teaching; the ability to inspire students to meet high academic standards; and an innovative approach to teaching in an area of study or a discipline. The candidate must also have reorganized, reconceptualized, or developed a course.

Recognized as an expert in the field of race and media education, Susan Owusu has been director of Wheelock's Communications and Media Literacy program since its launch in 2009. She also created and oversees the annual Wheelock film festival, which highlights innovative student work.

Gail Dines, Wheelock College chair and professor of American Studies, nominated Owusu, whom she chose to be the director of the College's new Communications and Media Literacy program five years ago. Calling her a “gifted teacher,” she says Owusu “has the skill and passion to ignite a classroom. … She draws together a wide range of disciplines, paradigms, methods, and approaches to study how media shapes our reality.”

Dines says Owusu engages her students by fusing intellectual rigor with passion for her subject matter, and she makes complex concepts accessible to students who are often new to critical media theory. Susan focuses on the media that the students find compelling to demonstrate an idea or a point. In the classroom, Owusu creates an atmosphere that encourages students to see themselves as intellectuals. She is a true mentor to all students — especially to students of color — and she is a major source of support to them. In addition, Owusu organizes two to three student events per semester, whether it is a discussion on the progressive potential of hip-hop or the image of black women in the novel The Help.

Since the arrival of Owusu, the Communications and Media Literacy program has grown to 40 majors and many minors.

Notes from No Man’s Land: Evocative Wheelock College Summer Reading Choice

The 2014 Wheelock College summer reading book has been announced! Notes from No Man’s Land: American Essays by Eula Biss has been chosen by a committee composed of Wheelock faculty and staff members who evaluated books based on three principles: alignment with Wheelock’s mission to improve the lives of children and families, intellectual merit, and connection to the transformative first-year college experience.

Notes from No Man’s Land met all three categories in its artistry and insight. Through her collection of beautifully crafted and creative nonfiction essays, Biss grapples with the complexities of race in America from her perspective as a white woman with an unconventional upbringing and extraordinary powers of observation. Biss understands race as a social construct and a personal reality. Her typical mode of writing involves juxtaposing two or three themes through a fragmented structure that allows readers to make their own connections.

Through discussion of this book, the College hopes to foster a meaningful and timely dialogue about identity, diversity, and tolerance on campus.

Wheelock’s Summer Reading Program adds value to the first-year experience and provides an opportunity for the entire community to join in a conversation around important ideas. To facilitate both aspects of the program, groups of first-year students will meet with volunteer members of the faculty and staff for a discussion of the book during orientation, and seniors are invited to a Senior Symposium related to the book’s theme in September.
The Edward H. Ladd Award for Academic Excellence and Service Goes to Dr. Maya Honda

At each undergraduate Commencement, the Edward H. Ladd Award for Academic Excellence and Service recognizes an outstanding member of the Wheelock College tenured faculty for his or her commitment and contributions to the mission of Wheelock College. The award is a tribute to Ted Ladd, who has served on the Wheelock College Board of Trustees for more than 25 years, and was chair of the Board for 10 of those years.

This year’s recipient was Dr. Maya Honda, Wheelock College associate professor of human development and a faculty member and leader who demonstrated extraordinary dedication to academic excellence, student learning, and genuine collegiality at Wheelock College.

Wheelock College Vice President of Academic Affairs Joan Gallos said Dr. Honda, who retired this year, personified the criteria for this award. She was:

• The embodiment of our mission, our values, and our work to inspire a world of good.
• A leader, who through her actions lived meaningful service.
• A professional dedicated to the intellectual and emotional development of students, in and out of the classroom—a true believer in their ability to learn and grow.
• An educator and a scholar devoted to improving the quality of life for all.
• A true collaborator with colleagues; local, national, and international communities; and students.
• A model of strength, grace, and tenacity when facing adversity, whether it was her own, a student’s, a colleague’s, a stranger’s, or a community’s.

A senior member of her department said about Dr. Honda: She “embodies the highest aspirations and gifts we expect of Wheelock faculty. She is passionately devoted to students and social justice, and exhibits an extraordinary intellect and a mastery of theories and content that extends well beyond her own discipline.”

Another faculty member noted: “I think of [Dr. Honda’s] kindness, her absolute organization and attention to detail, her fabulous sense of humor, and above all, her ethics. She is a person who has a clear sense of purpose; she thinks about everything from every point of view, and then decides on which position to take. ... I also admire her work to keep dying languages alive and to bring access to education and information to people who have limited language skills. In particular, I admire her work with Native American nations.”

Dr. Gallos, upon presenting the award to Dr. Honda, said she felt privileged to know and work with her. She commented that Wheelock College is richer and smarter for her efforts, and that her legacy and standards of excellence have helped shape the College.

Wheelock College Students Sing National Anthem at Fenway Park

In May, five Wheelock College students sang the national anthem at the Red Sox game in Boston’s iconic Fenway Park as members of the Colleges of the Fenway (COF) Chorus. Noah Burnett ’16, Cassandra Clark ’16, Alexa Curtiss ’16, Norma DeFilippo ’16, and Carmen Piedad ’16 sang strongly and with pride with other Chorus members to represent the College and our country before the Red Sox game went underway against the Cincinnati Reds.

This chorus of men and women, now in its ninth year under the direction of Ray Fahrner of the COF Performing Arts, welcomes students, faculty, and staff from the COF community. No auditions are necessary, just enthusiasm! The Chorus strives to provide an opportunity for all singers—beginning and advanced—to improve their musical skills and expand their musical knowledge. It also inspires and educates through the rehearsal and performance of diverse choral works, presenting an educational context for both the performers and their audience.

The COF Performing Arts works to enhance collaboration amongst students and faculty of each individual institution while retaining the unique and special qualities of each of our schools. The collaboration saves the escalating costs of higher education by sharing of resources.

Colleges of the Fenway is made up of Emmanuel College, Massachusetts College of Art and Design, MCPHS University, Simmons College, Wentworth Institute of Technology, and Wheelock College.
**Andrea Weaver ’94MS, Winner of the 2014 Elizabeth Palmer Peabody Award**

A highlight of each Alumni Symposium is the presentation of the Elizabeth Palmer Peabody Award to a deserving alumna/us. This year, the recipient was Andrea Weaver ’94MS. Long before most educators, Miss Peabody, who was known as the “mother of kindergarten” and Lucy Wheelock’s mentor, embraced the premise that children’s play has intrinsic developmental and educational value. The Wheelock College Alumni Association presents this award to an alumna/us of a graduate program of the College who reflects Miss Peabody’s principles on play, commitment to diversity and education, and Wheelock College values.

Andrea is the founder and president of Bridges Together Inc. Kathryn Portnow, an instructor of human development at Wheelock, nominated Andrea because of her passion for uniting generations and helping people realize their similarities, regardless of age and background.

Bridges Together Inc. is a nonprofit organization dedicated to designing and distributing intergenerational programs that bring together adults over the age of 55, children, and educators in academically and socially invigorating environments. Typically, a group of adult volunteers collaborate with children, working in small groups under the guidance of the teacher.

The goals of Bridges Together are to:

- Create more positive views of aging
- Build and strengthen communities
- Increase understanding between generations
- Reinforce family relations
- Build on lifespan developmental theories that focus on the physical, emotional, social, intellectual, and spiritual domains in human growth and transformation

Andrea’s programs embrace and foster a reciprocal appreciation of intergenerational diversity. Bridges Together and its trainings, curricula, and programs ultimately help children better understand and cherish elders and their own grandparents as they learn from and with them. In turn, the adult educators and elders are teaching and learning from the children.
On May 16, the sun was bright as the celebratory Wheelock College Undergraduate and Graduate Commencement ceremonies transpired with great success and with the theme “Innovation. Access. Opportunity.” It was a joyous day for graduates, their families, faculty, and staff.

UNDERGRADUATE CEREMONY

The 217 members of Wheelock College’s Class of 2014—the College’s largest graduating class in history—turned their tassels to the left after a ceremony that included song, inspirational speeches, and a rousing spoken word performance.

“We have watched you mature with confidence, competence, grace, and excellent leadership skills,” said Wheelock President Jackie Jenkins-Scott to the students. “We could not ask for a more accomplished graduating class. … We cannot wait to see the impact that you make on the world.”

Dr. Howard K. Koh, Undergraduate Commencement speaker and honorary degree recipient (see sidebar), advised the graduates to daily:

• Stand for something larger than themselves
• Connect with someone every day, and
• Live an “attitude of gratitude”

“When I was a young doctor in Boston, I was determined to cure everyone through direct patient care,” Koh explained. “But I came to recognize that far too many of my patients were suffering from preventable ailments. … I thought there had to be a better way. … And then the world of public health drew me in. That’s how I found my calling. In the future, if you say, ‘There has got to be a better way,’ that could be your inner voice helping you find your calling.”

Student Performances

• Graduating senior Aaron Swiniuch ’14 began the ceremony with a stirring performance of the song “Finding Wonderland” from Wonderland: the Musical. The song reminded students that “ordinary magic happens every day.”

• Graduating seniors Lissa Piercy ’14 and Guillermo Caballero ’14 drew reflection, laughter, and loud applause with their outstanding spoken word performance that summarized a full range of Wheelock College experiences, from student protests to homework procrastination.

At the end of their spoken word performance, they told graduates: “Be excited. Tomorrow will come with its challenges. But today, you walk off this stage with one more thing to use as armor. You worked for it. Celebrate it. Be proud of it. Congratulations, Class of 2014. You made it!”

• Mary McNeil ’14, student speaker, spoke about the significance of her classmates as members of the millennial generation and the growth she has seen in her class as a whole. “We are significant members of the millennial generation who are not afraid to get their hands dirty in the pursuit of life, liberty, and equality.” She spoke of her classmates as entering Wheelock College as “unapologetic idealists,” who, during their four-year journey, became equipped with the tools to be “Tough Enough” to turn those ideals into reality.

Teaching Awards (see In the News, Pages 4–5)

• During the ceremony, American Studies Instructor Susan Owusu received the Cynthia Longfellow Award, presented to a non-tenured faculty member to reward academic excellence. Recognized as an expert in the field of race and media education, Owusu has been director of Wheelock’s Communications and Media Literacy program since its launch in 2009.

• Psychology Professor Maya Honda received the Edward H. Ladd Award, which is given to a tenured faculty member for outstanding service. Honda is a linguist and developmental psychologist who retired this year.

GRADUATE CEREMONY

During their Commencement ceremony, the members of the Wheelock College Graduate Class of 2014 heard several calls to continue living Wheelock’s mission to improve the lives of children and families.

“The liberty of the individual and the pursuit of happiness depend on the liberty for all and the happiness for all,” President Jackie Jenkins-Scott told the graduates. “So, we hope you leave Wheelock as courageous, passionate advocates for a just society.”

David C. Banks, keynote speaker and president and CEO of the Eagle Academy Foundation (see sidebar), told graduates about his circuitous path to becoming an advocate for quality education. He started college as an engineering major before switching to political science and then attending law school. While working as a district attorney, he discovered his passion for education and decided to become a school administrator. He needed a second master’s degree but had only one semester to earn the 24 credits required if he was to switch
jobs within the year. When one college said he could take a maximum of only 15 credits per term, he decided to take classes simultaneously at three different colleges.

**Student Performances**

- Chelsey Ballard ’14MS opened the ceremony with a lovely vocal rendition of “Somewhere Over the Rainbow.”
- Natasha M. Antoniak ’14MS, student speaker, told a parable about mankind’s endless struggle between good and evil. And with reference to this struggle, she asked, “So, how can we inspire a world of good and improve the lives of those around us?” She said: “In short, we must ‘feed the good.’ I believe this can happen as we internalize as well as employ the education we’ve received [at Wheelock College] as we go throughout the world and communities before us. … ‘Feeding the good’ leads to healing, resilience, and the perpetuation of more good,” Natasha said. “Therefore, when we witness injustice, we must continue to stand and advocate and, thus, ‘feed the good.’ When we face fierce disagreements or see conflict amidst communities, we must seek to genuinely understand rather than dismiss others, and, thus, ‘feed the good.’ When we see the lonely, poor in spirit, outcast and ill, we must love them — not avoid or neglect them — and ‘feed the good.’”

On Friday, May 16, 2014, Wheelock College recognized three honorary degree recipients. Each is a talented leader who embodies the spirit of the Undergraduate and Graduate Commencement theme of “Innovation. Access. Opportunity.” Through their tireless dedication to increasing access to quality health care and education, they have improved the lives of children and families throughout the world. The recipients of the honorary degrees were Howard K. Koh, David C. Banks, and Mary Tiseo.

“We are thrilled to be honoring three exceptional leaders who share an unwavering commitment to our mission of improving the lives of children and families,” said Wheelock President Jackie Jenkins-Scott. “Our Commencement theme truly reflects the lifework of our three honorees.”

As Assistant Secretary for Health, Dr. Koh oversees 12 public health offices and implements an array of interdisciplinary programs relating to areas including disease prevention, health promotion, the reduction of health disparities, women’s and minority health, adolescent health, HIV/AIDS, chronic infectious diseases, and fitness.

David C. Banks, President and CEO of the Eagle Academy Foundation

Graduate keynote Commencement speaker David C. Banks is the President and CEO of the Eagle Academy Foundation. He was the founding principal of the Eagle Academy for Young Men, the first school in a network of innovative all-boys public schools in New York City. Since opening in 2004, the Eagle Academy family has grown to comprise a total of three schools in the Bronx, Brooklyn, and Queens, and it is expanding its vision to Newark, NJ, and other cities in the U.S.

Eagle Academy is based on the belief that a nurturing institution that inspires excellence, both in character and in scholarship, will open doors and provide a bridge to equality. Since its inception, Eagle Academy has graduated young men who are making a difference in their communities and in the nation.

Mary Tiseo, Executive Director of South Africa Partners

Mary Tiseo is the Executive Director of South Africa (SA) Partners, a nonprofit organization facilitating mutually beneficial partnerships between the U.S. and South Africa in the areas of health and education.

Working with community organizations, academic institutions, and state and local governments, SA Partners brings together practitioners from both countries, all of whom are committed to addressing social, political, and economic needs in a manner that strengthens communities, builds institutional capacity, and fosters local leadership.
The Riverway

Reunion 2014
Consensus: Wheelock College Reunion Weekend Was a Blast!

Wheelock College Reunion 2014, for class years ending in 4 and 9, was a joyful weekend for more than 250 alumni and guests as they enjoyed a multitude of festive activities that gave them opportunities to converse, laugh, and reacquaint themselves with the College and Boston. And sunshine prevailed above the merriment throughout the weekend!

The annual Welcome Back Luncheon on Friday kicked off the weekend on the second floor of the Campus Center with faculty and administrators present to mingle with alumni, followed by a choice between a tour of the exquisite Isabella Stewart Gardner Museum and the opportunity to see Boston by land and by water on the iconic Boston Duck Tour. Alumni boarded the “duck”—an authentic renovated World War II amphibious landing vehicle—in high spirits. Other alumni took to Boston’s Faneuil Hall to soak in its rich history, shop, people watch, and simply relax.
Trolleys looped between the Boston and Brookline Wheelock Campuses before the annual **Hawes Street Reception** on the Brookline Campus. Accompanied by a harpist, President Jackie Jenkins-Scott enjoyed one of her favorite activities: mingling with alumni and hearing about their latest adventures. Following the reception, President Jenkins-Scott hosted a **Celebration Dinner** in the Ladd Room, one floor above the reception. The merriment was again evident in the uproarious conversation and laughter.

After an excellent meal, many alumni left campus to root for the **World Champion Red Sox** at Fenway Park. Rain made its only appearance during the game, but it didn’t dampen the spirits of the alumni who were under cover in the park. Enthusiasm was copious as the Red Sox captured the win against the Tampa Bay Rays in extra innings!

That evening, those who did not go to the Red Sox game went to **Cabaret** at the Wheelock Family Theatre (WFT), where WFT professional actors perform — always a Reunion favorite. At 9:30 p.m., the Wheelock College Reunion inaugural **Team Trivia Competition** was a huge success! Alumni played class vs. class, major vs. major, floor vs. floor, etc., while enjoying fabulous snacks, a cordials and coffee bar, music, and the popular photo booth. The trivia contest was rigorous and spirited, bringing out the fun yet competitiveness in many! And, for those who preferred to not compete, dancing was the activity of choice. Needless to say, it was an energetic evening!

Later that morning, the enthusiastic alumni joined the annual and iconic **Alumni Procession** — led by bagpiper Hamish Blackman — from the Campus Center, up the Riverway, and into the WFT to hear President Jenkins-Scott deliver the State of the College Address and watch their deserving classmates receive Reunion Awards. Classes processed together adorned with accessories specific to each. There were colorful scarves, sunglasses, cowboy hats, noisemakers, and more. Every year, the Alumni Procession is a vision of Wheelock pride as alumni smile, laugh, and wave as they make their way up the Riverway.

Despite the activity-filled day on Friday, alumni were awake and ready for another day of action starting on Saturday morning. There was a **Theatre Espresso** performance of *The Trial of Anthony Burns* in the Campus Center at 9 a.m. Theatre Espresso encourages its audience to interact with the actors and “Wake Up to History!”
President Jenkins-Scott welcomed all alumni to the Wheelock Family Theatre and thanked them for their continued love and support of their alma mater. She stated that the College is thriving, and she drew much applause when she announced that the Campaign for Wheelock exceeded its goal of $80 million! And, she offered more gratitude to the alumni as the total amount of money raised by all reunion classes was $1,605,762! In addition, classes ending in 4 and 9 have identified $1,634,000 in planned intentions, which will continue to come to Wheelock well into the future.

The total amount of money raised by all reunion classes was $1,605,762!

The Gertrude Abbiuhl Prize is presented to the class with the highest percentage of members attending the Annual Luncheon:

- Winner: Class of 2009 with 21%
- Runner-up: Class of 1969 with 20%

The Beulah Angell Wetherbee Prize is given to the class with the highest percentage of donors:

- Winner: Class of 1964 with 34%
- Runner-up: Class of 1969 with 32%

The Dr. Frances Graves Prize is presented to the class that raised the largest gift this reunion year:

- Winner: Class of 1954 with $1,478,187 raised
- Runner-up: Class of 1969 with $63,635 raised

The “Making a Difference Service Award” is typically given to two alumni from reunion classes—one to a young alumna/us and one to an older alumna/us—whose professional or volunteer work exemplifies the mission of Wheelock College. This year’s awards went to Heidi Butterworth-Fanion ’94 (left, presented by Vivian Carr ’94) and Rita Sladen Sosa ’69 (right, presented by Dell Redington ’69’/78MS).

Established in 1988, the “Lucy Wheelock Award” honors a young alumna/us who is celebrating a 5th to 20th Reunion. Criteria for this award are based on this person’s service to the College and/or service to the Alumni Association, including any of the following involvement: Alumni Board member, class officer, phonathon participant, club member, alumni admissions volunteer, Alumni Board committee member, and participant in past Reunions. This year’s award went to Kelly McLoud Duda ’04 (right), presented by Kyla McSweeney ’94’/97MS.

The “Distinguished Service Award,” established in 1975, honors a member of a reunion class celebrating a 25th or higher Reunion. Criteria for this award are based on an alumna’s/us’ service to the College; service to alumni, and/or service to his/her class. This year’s recipient was Nancy Folley Purinton ’64, presented by Tina Morris Helm ’64’/98MS.
The Annual Alumni Luncheon took place at 12 p.m., before everyone dispersed again for different activities and during which time class pictures were taken.

At 1:45 p.m., some alumni chose a Walking Tour of Fenway Park, otherwise known as “America’s favorite ballpark.” They saw the 2013 World Champions banner, checked out the view from the Monster Seats, and even caught a glimpse of Red Sox batting practice!

Kayaking on the Charles River was quite an expedition at 2 p.m.! Alumni enjoyed views of downtown Boston, including the Prudential Building, the Esplanade, and the Statehouse Dome, all while chatting and laughing with classmates in kayaks built for two. Also at 2 p.m. was a Tour of the Museum of Fine Arts, one of the most comprehensive art museums in the world.

From 3 p.m. to 5 p.m., other alumni spent time shopping along the “Rodeo Drive of the East,” Newbury Street in Boston. And they were home by 5 p.m. for a “Magical” Reception where they could marvel at the sleight-of-hand magic of Kayla Drescher ’12 before their Reunion Class Dinners, which are always highly anticipated on the Saturday night of Reunion Weekend.

And to end the day for the young alumni, the Young Alumni Reception rocked Champions in Copley Square.

On Sunday morning, all alumni had a final chance to spend time with their classmates at a brunch at the Campus Center. There was much reminiscing amongst the alumni about Reunion Weekend and many plans made to stay in touch.

The Consensus: Reunion Weekend 2014 was a blast!
Wheelock College greatly impacted policy initiatives and issues critical to the College’s mission to improve the lives of children and families on local, national, and international levels in the last decade.
2004

On July 1, 2004, Jackie Jenkins-Scott became the 13th President of Wheelock College. She received an Honorary Doctorate in Education from Wheelock College in 2003, when she served as the Commencement speaker. As a community leader, public health advocate, and innovative administrator, she has been a nationally known figure for nearly 30 years.

2005

- The Presidents Community Dinner Dialogues were held with over 100 community leaders and policymakers at the President’s home; these informed the strategic direction of the institution.

- Wheelock held the first Annual Community Dialogue on Early Education and Care.

- Wheelock was selected by the Council of Independent Colleges as a leadership institution for the new program Teachers for the 21st Century.

- Wheelock College’s strategic plan was developed.


- The Presidential International Visiting Scholars program began in the 2005-2006 academic year with visits from three scholars:
  - Dr. Ambroise Medegan, Benin
  - Hanley Denning ’96MS, Safe Passage, Guatemala City, Guatemala
  - Dr. Tiziana Filippini, Reggio Emilia, Italy

2007

The Campaign for Wheelock Began: The Campaign for Wheelock laid the foundation for a “new vision” of a thriving 21st-century institution. The $80 million Campaign, the largest capital fundraising initiative in Wheelock’s history, has been a transformational undertaking providing significant new resources needed for the College to pursue a future of growth and innovation.

“The challenge we face today is to weave Wheelock’s historic mission into the ever-changing environment of contemporary society. It is the same challenge Lucy Wheelock faced a century ago in reimagining early childhood education. This Campaign will provide Wheelock with the resources needed to sustain its clear and focused mission while being innovative in preparing more graduates to meet the needs of future generations of children and families.”

– President Jackie Jenkins-Scott

Wheelock College launched the Aspire Institute:
Connection. Innovation. Optimism.

After a series of stakeholder meetings convened in 2007, Wheelock College identified the opportunity to assume greater leadership in addressing community needs, shaping policy, and advocating on behalf of children and families.

The mission of the Aspire Institute is to advance knowledge and solutions in response to social and educational challenges. To fulfill this mission, the Institute collaborates with Wheelock College faculty, staff, and community partners to envision and develop effective policy and practice in the fields of education, child and human development, and health and wellness.
→ Gov. Deval L. Patrick invited President Jackie Jenkins-Scott to co-chair the Readiness Project, the group responsible for developing a 10-year strategic plan to implement the vision for education in the Commonwealth of Massachusetts.

→ Wheelock College won the prestigious Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration as part of a collaboration with Jumpstart’s Roxbury School Readiness for All Initiative.

→ Men’s Basketball, Cross-Country, Men’s Soccer, and Lacrosse began.

→ The Passion for Action Scholarship Program was announced.

2008

Current Secretary of State and then Sen. John Kerry delivered the Wheelock College Commencement address.

“‘I urge you — carve out some time in your life to be a citizen. Don’t just vote. As you graduate, continue to find a way to be a part of your communities and take part in a cause. Find a cause greater than yourself that captures your imagination, and go after it.’”

– Secretary of State and former Sen. John Kerry

→ On Oct. 29, 2007, Nobel Peace Prize recipient Archbishop Emeritus Desmond Tutu visited Wheelock College and its community as part of a two-day event focused on reconciliation and unity. Hundreds of local high school and college students attended the first Youth Symposium.

2009

→ Located on the Riverway, the Campus Center became the newest residence hall on the Wheelock Campus, and the newest building on campus in 40 years.

→ The Communications and Media Literacy major and the graduate program in Organizational Leadership were launched.

→ 19 master’s candidates graduated from Wheelock’s first Master of Science Program in Early Childhood and Elementary Teaching in the Bahamas.
2010

At the request of then Mayor Thomas M. Menino and the City of Boston, the Wheelock College/Mattahunt Community Center (MCC) partnership began. With support and guidance from the Mattahunt Wheelock Community Advisory Board, the MCC officially reopened in 2011 and is now a thriving, sustainable community hub that offers a growing roster of academic and recreational services and activities driven by community needs and priorities.

“On behalf of the Wheelock College community, I want to express our enthusiasm for the opportunity to work with the City of Boston and the Mattapan community, over the next four years, on the revitalization of the Mattahunt Community Center. We are encouraged by the Mattahunt Wheelock Partnership, which began with the mayor’s announcement this past fall 2010. We believe our working together offers the Mattahunt Community Center and its neighbors a path to resurgence, initiating a journey toward a new beginning with interested collaborators.”

– President Jackie Jenkins-Scott

2011

→ Wheelock Family Theatre celebrated 30 years of professional, affordable theater for all families.

The Wheelock Family Theatre production of Oliver!

→ Wheelock developed a new strategic plan to help reach the full measure of the College’s potential.

→ The Wheelock Center of Excellence for Military Children and Families was launched.

2012

→ Two new student clubs that celebrate the diversity among students were created: The Black Student Union and La Herencia Latina.

→ President Jackie Jenkins-Scott spoke at Bahçeşehir University in Istanbul, Turkey, on higher education in the U.S.

→ Wheelock was invited to participate in the President’s Interfaith and Community Service Campus Challenge, and the Office of Spiritual Life was created.

2013

→ Wheelock kicked off its 125th anniversary celebration.

Wheelock College held a 125th anniversary celebration at the Isabella Stewart Gardner Museum in the fall of 2012.

→ This year saw the launch of a Master of Social Work degree program in Worcester and the College’s Political Science and Global Studies program.
On May 15, 2013, Wheelock College celebrated the grand opening of a new state-of-the-art learning space, the Earl Center for Learning and Innovation, made possible by a generous donation from Sylvia Tailby Earl ’54 and her husband, James.

Wheelock College announced the creation of the first endowed professorship: the Sylvia and James Earl Professor of Technology and Learning.

International Conference: *Global Challenges and Opportunities Facing Children, Youth and Families*

Wheelock College held the inaugural International Conference: *Global Challenges and Opportunities Facing Children, Youth and Families*, which welcomed over 800 professionals — representing five continents over 40 countries and 29 U.S. states — in the fields of health, education, and human rights.

Wheelock formed a partnership with the Singapore Institute of Technology to offer a B.S. degree in Early Childhood Education.

Wheelock College launched a new marketing campaign, asking students: “Are You Tough Enough to Inspire a World of Good?”

Theatre Espresso joined Wheelock.

Artistic Director Wendy Lement became the Wheelock Family Theatre producer.

Wheelock College’s beloved founder, Lucy Wheelock believed in teaching the art of human possibility. And, to this day, students arrive at Wheelock College to carry on this legacy. It’s hard work, but it’s worth it.

The Capital Campaign exceeds its $80 million goal.

The Campaign for Wheelock was successful and transformative for the College, bolstering student scholarships and financial aid, faculty support, research programs, campus facilities, global reach, and other high-priority needs outlined in the school’s strategic plan.

2014
"The leadership of President Jackie Jenkins-Scott at Wheelock College has been transformative, with undergraduate enrollment up by over 60 percent. We are able to provide significantly more financial aid to students while maintaining a balanced budget. There are three new spaces on campus: the renovated Riverway House, the Campus Center, and the Earl Center for Learning and Innovation. This year we celebrate the successful conclusion of our $80 million Campaign for Wheelock, which supports financial aid, campus investments, and endowment growth."

Robert “Bob” Lincoln
Wheelock College Board of Trustees, Treasurer
Campaign for Wheelock Co-Chair

"During President Jackie Jenkins-Scott’s tenure at Wheelock College, she has achieved increased international outreach and cross-disciplinary collaboration, a tireless commitment to civic engagement, and the advancement of education through strengthening diversity. Jackie is without question the consummate bearer of the torch of Lucy Wheelock’s legacy."

Eduardo R. Garrido
Santander Universities at Santander Bank

"While I had high expectations for what President Jackie Jenkins-Scott would accomplish, I have been delighted that—for the College I dearly love—she has constantly exceeded my expectations."

Gordon Marshall
The Ninth President of Wheelock College

"I am grateful that, under the leadership of President Jackie Jenkins-Scott, the Social Work Department has seen growth in both the B.S.W. and M.S.W. programs, as well as increased excellence in our field partners, as we’ve expanded the investment in our Signature Pedagogy—Field Education within Social Work Education. The successful Wheelock@Worcester M.S.W. program is an innovative way to engage students who would otherwise be unable to avail themselves of a Wheelock education. And, the Mattahunt Wheelock Partnership is giving our social work faculty the ability to join their students together in working directly with community members to improve systems of care and health for residents in Mattapan, MA. Jackie has been an inspirational leader with vision for forging the right connections, ensuring social work faculty and students a human rights-based and justice-based educational experience."

Hope Straughan
Wheelock College Associate Dean for Social Work, Leadership, and Policy

Wheelock College President
Jackie Jenkins-Scott

Ten Years of Leadership, Institutional Transformation, and Inspiring a World of Good

As a tribute to Jackie Jenkins-Scott’s 10th anniversary as President of Wheelock College, a timeline of her rich tenure has been compiled and quotes that speak to the impact of her presidency (please go to www.wheelock.edu for a full list of quotes) have been collected from faculty, staff, alumni, friends of the College, and political leaders. And, we recently joined President Jenkins-Scott for a friendly, relaxed conversation about the past decade of her leadership, her personal views about all that has inspired at Wheelock College during this time, and her hopes for the future of her presidency.

The conversation was at times light-hearted—especially when President Jenkins-Scott needed to use a pen and paper to tally the nearly 30 countries she has visited on behalf of the College. At times, it was reflective, as she often referenced our beloved founder, Lucy Wheelock, even finishing a quote from her when presented with the first half, to note the similarities between the two women. Mostly, President Jenkins-Scott exhibited a passion for and commitment to the College’s mission to improve the lives of children and families; excitement and humility over the institutional transformation over the past decade; and enthusiasm and optimism for the future of the College. Several key questions guided the reflective conversation:

Q: What factors contributed to your decision to lead Wheelock College?
A: I was very taken with the mission of Wheelock College—to improve the lives of children and families. It is a mission that aligns extremely well with my personal values and my belief in institutional transformation. And, I strongly believe that what ultimately drives people is when they are attached to a position or an institution in which they deeply believe.

Q: Your belief in the Wheelock College mission is evident in all that you do as President. How often does the mission influence you as a decision maker?
A: Always! It is critical that the core values of an institution always drive its leader’s decision making. Of course, one can never follow this ideal 100 percent of the time; but even when making tough decisions with reference to the budget or new initiatives, I need to consider the mission.

Q: How important is collaboration at Wheelock College?
A: I strongly believe that collaboration has to be at the very heart of what we do as an institution. We want Wheelock College to be a thriving institution, and, in today's...
world, there is no such thing as thriving alone. Both internally and externally, we strive to find partners who align with our mission. We want our students to have excellent collegiate and life experiences, but they cannot do that simply within the walls of Wheelock College. Our students must be students of the world—global students—but we cannot emphasize internationalization on our own. Students experience globalization via collaborations and partnerships; an example of this is our service-learning trips, which demonstrate the power of collaboration.

Q: What is your number one priority as President of Wheelock College?

A: As President, my number one priority is our mission to educate students who will change the world. And, to make Wheelock College accessible and available to students for whom it is the right setting, despite the fact that we are in a difficult economic time. This is a challenge because embedded in this effort is maintaining the history of the College as a small, private, tuition-driven institution. Raising money for scholarships is also a top priority so that students can continue to come to Wheelock College to receive an excellent education and reach their full potential.

Q: Lucy Wheelock’s hopes for Wheelock were that it would “change its methods and techniques in the light of all new discoveries of the needs of the child’s life and … preserve what is universal and fundamental in the teachings of the past.” How do her hopes align with your philosophy as President of Wheelock?

A: In the second part of this quote, Lucy Wheelock talks about the personality and the spirit of the teacher. She says that, even if we give our teachers all of the latest techniques in the industry, they must still remain passionate about the essence of teaching. I think that one of the greatest objectives in the field of education is for students to be educated by teachers with a hunger to grow and learn in their craft but also to provide the theory and the technology to match the students’ passions and personal aspirations. That’s the ideal situation in education.

Someone might even change his/her mind and decide to be a different type of educator. Well-prepared teachers might never work in a classroom, but instead use their skills to raise their children. That’s just as valuable to me. Maybe one of their children will be the next inventor of something as big as Google.

During my first year at Wheelock, I went to Maine for a Wheelock event, and the woman who hosted the event had left education completely. She got her CPA and was the regional director of a large accounting firm. She said she hadn’t been in education in years, but that she was using the same education tools she learned at Wheelock to work with accountants. Her words were very impactful for me.

“President Jackie Jenkins-Scott has been a key player in creating a plan to put Massachusetts at the forefront of education. She is one of the best thinkers in education in America, and brings together knowledge, experience, and creativity to keep Wheelock College at the forefront of educational innovation.”
Massachusetts Gov. Deval Patrick

“In the short time that I have known President Jackie Jenkins-Scott, she has inspired me as an educator, a staunch human rights advocate, a listener, and a friend. Her ability to encourage and energize those around her to achieve their passions has been extraordinary to witness. She has made Wheelock into a ‘College Without Borders.’”
Kibebe Gizaw
President, McMillan-Stewart Foundation

“In the last decade, Wheelock has grown tremendously under the leadership and service of President Jackie Jenkins-Scott. The expansion of the international programs and of opportunities for students and faculty has greatly advanced a global perspective throughout the Wheelock College community. Also, the adoption of innovative technology and of new resources for students and faculty has strongly enhanced teaching and learning. As both an alumna and a faculty member, I know Jackie will continue to bring to light the vision and importance of the life and mission of Lucy Wheelock.”
Leland Clarke ’75
Wheelock College Associate Professor, Arts

“President Jackie Jenkins-Scott has always navigated her life of service by converting that big idea into that successful ‘something!’ Jackie has improved the lives of countless people while guiding many organizations with the passion of an adventurer and the courage of a risk taker, always speaking truth to power. Jackie is a change agent. She has a clear vision, is unafraid to ask the tough questions, and, most importantly, leads by example. But, perhaps her greatest quality is that she approaches every task with love. It is with love that she built Wheelock College’s global community. And, she knows that nothing positive is ever achieved in isolation. We can be and do our best only when we work together.”
Rev. Liz Walker
The Award-Winning Television Journalist, Documentary Film Producer, Entrepreneur, and Humanitarian
Q Since the inception of your tenure as President of Wheelock, you have helped to expand the College’s local, national, and global reaches. After a successful International Conference: Global Challenges and Opportunities Facing Children, Youth and Families in 2013, what is next in this important evolution?

A Wheelock College will continue to embrace internationalization from both directions: We will continue to bring the world to Wheelock and to bring Wheelock to the world. Our total and continued commitment to internationalization is in keeping with Lucy Wheelock’s vision for the future of the College. She organized an international conference in 1911.

We at Wheelock College will continue to grow and learn in the future; but, as we do, I don’t know exactly what form internationalization will take. I don’t know with whom our partnerships will be or what types of collaborations we will have, but I hope that there will be partnerships and collaborations. This is an institution that relies on partnerships and collaborations. The international conference showed us that there is a yearning all over the world to convene and talk about issues related to our mission, and this is because children and families are the core of all societies, wherever the societies are.

I think it is the very nature of being human to want the best for the next generation, so our responsibility at Wheelock College, if we truly believe in our core values, is to figure out how to sustain our values and live them. They are not just words on paper.

Q Lucy Wheelock was an internationalist before her time. Given all of your travel, you are obviously an internationalist as well. What countries have you been to as President of Wheelock?

A Jamaica, Burundi, Qatar, Greece, Cayman Islands, Benin, Malaysia, China, Singapore, Mexico, Israel, Georgia, Turkey, Colombia, U.K., Austria, Ghana, South Africa, Haiti, Vietnam, Guatemala, Ireland, The Bahamas, Indonesia, Italy, Bermuda, Brazil.

Q How and where has the successful $80 million Campaign for Wheelock been most impactful, and how do you see it shaping the future of the College?

A The Campaign for Wheelock has impacted everything in relation to the College—our teaching (including an endowed professorship), our learning, our students, our accessibility, our affordability, our capacity for innovation, our ability to maintain our beautiful campus.

Innovation has been and always will be a cornerstone at Wheelock College. Not everything that will result from the Campaign is tangible today, but the Campaign gave us the Earl Center for Learning and Innovation, which is something we can physically see and touch. Thanks to the Campaign, we have new scholarships to support students who will do innovative and creative things that we cannot even imagine today. That’s the beauty of a campaign. That’s the beauty of our Campaign. It speaks to the confidence and the trust that our community has in the future of our beloved institution and its impact that will be felt long after we are gone. When our alumni and friends contributed to the Campaign for Wheelock, it was their vote of confidence in our future.

Q Is the Wheelock College Strategic Plan fully engaged at this point, or is this an evolution? And if it is an evolution, how do you see it continuing to evolve?

A If we are doing our work, we are always evolving; we are always growing, always learning. The strategic plan is a foundation for a great vision to improve the lives of children and families, a vision to impact society and impact the world. If we believe in that vision, there is no end point. Each new effort opens the door to another effort. When you build a...
house, you build the foundation first. Then, though the foundation remains, the work never ends. I am proud to say that the strategic plan is a solid foundation from which Wheelock College will continue to work. And innovation is a key element in it; we learn every day how we will live this piece of the plan. The strategic plan is a very solid foundation for the future of the College. It might be changed and modified, but the foundation will remain.

Q We know the word “diversity” can take on several meanings. In your mind, as President, do you see Wheelock College as being successfully diverse, and how much do you see it advancing in the future?

A I think that diversity goes right along with collaboration and integration, and I don’t mean integration with reference to civil rights. The world we live in is diverse; the ways people learn are diverse and we need to integrate different learning models. Wheelock College has always embraced differences. We might not have always done it as best we could, but no institution has. Embracing diversity is a core value for us, and doing so helps us become a stronger institution. We recognize that diversity is part of the learning process, personally and professionally. For young people, there will be diversity no matter where they teach. So, if we are really preparing our students to be excellent teachers who will advance our mission, we must embrace diversity. That’s the world we live in, and it is core to who we are.

Q What is your opinion on college affordability and its recent place in the media?

A One of the most challenging things for Wheelock is how we can continue to provide excellent education and how we can continue to be a small, mission-driven institution and make it affordable. The biggest challenge is that the cost for providing this high-quality education is nearly out of reach for many students, and that is something that as President I really regret. It’s a problem.

Q What do you consider to be Wheelock’s strengths?

A Our biggest strength is that Wheelock College has a very clear mission and set of values. In times of uncertainty and times of challenge in this rapidly changing world, if you don’t know who you are, it’s hard to be who you are. Of course, it is a challenge to maintain our direction, because we are a small, tuition-driven college with a specific focus. Not all students want to study in such an environment, so it is hard to compete. In this way, our strength is also our challenge. The strength is that we know who we are, what we want to achieve, and what we want to accomplish; the challenge is to be financially viable. Our instinct might be to add a business school or a nursing school so that we can compete. But we are different. And, in the past decade, we have distinguished ourselves to show that we are different; we have not run away from our mission, our history, our legacy. Of that I’m very proud.

"President Jackie Jenkins-Scott is always interested in the work of students and faculty. When I invite her to a student presentation, she always attends when she is able and is an enthusiastic listener. I enjoy sending Jackie an email once in a while to tell her about a project I’m working on, because she always responds. Recently, I sent her an email about a video I produced for the Learning Center at Bromley-Heath, and she replied the next day with specifics about what she liked about the video. (She really watched it!) I think Jackie’s engagement with students and faculty indicates her strong leadership and ability to motivate us all. I feel lucky to have such a warm and welcoming President who helps represent all that we do best at Wheelock.”

Stephanie Cox Suarez
Wheelock College Associate Professor of Special Education

"In 10 years, Jackie Jenkins-Scott has been an inspiration to the Wheelock community, to the city of Boston, and to the world. As an alumna who graduated 60 years ago, I am so very proud to know Jackie and to witness how she has brought our 125-year-old college to national and international acclaim. Jackie always expresses her admiration for Lucy Wheelock as a pacesetter in education. Today, Jackie is the pacesetter and Wheelock has thrived 100 percent under her leadership. Because of its variety of professional and arts and sciences majors and well-known graduate programs, I count myself among those alumni who secretly wish they could enroll at Wheelock again.”

Lois Barnett Mirsky ’54
Member of the Wheelock College Corporation

"President Jackie Jenkins-Scott’s genuine and active support and leadership over the years have been essential to the growth of the Juvenile Justice and Youth Advocacy Program (JJYA). Her appreciation of the role of the College within our broader community has allowed us to retain and develop the unique identity of JJYA. For instance, Jackie’s ongoing support of our project-based learning initiative, Ubuntu Arts, speaks to her openness to innovative ideas in curriculum and the role of academia in the greater community.”

William "Willie" Rodriguez
Wheelock College Assistant Professor and Chair of Juvenile Justice and Youth Advocacy

"President Jackie Jenkins-Scott is a vital part of the student community. She is more than just the President of Wheelock College; she is a renowned figure and successful woman who carries herself in an honorable manner.”

Lauren Bird ’14
Wheelock College Graduate
Exploring the Future of Our Field of Study through Wheelock College Alumni

We, the 2014 undergraduate special education class, initiated dialogue with alumni of the Wheelock College IESE master’s degree program in celebration of its 20th anniversary.

The first cohort of the Wheelock College Integrated Elementary and Special Education (IESE) master’s degree program graduated in 1994. Now, 20 years later, more than 600 elementary and special education teachers have graduated from the IESE program (formerly known as the Teaching Students with Moderate Disabilities program). Each year, 25 to 30 students enter the program, and most ultimately acquire both elementary and special education licensure.

This year, in recognition of the 20th anniversary of the first IESE graduating class, we, the four members of the Wheelock College Undergraduate Special Education Class of 2014, under the guidance of Kathleen McDonough—Wheelock College instructor of special education—explored the professional encounters of a varied group of IESE alumni. We hoped to hear what our careers upon graduation might be like; to learn about changes in the field of special education; and to gain insights into teaching from alumni who hold diverse educational positions.

Inspiration came from Stephanie Cox Suarez, a Wheelock College associate professor of special education, who conducted an interview with the graduates of IESE in honor of its 10-year anniversary in 2004. We, along with McDonough, thought inquiry might best be done by recreating Dr. Suarez’s interview. So, we contacted alumni from that interview as well as program graduates from the past 10 years, and invited them to participate in a conversation about changes in the field of special education and how the changes have affected their work. On March 5, we, together with McDonough and 12 alumni who accepted our invitation, convened on the Wheelock College Brookline Campus at 43 Hawes St. for an energetic discussion.

Since the inception of IESE 20 years ago, large shifts have occurred within education. Inclusion, for instance, has changed the model of special education as it allows a student with special needs to spend most of his/her day within the general education setting, having his/her educational needs met there. Today, this shift makes collaboration and co-teaching with general education teachers integral parts of special education.

In 2001, initiatives such as No Child Left Behind (NCLB) changed the culture of education, mandating annual, statewide standardized tests for all students. The Act requires states to develop assessments in basic skills. To receive federal school funding, states must give these assessments to all students at select grade levels. The Act does not assert a national achievement standard. Each individual state develops its own standard. NCLB has been highly controversial within general and special education, with many teachers torn between the frustrations of “teaching to the test” and the higher standards set for all learners.

More recently, the Common Core State Standards Initiative, an education initiative in the U.S. that details what students should know in English language arts and mathematics at the end of each grade, seeks to establish consistent education standards across the states, or nationally, as well as to ensure that students graduating from high school are prepared to take credit-bearing courses in two- or four-year college programs. Forty-five states, the District of Columbia, and four U.S. territories have adopted the Common Core.

The Common Core State Standards Initiative is also controversial. Although it seeks to make education across the United States more uniform and to improve overall learning, many teachers report a lack of training in applying the standards and an ambiguity within the standards; and some teachers report a misguided focus of the new Common Core Standards—specifically, a focus on career readiness rather than the joys of learning and explorations of the human experience.

In light of these changes, we facilitated a conversation with the IESE alumni about the ways in which education reform has impacted teachers and how Wheelock College prepared us not only to grasp opportunities that the changes offer but also to face the ensuing challenges.

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Special Education Capstone Seniors (from left to right): Nicole Chelman ’14, Kelsey Lightfoot ’14, Instructor Kathy McDonough (center), Heather Martin ’14, Gabrielle Mulrean ’14.
Challenges and Opportunities

Sitting together in the living room at 43 Hawes St., with a portrait of our beloved founder, Lucy Wheelock, hanging above us, we felt a sense of reunion and camaraderie, as well as excitement to share individual experiences. The 12 alumni who joined us for our discussion agreed that, with reference to the education changes that have transpired over the past 20 years, there are a number of challenges as well as opportunities.

Heather Martin ’14—one of our group of four seniors—opened the interview with the question; “What changes have you seen since entering the field of special education?” Elizabeth Fitzgerald ’08/’09MS and Jenn Elias ’11MS, who teach at the same elementary school in Randolph, MA, answered in unison, “Common Core!” Jenn continued by describing that, with Common Core, the emphasis is not just on children solving a problem, but also on the children’s ability to explain how they solved the problem, to show an alternative route to solving the problem, and to be able to teach it to someone else. She stated, “This is not necessarily negative, just different. I rely heavily on my Wheelock training and so it is somewhat easier for me than some of my colleagues.”

The alumni also expressed the importance of ensuring that all students access the curriculum by incorporating the practices of Understanding by Design (UbD) and Differentiated Instruction. UbD is intended for educational planning and focuses on “teaching for understanding,” or “backward design.” The “backward design” approach is developed by educators beginning with the end in mind by identifying desired results for their students, and then planning performance task assessments, which determine what the students will demonstrate in the unit and what evidence will prove their understanding. Lastly, the learning activities that will lead students to the teacher’s desired results are planned.

Alternatively, Differentiated Instruction is the practice of accommodating lesson plans to students with a wide variety of skills and abilities, so that all students can access the same curriculum.

The group laughed when Elizabeth said UbD comes easily to her since “we did it all the time here at Wheelock for every lesson plan.” On a more serious note, she shared that she often explains UbD to co-workers. It was apparent as we conducted the interview that many of the Wheelock alumni are leaders and collaborators in their schools.

Data collection was discussed as both a challenge and an opportunity. Data collection, or gathering evidence of student learning and understanding, has always been a part of teaching. With recent education reform, the emphasis on looking at data has resulted—in some school districts—in increased testing, which is a concern to many teachers.

Several alumni participated in a discussion about the ways in which the use of data has changed in the last decade. Linda Santiago ’07MS commented that the data is not always an adequate representation of the child: “I might see exponential growth in a child beginning in September, but it is not always reflected in the data.”

Jessica Lider ’06MS said: “Data and learning are not mutually exclusive. Teachers can make the requirements for the data and not sacrifice rich learning experiences in the classroom.”

Data allows teachers to monitor a child’s progress and measure the effectiveness of new intervention strategies. Many alumni expressed, however, that too much is data driven, so that teachers spend too much time collecting it and sometimes teaching to the test, thus creating challenges.

A major challenge the alumni discussed is the sheer number of assessments required to be administered in the classroom each year and “teaching to the test.” It is difficult to find a balance between “teaching to the test” and teaching curriculum. Schools are in competition to improve test scores so they won’t be ranked near the bottom. Teachers have to balance how often they teach their students a variety of test-taking strategies, give MCAS practice tests, practice open-response questions, and attend to other areas of the curriculum.

Depending on the school district, there are a variety of required assessments given at different times during the year, including the Developmental Reading Assessment (DRA) and DIBELS (also a reading test). One alumna commented that she counted the number of days testing occurred in her classroom and came up with 30. She stressed, “That is 30 days without instruction!”

And then, of course, there is the standardized statewide MCAS that Massachusetts children are required to take and pass. With such an emphasis on testing and increasing pressure for children to succeed on the tests, the alumni reported seeing more children who do not want to come to school, especially children with special needs.

Maureen Lapsley Blazejewski ’00MS asked: “What is considered achievement in special education? I believe the push for standardized testing has overtaken the classroom, and it is detrimental to inclusion as achievement does not look the same for everybody. Children who are not meeting the standard are being pushed out of general education because they do not fit the mold.”

Maureen expressed empathy for general education teachers who are faced with daily stressors to meet standards and often on a tight timetable: “It is hard as a teacher to know you have to be finished teaching fractions on an impending date when one child just learned to identify a half.”

The alumni agreed that achievement looks different for each child and it is important to acknowledge and celebrate all learning milestones.
Collaboration was envisioned as a strength for many because of the yearlong internship each alumna/us experienced as a part of the IESE program. As stated before, the classroom environment is changing to an inclusion model that allows students with and without special needs to learn alongside one another. For educators without a background in special education, this can be challenging. The alumni present—experienced in both general and special education—use theirWheelock education to contribute to the changing field. Collaboration among teachers, parents, students, and administration is key to the success of every child.

Carol Ostiguy '92/'00MS said that, when she secured her first teaching job, all of her attention went to day-to-day lesson planning just to make it through the year. With years of experience behind her, she said, “I now feel much more comfortable taking the time to advocate for children and work with administration and parents.”

Astrid Garcia Mazariégos ’97/’99MS expressed that—since she has been in the special education field for a long time—she is considered an expert. But, even though she has much experience, she considers herself a lifelong learner. Astrid said, “The more I know, the more I need to learn.” She has worked in both general and special education, and she has created a Spanish language program in her school as well.

The Wheelock alumni were grateful for the education they received. They highlighted four main strengths of the program that helped them to succeed when they entered the field. First, the alumni noted the rigorous coursework and the high standards to which they were held. Ken Haynes ‘02MS said: “The [full-time] program was exhausting but it provided a very smooth transition for just how difficult teaching is. I definitely felt prepared for a job that is very hard.”

Also, Maureen stated that, while the yearlong internship is key to preparing future teachers, it is the on-site supervision Wheelock provides that makes the IESE program stand out among other area programs. “Wheelock doesn’t just teach; it holds students accountable. This is why I love having a student teacher from Wheelock. The supervision at Wheelock is unparalleled when compared with that at several other local universities.”

The third strength the alumni spoke of was the emphasis on authentic learning. Michelle Blanchard ’11MS explained that the varied experiences in the program helped prepare her to excel in her role as a special educator in Boston. While a student, she enjoyed knowing her professor, having principals and classroom teachers as guests in her courses, and having to prepare assignments that initiated interaction with school specialists.

And finally, alumni believe that the opportunity to gain licensure in both special and elementary education as a part of the IESE program is critical in preparing to teach all the nation’s children. They believe that Wheelock taught them to see student’s strengths and to always remember the humanity of children.

WHEELOCK College IESE Program Strengths

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Future Steps

The alumni who attended the meeting also had insightful suggestions for the IESE program at Wheelock College. They noted that in their field, behavior management was an essential area of their practice. The alumni explained that it would be useful to IESE students to have several courses, rather than only one, on behavior management to better prepare them for the climate in a special education classroom.

Alumni also believed it would be helpful to expand education around English Language Learners and the special education overlap. Astrid explained, “It’s not an easy task to determine whether or not English Language Learners have additional special needs, or whether they are just struggling to comprehend through language barriers.” Wheelock has recently added multilingual education courses to all teacher education programs.

Wheelock students are known for their preparedness and eagerness to participate in the classroom setting. Alumni emphasized the importance of choosing schools and mentors that hold students to Wheelock’s quality. Their experiences were sustained by these support systems, and they hope that students will continue to have equally great experiences in the future.

The experience of interviewing alumni allowed us to reflect on our education and experiences within Wheelock College’s Special Education undergraduate program. Recognizing the wisdom, talent, and passion that Wheelock has helped facilitate within our future field, we seniors were overwhelmed with a sense of pride and anticipation.
Col. Douglas Wheelock, American Astronaut and Distant Relative of Lucy Wheelock: 

Innovation Begins when Children Start to Think and Speak Freely

When asked if space exploration reflects the Wheelock College mission to improve the lives of children and families, Col. Douglas Wheelock—an American astronaut and a distant relative of our beloved founder, Lucy Wheelock—first stated that the ability and freedom to innovate are cornerstones at NASA. Col. Wheelock has flown in space twice, logging 178 days on the Space Shuttle, the International Space Station, and the Russian Soyuz. In space exploration, says Col. Wheelock, astronauts rely on instinct, creative thought, and the ability to think freely, setting the stage for innovation. To improve the lives of children and families, he says, parents, teachers, and other adults need to break down the barriers of fear in children that might prevent this process in the classroom or elsewhere. The most common fear amongst children is that they might be different from their peers, so they resist sharing their dreams, fearing ridicule. Even the most brilliant and famous minds were ridiculed, says Col. Wheelock. The Wright Brothers were outcasts in their hometown because they pursued their dream, a dream that others might have considered impossible for the human race—the ability to fly. They actually left their hometown in attempt to elude public scrutiny. Albert Einstein won the Nobel Prize for physics, but he was still burdened with the fear that he might be proved wrong. Adults in and out of the classroom have to create safe environments where children feel confident sharing their dreams, without fear of judgment. Innovation begins when children start to think and speak freely.

Col. Wheelock says of our founder, who was a pioneer in early childhood education: “I share Lucy Wheelock’s vision that we must have an impact on children when they are young; we have to encourage children to share their dreams at an early age or we will risk those dreams never being shared. If we don’t engage a child’s mind early, it is a tragedy for society. We could lose the child who is meant to be the person who discovers the cure for cancer; or who increases the longevity and the intensity of beauty in people’s lives here on Earth; or who redefines how we give off sources of energy to take care of our planet. There are so many unknowns out there just waiting to be discovered.”

Col. Wheelock reminds us that we must encourage children to always be curious. We do them a disservice when we are dogmatic, dismissing thoughts and questions without research. We should approach all questions as a gateway to discovery. No one, he says, has the corner on truth.

Col. Wheelock believes—and NASA believes—that the American people will be the first to land on Mars within 20 to 30 years. And since astronauts are usually selected in
“You’ll hear the word ‘impossible’ as you sail life’s open sea; but hold fast to faith & dreams, and anything can be.”

Col. Wheelock’s tweet from space
@Astro_wheels

Social media—for Col. Wheelock—has been an excellent venue to pique and broaden young people’s interest in space exploration. He was resistant when NASA first asked him to use Twitter from space as he felt he could not profoundly express himself in 140 characters. Once he started using Twitter, he realized that all he needed to do was strike up dialogue. In space, he took an awe-inspiring picture of Earth suspended in the darkness. He tweeted the picture with the simple comment: “What an awesome view!” The tweet went viral.

Initially, Col. Wheelock regarded Twitter as “living his life in sound bites.” But, he never reached young people until he tried it. Social media, for him, brought space exploration into young people’s homes and into their friends’ homes, or onto the basketball court during a friendly pickup basketball game. It reminded him of the well-known notion that “anything is possible.”

When Col. Wheelock started using Twitter, he—who had for so long lived within his pragmatic, engineering mind—discovered the artist within him. Twitter, for astronauts, breaks down emotional barriers. Actually communicating what they observe in space inspires them to reflect on the beauty that coincides with the science. Col. Wheelock says “Art and science are joined; there’s no way to separate the two.”

Col. Douglas Wheelock, reflective in space
Photo Credit NASA

Col. Wheelock, astronaut and distant relative of Lucy Wheelock
Photo Credit NASA

their mid 30s, the first person to step on Mars is somewhere in our classrooms today. Col. Wheelock says he is excited when he speaks to classrooms because he looks at each student and thinks: Could this child be the one, or this child?

If children feel a spark of creativity, says Col. Wheelock, and then the belief in themselves to share, innovation will happen in the classroom. We as a people need to support our teachers so they are equipped to capitalize on that which comes from young minds so that it leads to innovation or, at the very least, problem-solving that children can extrapolate into their own lives. A greater vision in classrooms than day-to-day tasks fuels teachers as they are reminded that they could be the ones to reach the child who will first leave his/her footprint on Mars.

“I hope we never lose our sense of wonder. A passion for exploration and discovery is a noble legacy to leave to our children.”
This past year, Dr. Sandra M. McEvoy, a Wheelock College associate professor of political science, came from the Consortium on Gender, Security and Human Rights at the University of Massachusetts Boston to help build what is now the Wheelock College Political Science and Global Studies program. This new and innovative major combines progressive scholarship with the College’s mission to create a safe, nurturing, and just world for children and families, placing their voices and struggles at the center of intellectual inquiry and discussion.

McEvoy, who is earnest and determined in her new undertaking, considers Wheelock’s approach to the discipline of political science to be innovative. Often, she says, political science examines only how “big powers” interact. Or, it limits its scope to the behavior of governments and how institutions cooperate with one another. In these programs students study how policy changes made at the top trickle down. But, McEvoy explains with vigor that, though examining the “big powers” is important, students at Wheelock study political science from a different trajectory. It is a “grass-roots” approach.

“Social and political change is hard. Protecting children and families, protecting the environment, putting an end to sex trafficking and prostitution ... is HARD, and you do not choose to work on these issues to become a millionaire.”

Rather than study political science from the top down,” says McEvoy, “Wheelock students study political science from the bottom up. So we would ask the question, If we want to make effective policy decisions related to poverty, why not talk to the poor? Similarly, If we want to make effective policy decisions related to hunger, why not talk to those who are hungry?”

Then, once political scientists have asked the vexing questions of oppressed or marginalized groups—including the poor, the hungry, victims of the sex trade/trafficking, and members of the LGBT community—then approach governments and other decision-making organizations to explain with greater depth and evidence that people are struggling and that some of the policies that powerbrokers have in place are just not working. Based on their conversations with those at the “bottom,” political scientists can then offer effective and sustainable solutions.

There are three components to the Wheelock College Political Science and Global Studies program:

- Curriculum development
- Innovative internship programs, and an
- International speaker program

In the past year, McEvoy has successfully proposed a series of five new courses for the Political Science and Global Studies program. The first is Social Movements, which she taught in the spring semester. This course examines how difficult social/political change can be and explores theories of social movement organization. (For instance, can a leaderless group thrive? Or, how do people handle differences within groups?) The students then apply their findings to case studies globally, such as the African-American civil rights movement and gay and lesbian liberation in the U.S. and Britain. Also in this course, students set aside technology—such as the Internet and Twitter—to assess how music calls for social change, including folk songs, hip-hop, and country music.

The other four courses, which are not yet in session, are: Theories and Practice of Conflict Resolution, where students do not study interpersonal conflict but rather international conflict; Issues in Policy, Law, and Gender, which especially suits prelaw students; LGBT Politics in Film, which analyzes how cinematic traditions have represented lesbian, gay, bisexual, and transgender people and how these images have shaped individual identities, social movements, and policies about sexuality; and finally, Bombs and Bombshells, which focuses on women’s use of political violence and the policy implications of this behavior.

Students in the Political Science and Global Studies program enter into credit-bearing internships with organizations—either locally or internationally—that McEvoy has vetted to be sure they practice the same ideals in political science that the new Wheelock program teaches. For example, 350MA.org, where one Wheelock student has been working as an intern, is an environmental policy organization. It serves as an umbrella to other affiliated entities, one of which is attempting to slow
the development of a natural gas power plant in Salem, MA, by working with the community to become active in the issue, reflecting Wheelock’s “grass-roots” approach to political science.

Through the Political Science and Global Studies program, students enter internships that reflect their career goals; offer opportunities to build relationships within the field; and help them gain skills, such as how to measure the social change they have initiated. The intention is that students leave internships with a clear sense of who they were when they began, who they are when they finish, and how the experiences are applicable to where they see themselves in the world. And, says McEvoy, host organizations must understand her expectations for her students and be capable of fulfilling them.

The international speaker series bridges theory with real-life practice. In March, for instance, the Wheelock Office of the Vice President of Academic Affairs and the American Studies Department presented, with an introduction from McEvoy, “Battling the Sex Industry: A Panel Discussion on Strategies to Stop the Violence.” The panel discussion with experts from international and domestic law enforcement and survivor-activists shared successful strategies for combating the sex trade. With recent victories against the sex industry in Europe, panelists discussed their successful use of the “Nordic” model that promotes women's and girls' right to safety and criminalizes men's “rights” to buy and abuse women for sex. There were 125 people in attendance and McEvoy hopes that Wheelock College becomes a forum that the Greater Boston community can count on for discussion of both difficult and innovative topics.

Other courses already in the new Wheelock College Political Science and Global Studies program include: Issues in Globalization, Women and Globalization, Comparative Politics, Gender and Politics, The Politics of Sex Trafficking, and Media for Social Change.

Dr. Sandra McEvoy contributes to the fulfillment of the Wheelock College mission to improve the lives of children and families by building its new, “grass-roots” Political Science and Global Studies program. She speaks to the mission’s core as she prepares students in the program to take to the field to place the voices and struggles of marginalized groups at the center of policy decision processes. The College welcomes her with great enthusiasm.

For further information about McEvoy, visit http://www.wheelock.edu/academics/faculty-and-administration/mcevoy-sandra.

“\textbf{This program is a progressive, honest look at the political world we live in, and we have to train our students to thrive in it. We want them to watch the news and know the right questions to ask. Instead of only asking what a government might think about a conflict, we want our students to ask its people. Exploring the diverse ways in which social and political change occurs is a central focus of our program, and sometimes that means leaving our offices, going onto the streets, and talking to people.}”

Dr. Sandra McEvoy and Her Specialty: Gender and Political Violence

Gender and political violence are a premier concentration for McEvoy. Currently, she is writing a book that documents Loyalist women’s participation in paramilitary organizations in Northern Ireland during its 30-year conflict. The manuscript draws on empirical data she has collected during field research in Northern Ireland over the last 14 years. Her research focuses on the question, What does it do to our understanding of war and conflict when we begin to understand that women are capable defenders of the state? Also, if women can defend the state in the same ways as men, what does that mean about men? What does that mean about war? McEvoy says if we truly want to stop war, we have to invite the people who are waging the conflict to come to the peace table. This does not mean that she condones violence. Instead, she believes that the violence will continue unless armed combatants are part of the conversation. McEvoy will return to Belfast in July to continue her research.
Faculty Spotlight

CLOWNING
for Socio-Political Change
Another New, Inventive Wheelock Course

By Erin Heffernan
In April, I had the unique opportunity to talk with Ellie Friedland, Wheelock College associate professor of early childhood education, while she conducted the first-time course Clowning for Socio-Political Change. I also had the pleasure of widening the conversation to include the class’s four students: Sallie Banta ’14, Fantasia Fernandes ’15, Kadeem McIntosh ’16, and Nick Seyffert ’16.

The inventive course explores the fun, freedom, and power of clowning as students learn and perform silent, interactional street clowning. The course also introduces the history and types/styles of clowning in various cultures, emphasizing contemporary clowning for sociopolitical change. Other themes are social justice, medical service, and spirituality.

During our conversation, we sat before a mirrored wall while students—dressed in clown attire—simultaneously exchanged clown makeup and words of advice on making up their own faces to reflect their individual clown personalities, as they had developed characters in class through physical and interactive drama exercises. Friedland explained that the style of clowning her students are learning is intended for public places. “There is no stage, and there is no beginning, middle, or end to performances,” she said. They interact with people in public places in character with the intention of evoking happiness and authentic, playful interactions—in an intimate way.

Friedland said there are three levels of reaction by people in the public presence of clowns. The first is hostility, in which case, clowns know to stay away. The second is when people make eye contact with clowns from a distance and then immediately engage with them emotionally and physically. The third reaction encompasses the largest group of people. These people are interested but wary. The art of clowning in this case is to observe the people who are hesitant and quickly decide how to approach each one individually so that they engage in a playful interaction.

**Socio-Political Clowning**

Clowning for social and political change is a main academic focus of the class, along with the history of clowning and “the fool” as a figure who violates norms to speak truth to power. For instance, a fool, or jester, either was an entertainer employed to entertain a ruler or other nobility in medieval times or the Tudor period—often in a way that challenged the political landscape of the day—or was an itinerant performer who entertained common folk at fairs and markets.

Kadeem talked about political clowning with freshly painted royal blue lips, referencing the Clandestine Insurgent Rebel Clown Army, which is a contemporary United Kingdom-based antiauthoritarian activist group that uses clowning and nonviolent tactics to act against war and other issues. Clowns convene at protests against issues to which they object, but they protest using “gags.” At a 2012 convention of the Ku Klux Klan in South Carolina, Kadeem explained, a different troop of clowns held signs that said “Wife Power” and “White Powder” rather than “White Power.”

Clowning is an avenue to inspect society and comment on its rules and regulations and inequities without violence. Via an expansion of societal norms, an alternative worldview is explored. During protests, clowns lead those who are the target of protest to see life from different perspectives using levity. And, there have been instances when clowns have actually diffused violence in chaotic political rallies.
Faculty Spotlight

Laughter Is the Best Medicine

Nick and Fantasia, while looking in the mirror and applying makeup, spoke of clowning in the medical arena, and we were reminded of the movie *Patch Adams*. *Patch Adams* is a 1998 semibiographical comedy-drama film starring Robin Williams, and it is based on the life story of Dr. Hunter “Patch” Adams, an American physician, social activist, clown, and author. Each year he organizes a group of volunteers from around the world to travel to various countries where they dress as clowns in an effort to bring humor to orphans and hospital patients.

During the course students presented a variety of controlled research studies that show positive effects of clowning for healing and health. In addition to bringing comfort and joy to children in hospitals, clowns give frightened children a sense of control in situations where adults are typically in control. Medical clowns are not silent and they do not cover their faces with white makeup, as such could possibly intimidate children. They also undergo intense training. The first element of control is immediate, as the clowns ask the children for permission to enter their rooms. Clowns are not authority figures, giving children another choice, which is whether or not to let their guards down. When they do let their guards down, it allows for a deeper, more intimate connection.

Interaction between clowns and children who are ill brings them not only comfort and joy, but also physiological healing. Laughter releases endorphins, which causes a healthy surge of energy. Children are more likely to heal when they are energetic and feel pleasure. And, clowns also bring spiritual healing to young patients.

Spiritual Clowning: All You Need Is Love

There are medical clowns, such as Richard “Alex” Chamberlain, an ordained Presbyterian minister from Rochester, NY, and other clowns who embody spirituality. Chamberlain calls himself “Dr. Pilldare,” and when a child in a hospital asks a theological question, he stays in clown character. For example, if a child asks him his thoughts on heaven, he might make a grand gesture and break into a big smile and say that it makes him want to do jumping jacks. Then he would ask what the child’s thoughts of heaven are. (Asking children their thoughts speaks to Nick’s point about giving them control—in this case, control of a conversation.)

Sallie commented that a clown creates a playful and fun environment, which helps children in hospitals to speak, dream, and love in a way that is healing for them. A clown’s spiritual care at its best guides patients and others to find their own answers and anchors, for those will be what is most authentic for them.

Friedland explained:

“There is always a spiritual aspect to clowning, in and out of hospital settings. Most spiritual practices seek the authentic self and presence in the moment, which are necessities for clowning. Clowns reach out to others every day in a way that others do not, forming connections as spirituality forms connections, and love is always the motive. Clowns only love, and love is spirituality.”

Above photos: Student clown Sallie Banta ’14 exhibits some of the many faces of her character.
Faculty Books

Wheelock College Associate Professor of Anthropology Eric Silverman’s new book, A Cultural History of Jewish Dress, is the first comprehensive look at how Jews have been distinguished by their appearance from Ancient Israel to today.

Dr. Gail Dines, Wheelock College chair and professor of American studies and author of PORNLAND; How Porn has Hijacked our Sexuality, is a crusader against the pornography that shapes our culture.

A new picture book by Wheelock College Life Science Professor Sara Levine teaches children about evolution. In the book, Levine asks: “What animal would you be if your finger bones grew so long that they reached your feet? Or what if you had no leg bones but kept your arm bones?” The book shows how human skeletons are like — and unlike — those of other animals.

Dr. Diane Levin, Wheelock College professor of early childhood education and co-author of So Sexy So Soon, helps parents protect their children from sexually suggestive media targeted toward them.
Miles Carey-Snow ’15 is

“Tough Enough to Change the Status Quo.”

Miles Carey-Snow ’15, or “Miles from Nothing,” has worked to be where he is now. He also deserves to be where he is now, and he appreciates where he is now. Miles is a junior at Wheelock College and a passionate rapper with clever wordplay and the ability to tell poignant as well as fun stories through music. Most significant, however, is who he is. A social work major with a minor in education, Miles is a determined young man with a “big heart” who plans—whether he becomes a social worker or a famous musician—to be a voice for adolescents who struggle as he once did.

Miles began writing poetry as a teenager at Portland High School in Maine, which has the characteristics of an inner-city school. Poetry, for Miles, was an outlet for confusion in his life. Miles was a child of an open adoption to white parents, with a black birth mother and a white birth father who are not married. He has a sister, who is the biological daughter of his adoptive parents, and two half brothers—the sons of his birth mother but not of his birth father. This complex family dynamic, though amicable, often led to a lack of clarity in his life, and sometimes anger that he did not have a more present mentor to speak to the African-American in him. Balancing typical

“Helping others is something I’ve always believed in, and finding a school with a mission to do so has been very eye-opening and has given me hope.”
adolescent struggles while attempting to define his identity in his family often deterred Miles from focusing in school—to the degree that he nearly quit.

But, Miles’ adoptive parents were solid role models; they, together with a social worker at Portland High School, kindled the fire in him to do well in school. His adoptive parents reached out to mentors in their community to guide him, which is one of the reasons he wants to be a mentor to children now. Miles says of his adoptive parents: “Though they are not extremely well-off, they work very hard and have always given to charity. They know what is important and what isn’t. Though we didn’t have all of the privileges others had, they were always able to put me in a position to succeed.”

The Kents Hill School was one of those places Miles needed to be to succeed. His adoptive parents transferred him from Portland High School to the college preparatory boarding school in Maine. And it was at the Kents Hill School where Miles began to rap. A young teacher at the school was a rapper, and he encouraged Miles to “put his poetry to a beat.” So, Miles built a music studio in his closet at the Kents Hill School where he discovered his passion.

Miles developed a strong work ethic. (Even now, he works 30 hours per week at the Cask ‘n Flagon, a restaurant near Fenway Park, in addition to doing his schoolwork and pursuing a music career.) When he first developed his work ethic, he did so with a goal to go to college in Boston. Why Boston? Boston is a much larger mecca for musicians than Portland, ME, and, of course, Wheelock College is in Boston. Miles knew—no matter what—that he would someday be an advocate for children. By his sophomore year, he had completed his first project at a professional studio on Newbury Street in Boston, and he has now released two CDs: Distance Over Time and Mission Statement. One of his favorite songs is “Better Days,” which reminds adolescents who struggle with their identities: “We try to fit in, but fittin’ in won’t get you wins. Walk away instead of knocking till they let you in.”

Miles has a stage name now: “Miles from Nothing.” Its significance takes root in what he left behind in Maine when he came to Boston, including his past struggles. In Maine, he did not see as much opportunity; he saw “the underdog,” for whom much of his music speaks. There are people who are not as fortunate as he is, and he raps about happiness and what it’s like to be young. Miles, who, in addition to having a “big heart,” has a big smile and big personality, writes about an experience—even an everyday experience—from every angle and with every emotion it evokes. He has a small but strong fan base and describes himself as “far from famous,” but he is willing to do the work required to get there. And, he is happy not to be known everywhere yet as he is still “figuring out [his] sound.”

Miles tries not to worry about the future, but he plans to go to New York City when he graduates from Wheelock to pursue his music career by night, and by day, to work within a school system as a social worker. Though he knows he has great potential as a hip-hop artist, he realizes that success in this industry does not come easy, and sometimes, it does not come at all. But if he does succeed in the music industry, he is very aware of the platform it will give him to reach children and adolescents, helping to steer them in healthy directions.

“I think the Wheelock mission [to improve the lives of children and families] is important not just to us as future educators . . . but to our society as a whole. We only have so much power to make large changes as individuals, but I feel the youth will really carry out changes together or improve upon ones we have made.”
Presentation to illustrate that domestic violence violates human rights. Right: Detail of the three articles featured in the presentation.
Micah Cochran ’14 MSW, Erin Hallene ’14 MSW, Rachel LaBarge ’14 MSW, Amanda Shane ’14 MSW, and Jaclyn Stackhouse ’14 MSW set out to “Break the Silence to End the Violence” as a yearlong project for the Wheelock College Master of Social Work Integrative Project Seminar. The second year of the College’s Master of Social Work program is organized around a singular concentration on human rights and justice for those children, families, and communities that are most at risk and are unable to participate fully in society’s services, resources, and supports. Some of the conditions that put families at risk include poverty, homelessness, violence, substance abuse, long-term individual and group marginalization and discrimination, incarceration, special health and education needs, immigrant or refugee status, and religious or spiritual diversity.

Micah, Erin, Rachel, Amanda, and Jaclyn chose to address domestic violence (DV) for their Master of Social Work Integrative Project Seminar. The assignment called for the students to speak with community collaborators to determine what about the issue needs to be addressed, and how they can initiate change respectively. After speaking with service providers from different DV organizations and hospitals, along with community advocates, they discovered that there was a disconnect between the initial intervention and the implementation of services for DV. Service providers were unaware of what other providers were offering and began to recognize that victims of DV were not sufficiently supported.

As a group, the students realized that they could best help victims of domestic violence by convening service providers and other related organizations for a conversation, so they hosted an educational workshop — at Wheelock — for them and any others with an interest in DV and how to address it. The goal was to connect people from different organizations to create a larger, more interrelated network for domestic violence victims. The students provided resource materials and intended for the workshop to educate attendees further about DV, including the warning signs, the different types of abuse, how to screen for it, and available interventions. They welcomed guests from different organizations to present on each day, including speakers from La Red, Emerge, Family Medical Associates, Beth Israel Hospital’s violence prevention program, and private practices.

Resource materials discussed the fact that abuse is often experienced in the home between partners in intimate relationships, and it can take a variety of forms including emotional, verbal, physical, and sexual battering. DV occurs in every culture, country, and age group; it affects people from all socioeconomic, educational, and religious backgrounds; and it occurs in both heterosexual and same-sex relationships. Even if children in the home are not directly abused, their bearing witness is neglect on the part of the abuser.

And statistics say that one in four women and one in seven men experience DV in their lifetimes; one-third of female homicide victims are a result of DV; women ages 20 to 24 are at greatest risk for becoming victims; and, in 2013, more than 3 million children witnessed DV in their homes. DV costs more than $37 billion a year in law enforcement, legal fees, and medical and mental health treatment.

Wheelock thanks Micah, Erin, Rachel, Amanda, and Jaclyn for successfully and passionately bringing this insidious human rights issue to the forefront of people’s consciousness for those victims who cannot do so themselves. Their workshop will continue the conversation about domestic violence.
Midway Magic” was once a common phrase within the Navy when referencing the USS Midway, which served as an aircraft carrier for 47 years, from 1945 to its warship days in Desert Storm. Now, the carrier is a unique floating museum and education center. Ten years ago, Sara Mann Hanscom ’77 boarded the USS Midway Museum in San Diego, also known as “America’s living symbol of freedom,” to create its school and overnight education programs. While teaching children math, science, and social studies at the helm of this 501(c)(3) nonprofit organization, Sara uses the museum as a tool to cultivate real-life, hands-on learning experiences that she believes children miss in the classroom.

In our world of ever-advancing technology, she says, it is more difficult for children to practically apply subjects like math and science in their daily lives. The USS Midway Museum, with operations such as electrical and engineering systems and planes, offers children countless opportunities for real-life applications of the math and science they learn. A comprehension of the effects of weather is a must on the aircraft carrier, offering children even more ways to use their math and science lessons.

What is new at the USS Midway Museum today, where Sara continues to be in charge of educational programs? A new virtual course called “The Evacuation of Saigon: One Million Cold War Refugees Mark a Nation’s End,” which is an audiovisual educational journey accompanied by well-developed research opportunities in social studies for grades 10 through 12. It includes a series of seven - to 10-minute videos discussing events beginning with the U.S. government’s decision to assist France in its reoccupation of Indochina in 1945 and ending with the fall of Saigon on April 29 and 30, 1975. A compact study of Operation Frequent Wind explores what resulted in the migration of more than 1 million Vietnamese, Cambodian, and Laotian people to the U.S., beginning in 1975.

And, the focal point of the program is a 50-minute, interactive electronic/virtual broadcast to classrooms where students anywhere can learn of the final events during the fall of the South Vietnamese. It is a “high school virtual field trip” on the only aircraft carrier to serve the entire duration of the Cold War!

This course is particularly appropriate for teachers of U.S. history, world history, American/world studies, and Advanced Placement courses with units concerning U.S. foreign policy and its effects on population migration. Because of its compact structure, this course lends itself well to curriculum requiring minimal time to address this important episode in American history. A museum instructor with special training in this historical era uses original source documents such as war maps, photographs, and official video to narrate the flow of events. These videos can be downloaded and shown in the classroom or accessed by students individually as homework. Each video is accompanied by a viewing guide that can be used by the teacher as an indication of student involvement.

The mission of the USS Midway Museum is “to preserve the historic USS Midway and the legacy of those who serve, inspire, and educate future generations.” Sara is not only preserving this mission in her work, but she is also perpetuating the Wheelock College mission to improve the lives of children and families.

For more information, visit www.midway.org.
The USS Midway Museum Calls High School Teachers Aboard

In June, the USS Midway Museum’s 2014 Midway Institute for Teachers (MIT) offered two weeks of professional development on how to teach high school students about the Cold War era (along with its origins and effects), the Korean War, the Vietnam War and era, and presidential decision-making. Thirty teacher-scholars participated in this specialized institute aboard the USS Midway in downtown San Diego.

The first week covered the Cold War antecedents, the early Cold War, the Korean conflict, the initial stages of the war in Vietnam, and key American domestic events. The second week emphasized the Vietnam War and its tragic end, dramatic changes in American society, and the conclusion of the Cold War. The program featured content presentations and recent research by expert scholars, including award-winning presidential historian Dr. Robert Dallek. It also included behind-the-scenes tours of the USS Midway, discussions with veterans and other participants in historical events, museum field trips, and pedagogical sessions that incorporated discussion of the Common Core standards and proposed national history framework. Interaction with institute faculty was lively, and optional university credits were earned from California State University, San Marcos.

Also featured in the MIT were a presentation by Vietnam War Medal of Honor recipient Col. Jay Vargas and a workshop using the Congressional Medal of Honor Foundation’s character development curriculum, “Lessons of Personal Bravery and Self-Sacrifice.” Teachers attending the MIT received a $1,000 stipend, partial travel expense reimbursement, paid parking, meals aboard the USS Midway, and numerous books and teaching resources.

The USS Midway will offer this opportunity again in the summer of 2015. Again, for more information or to register for next year's seminar, visit www.midway.org.

This plane, called The Intruder, is currently on exhibit on the flight deck of the USS Midway.
Room 📚 to Read

Wheelock College alumna helps disadvantaged children become bookworms

Jill Chaffee Kennett ’09 was a recipient of a 2013 Marjorie Wolf Memorial Grant, which is funding in the amount of $750 provided by the Alumni Association Endowment Fund Committee to a Wheelock College graduate to assist in the development or completion of a clearly defined idea or project that supports the College’s mission to improve the lives of children and families.

Annual grants are made with the expectation that recipients will keep the Endowment Fund Committee informed about the status of the project and will share the completed project with the Alumni Association/Wheelock community within a year of receiving the grant. Jill—who has proved to be a tender-hearted and empathic teacher—recently sent Wheelock College an impressive and heartfelt video of the execution of her project: the Reading Room at the Horace Mann Elementary School.

An elementary education major with a minor in community arts and a focus in American studies while at Wheelock, Jill received a master’s degree in education at the University of California, Los Angeles. In 2011, she became a second-grade teacher at the Horace Mann Elementary School in the Glendale Unified School District in Los Angeles County.

Inspired by the Horace Mann Elementary School guideline for students to read for 30 minutes or more every day, Jill applied for the Marjorie Wolf Memorial Grant with the idea to build a reading room for the students. “The teachers were sending students home each day with an expectation that they could not fulfill due to incompatible home environments,” she says. It is a challenge for socioeconomically disadvantaged students (the majority of the student body) to fulfill this reading requirement when returning to language barriers in often crowded apartments with much noise and a lack of structure, she explains, adding that some children even return to unsanitary apartments without electricity.

Jill decided to create a reading room for the children who had the most needs and who had the most challenging home lives. Currently, a total of 50 students (out of 800 children in the school) participate, staying one hour after school once or twice per week to read. With the Marjorie Wolf Memorial Grant, Jill bought 20 beanbag chairs of different colors, shapes, and sizes;
rugs; and inspirational posters to create a calm, quiet, happy space for young readers. And, via two DonorsChoose fundraisers, one initiated by Jill's friends and family and another by Lexus of Glendale, the reading room is filled with $1,500 worth of books and three Kindles, all at the fingertips of the selected children. (DonorsChoose.org is a U.S.-based nonprofit organization that allows individuals to donate directly to public school classroom projects.) Jill says the room “is something out of a dream for the children at the Horace Mann Elementary School.”

Each book in the reading room is marked by grade level. Children use the Kindles for Internet access only; they visit an online program called Accelerated Reader (AR). Students can read a book, take an AR or reading comprehension quiz, and receive immediate feedback. They receive points toward “all-star reading awards,” and when they see their progress—or evidence of what they have accomplished—they become excited and are motivated to improve their reading skills even further. With this program, teachers easily monitor and manage students’ independent reading practice so they can validate the young readers’ growth and further increase their self-esteem and self-confidence.

Still, however, says Jill, there is “a big mountain for these students to climb to read at grade-level expectations and challenging reading comprehension standards, though they have improved. Reading one or two hours a day isn’t enough to close the gap that is a product of their challenging home environments.” Always optimistic, Jill has a mission to ensure that difficulties at home do not determine whether children can learn. “They can do it,” she says.

There is a sense of academic focus coming from the 50 children who spend time in the reading room that was not there before. Jill hopes that, as the children discover that reading is enjoyable, they will enthusiastically spread the word to their peers, so that it will become a widespread activity rather than a chore. She hopes the children will say to their friends, “Let’s go read!”

Alumni interested in learning more about the Marjorie Wolf Memorial Grants Fund should contact the Alumni Office at (617) 879-2328 or email alumnirelations@wheelock.edu.

“Being a teacher in this environment is demanding, though rewarding. I have learned some of the most important gifts I can give to many students are emotional support, a nurturing demeanor, patience, and structure. Then, they are able to focus and learn.”
“Every season, I receive the bright and bountiful Wheelock Magazine. It never fails to engender pride in me at having been a small part of the heartbeat of this great college. Regardless of where and how each alum travels in their life’s journey, it all seems to have a point of reference back to their experience at Wheelock College. Great memories and a wonderful commendation for the college that launched so many successful, fulfilled, and influential people.”

~ Sondra Lintelmann-Dellaripa ’84

1940
Reunion 2015
May 29-31

The Alumni Relations Office was sorry to learn of the passing of Laymon Miller, the husband of Lucy Parton Miller, last October.

1942-’43

Cherilyn Typaldos, the daughter of Gene DeMaranville Shafer (who passed away in 2012), emailed Wheelock’s Alumni Relations Office after attending the Wheelock luncheon in Naples, Fl., back in February. “Thank you so much for the invitation to lunch! My daughter and I had a wonderful time meeting new people and getting a chance to visit with Jackie Jenkins-Scott again. She is a special lady, and Wheelock College is lucky to have her! Wheelock always will have a special place in my heart because my mother went there and it gave her a chance to have a good and rewarding life. I enjoyed the update on all the plans for the future and Tough Enough — a true New England value. I know my mother was Tough Enough — that’s how she lasted over 40 years in education!”

Congratulations to Helen “Stevie” Roberts Thomas (and her daughter Katherine Granfield), whose years of hard work on In the Valley of the Yangtze: Stories from an American Childhood in China finally paid off when the book was released earlier this year. As classmates may remember, Stevie, the daughter of Episcopal missionaries, was born in Shanghai and lived in China until the Japanese invasion in 1937.

“Her stories about her childhood in China are fascinating,” says her publisher, James Thompson, and make her memoir “a real page-turner.” Over the River Public Relations says Stevie’s coming-of-age tale is “full of evocative and insightful memories of the pre-Communist China of the 1920s and ’30s,” and in it she “mingles history, culture, and politics with a surprising cast of famous people whose paths she crossed.”

1941

The Alumni Relations Office was sorry to learn of the passing of Laymon Miller, the husband of Lucy Parton Miller, last October.

1945
Reunion 2015
May 29-31

Jean Reilly Cushing

1946
Sarah Thomas Allnutt apologizes that she can’t think of anything “fantastic” to share about her 2013, but she says life is good and she is enjoying her retirement place in her old neighborhood and the morning swims she takes there. When she wrote last December, she had just spent a weekend baking Christmas cookies with three of her children. She’d love to hear from classmates.

“Now 90 and doing well,” Dorothy Spencer Chaudoin has many happy memories and loves to reminisce about her Wheelock days and the years that followed. “I met my husband on a blind date, and we had a happy life together. We had two beautiful girls, Susan and Carol Ann. Carol Ann died, and now I live with Susan.” Louise Vialle misses her “other lifestyle,” the one she had before she moved to a retirement community, but she is in a very nice place, enjoys church activities and a book club, and still drives. “I enjoy various communications from the College,” she writes. “My, how we have grown!”

1947

Ann-Penn Stearns Holton writes: “I enjoy reading about the wonderful things that are happening at Wheelock — a new technology center, an international presence, and so much more. We are fortunate to have President Jackie at the helm as Wheelock continues to advance its mission of assisting children and their families. Love to you all.”

The big event of Betty Berry Horner’s 2013 was her 90th birthday — and the big party her niece Andrea threw for her at the Bennington Station Restaurant, which four generations of family attended! Betty was “very overwhelmed”! She was planning to move to a one-bedroom apartment in a senior retirement home in Hanover, NH, this spring. Abby Baker Burden’s activities at North Hill in Needham, MA, include singing in the community’s chorus, working out in its exercise area, and spending time with the many friends she has made there. She corresponds with ex-Kent roommate Penny Stearns Holton.

What was the biggest excitement of Daphne Tait Cooper’s 2013? A broken kneecap which kept her “out of mischief” for 10 weeks in the spring and early summer. She reminisced about her teaching years and then the 20 she spent in her artwork business, Scandinavian Designs by Daphne. She closed the business in 2010, when her husband passed away, and is still looking for creative ways to get rid of “several thousand cards” she still has. Edie Goddard Pangaro is proud of her biggest recent accomplishment: turning 90 last Dec. 30. Thankful to have recovered nicely from a “mini-stroke” she had in January 2013, she does exercises to strengthen her body and hits tennis balls with husband Larry. “Mind you — I don’t run,” she writes. “However, from a standing position, I manage to get most of the balls over the net.”
encouraging and mentoring many successful artists over the years. “My instruction to others in the art of perceptions is ongoing,” she adds. “I get to teach — at 86!” Marylin’s abstract artwork — paintings, collages, paper sculptures, and egg crate creations — was part of a two-person show at the new Jackson Memorial Library in Tenants Harbor, ME, last fall, around the time a story about her, her 60-plus years as a practicing artist, and her travels to places like Germany and Pakistan appeared in a local newspaper. These days she is traveling and teaching less and focusing more on working in her studio and communica-
ting with others about the artistic process.

Dorothy St. Clair Webb sent some reminiscences: “My early years were spent at my home in Verona, NJ. After college — and teaching for five years — I married and moved to Ohio with my new husband and taught for five years. Then I had my four children: Bill, Mark, John, and Susie. We moved several times and finally ended up in Youngstown, OH, in 1976. And here I stay!” Dorothy’s children are all in Ohio, too. She says she has had some health problems — like uterine cancer — but has survived and is doing well. Her middle son lives with her and takes care of her, and she is grateful for his help. Dorothy says “Hi” to all of her Riverway friends.

Ruth Chickering Wheeler stays active and praises God for her good health. Still busy with her family and involved in ballroom dancing, she also heads her church’s semi-annual flea market/boutique and volunteers one day a week at its thrift store. She is happy to report that her son “finally” has a baby boy, who joined his 9-year-old stepdaughter in February 2013.

1950

Edith ‘Anne’ Runk Wright

REUNION 2015

May 29-31

Barbara Moog Finlay writes: “It is with great sadness we must report losing another ‘nifty fifty’ classmate. Dot Hutchens Seeelow (‘Hutch’) died peacefully in Venice, FL, Jan. 5, 2014. She was under hospice care and with her devoted niece, Connie Reif. They came here last year for a lovely visit after seeing Janie Cohen Sackett (who is unfortunately not well). We will miss Hutch so much. Sadly, there are very few of the ’50 gals left from Carlton house.

“We will remember Hutch’s enthusiasm, energy, and sense of humor. She had great spirit and loved the Wheelock Reunions, always arriving with dozens of pictures, stories, and plans for future gatherings. She was already planning our 2015 Reunion!”

1952

Martha Brown McGandy

“I have had an active, happy lifetime with those I love,” writes Elaine Barnes Downing. She finds time passing much too quickly these days. It seems like not that long ago, for instance, her children and friends were wishing her a very special 85th birthday (last Aug. 28). She considers herself fortunate to have her children visit often. Her partner Bob’s daughter, Joyce, and her husband and daughter spent Thanksgiving with her, and her friend Joanne helps her with many tasks. “So you can see that I have a very happy life with my extended families,” she adds. “I am sending you special wishes of happiness from my abundant supply!”

1953

Priscilla Buckingham Banghart

These are my [Priscilla’s] first “Greetings” to the Class of 1953 as class scribe, following Libby Gerow Peterson’s retirement last spring. Thanks to you, Libby, for your careful handling of our precious correspondence. It will surely take me some time to get up to speed now that I see what the process is. Thank you, also, to all Class of ’53 alumnae who sent news for this issue. Peggy Ann Benisch Anderson, who lives in Weston, CT, writes that, of her four children, three live on the East Coast and one on the West Coast. They have presented Peggy Ann with 12 grandchildren and one great-grandson. She also gains great joy in occasional conversations with a half dozen or so of our classmates. In addition, she enjoys serving on her church altar guild and attending Bible study class. She is the eldest member of the Commission for the Aging. In Peggy Ann’s own words, she adds: “My hair’s white, as people saw at our 60th Reunion, which was great fun. I’m waiting for our 65th. ‘Hello’ to all in the Class of 1953!” Ruth Shedden Crane writes about the last 30 years of her long and interesting career as follows: “In 1984, I passed my boards and became a registered...”
nurse, working until 2010 in numerous positions and places. The most interesting and enjoyable position was at Dartmouth College infirmary, known as Dick’s House.” Throughout her career, Ruth tells us, she worked in about half of the New England states until her retirement, in her 70s. Ruth summarizes, “I loved all my jobs and was eternally grateful for all that I learned at Wheelock (as well as for my master’s degree from Fairfield University).”

Next, Cynthia Crantow Dygert reports: “I still love living in Arizona. Having our three children nearby is my greatest joy. I enjoy working three days a week in downtown Phoenix as well as visiting Janet Knightly Jones and husband Bob.” And now to Janet’s message: “Like many of you, we have downsized and moved to a retirement apartment. Fortunately, we are in the same community where we have lived for the past 27 years, so we can keep our same activities. I continue to see Cynthia Dygert about once a month, which we enjoy.”

Carol Hubert Maxwell and husband Dick feel very grateful for their good health. Carol explains: “Despite my knee replacement in January [2013], we keep on being docents in local park areas. It’s much fun learning the names of all the wildflowers. Our church keeps us busy. I sing in the choir, and Dick continues as long-term liaison for the active Boy Scouts troop. Our three ‘children’ are all thriving, as are our four grandchildren — 5, 7, 20, and 22. We have much for which to be thankful.”

Here’s word from Nancy Brown Meagher: “Loved our Reunion last spring and the ladies who joined us. All is well and busy in my world. I spent time in Paris in October with my daughter who lives there. I make the trip each year as she has three boys and a busy life. I have enjoyed comparing their education with that of my 10 U.S. grandchildren. I remain busy with family, friends, and town and church activities, and I count my blessings.”

Antoinette Johnson Ogden, though legally blind as a result of macular degeneration, writes the following: “2013 was a difficult year. I lost my daughter, Sue, to ovarian cancer following a courageous 22-year fight. She was an amazing woman! When she was diagnosed at age 33, only 2 percent survived this type of cancer! Sue received a master’s and nearly finished a doctoral program at University of Rochester. With her husband, she was president of her own construction company.” We send our sincerest condolences, Toni. We pray that memories of Sue’s impressive accomplishments and your endless love for her will provide you much comfort.] Toni now lives in a senior living facility and manages to keep busy in many activities. Wii bowling, making jewelry, traveling all over the neighborhood in her power chair, staying involved in her church, and singing in her retirement home choir are among the activities she enjoys. She recently had the opportunity to see and chat with Emily Naramore LaBudde ’49. Toni writes that, despite having macular degeneration and being in a wheelchair, she considers her health to be good. She sends her love and wishes for good health to you all.

Thekla Polley Putnam notes very succinctly from Buffalo, NY, “For an OLD lady, I’m doing fine!” Now from Libby Gerow Peterson, we read: “It was wonderful to be at Reunion, our 60th, last June. It was great to see so many friends, but I missed seeing others. I moved west, to Sun Lakes, AZ, to join my only family — my son, Joe, who is nearby in Denver, and Bob’s sister and family here in Chandler, AZ.

Ruth Angier Salinger leaves us with her thoughts on the grand 60th Reunion: “Yes, our 60th was a time to remember. We are all well-seasoned. Somehow, looking at the world through seasoned eyes captures much that is important in all our lives: to enjoy what remains of our family — joys, warts and all; to appreciate the rhythm of our community — friends and foes alike; to use our talents as best we can — not to be perfect, but to be adequate to the task at hand; and, most of all, to keep looking forward to the process of assuring and preserving the dignity of every human being. Isn’t that Wheelock’s legacy to us? [Congratulations to you, Ruth, for being one of the two 2013 recipients of the “Making a Difference” Service Award. Your lifelong activism in civil rights and social policy advocacy has set you ahead of the crowd. We’re proud!]

Dorothy Steinberg Shaker announces: “Burt and I have just celebrated our 59th wedding anniversary. [Our congratulations to you both!] We saw Alan and Ruth Flink Ades last summer. Life in Florida continues to be wonderful. Sorry I missed our 60th. I have heard only wonderful feedback. My best to our Class of 1953!”

In September, my husband, Bruce, and I (Priscilla) took our first “bucket list” adventure, a driving trip from our home in southwest Michigan out to the Tetons. Following the byways of the past (avoiding whenever possible the interstates), we drove through countless miles of “waving grain” and ate at folksy ma-and-pa restaurants across the interior of our country. Wall Drug, the Corn Palace, the Badlands, Mount Rushmore, and Crazy Horse are among the South Dakota jewels we visited. Then we went into Wyoming, to marvel at Yellowstone. While winding amongst the Grand Tetons, we encountered early snow, convincing us it was time to turn back. It was historic and heavenly!

In closing, I’d like to note that my “seasoned” eyes viewed the Reunion Weekend in much the same way as did Ruth’s. Those of us reunited again following at least a decade’s separation were exhilarated by this time together. In fact, some offered that we were “sisters” bonded together by our Wheelock experience. Certainly it was no miracle that throughout those school years — in the classroom, in our observations at settlement houses and child care centers, and practice teaching — we were instilled with a spirit that served us well in our work with children. The weekend was highlighted by President Jackie’s dynamic address assuring us that Wheelock spirit is teeming as Wheelock programs and Wheelock grads are making a difference for children and their families around the globe.

1955
Penny Kickham Reilly
Nancy Cerruti Humphreys
REUNION 2015
MAY 29-31

1956
Persis Goodnow Hamilton

Dear Classmates — It was so nice for me (Persis) to hear from so many of you.

Lucy Faulkner Davison has “moved on to a new chapter in [her] life.” She sold the farm and has moved to Heritage Heights Retirement Community in Concord, NH. She has lots to do and wonderful people to be with. She enjoyed a nice visit from Ann Tucker Walker this past fall, and they went to Hanover, NH, where they had a wonderful visit with Penny Pennypacker Binswanger in her retirement community. Penny reports that she and Robert get frequent visits from their three sons and families.

Ann retired from teaching after 40-plus years and is now the CEO of the nonprofit Insight Vision Center (www.insightvision.org). You may remember that Ann received the “Making a Difference” Service Award at our 45th Reunion for her work with life-changing vision therapy. She wishes that her education had included the art of fund development to enhance their mission. She also volunteers at the Torrey Pines State Natural Reserve near her home in Rancho Santa Fe, CA.

Ruth Bailey Papazian has been traveling. “May [2013] found us in Salonika, the second largest city in Greece, for my husband’s 60th high school reunion at Anatolia,” she writes. “After activities at the college, we spent time at a resort at the foot of Mt. Olympus. Since we were in Europe, we took a trip to Sicily, toured around, and ventured to Mt. Etna. In October we flew to Nashville for a wedding, after which we drove to...
Memphis and even got to see Elvis’ Graceland.” October took them to Toronto to celebrate Ruth’s 80th birthday with her daughter, who had just returned from a five-week prayer pilgrimage in France and Spain. Ruth is also busy with church, friends, and athletic activities. Mary Lou Stickles Perkins wrote about the lovely fall in Colorado, where she lives and can enjoy her two sons in Colorado and Nebraska. She has two great-grandsons! Her granddaughter and husband will be returning from their two-year stint in Ghana with the Peace Corps. She has another grandson in college and one a senior in high school. A lucky lady to have all that family to keep up with! She and Bob are busy with exercise, and she continues playing the organ at church.

Barbara Silverstein reports that she is still working 24/7 “because for me, working is my true happiness,” she writes. “Must admit — not many 16-hour days left in me.” Barbara is letting us know, via her niece, that she has achieved a huge honor and accomplishment by having a piece of her jewelry accepted for the permanent collection at the Museum of Fine Arts in Boston. Congratulations, Barbara! I (Persis) do always stop by the jewelry case when I visit the MFA to visit Barbara’s jewelry! It is beautiful, Barbara. Annette Stevens Wilton has joined the rest of us in a retirement community. Hers is Canterbury Woods in Williamsville, NY. She and Frank are pleased with their move.

Teckie Reese Shackelford and her husband have been traveling — India for Christmas with a daughter and family, and Sweden in June for a wedding and cruise. In between, she has been happily involved with Wheelock College, where she was honored to receive an honorary doctorate last May. Congratulations to you, Teckie!

Beverly Haley Richter is busy with her grandchildren. Grandson Mason is learning to read with Nana’s help, and Bev sent an adorable iPhone photo of the two of them working at it. “Wheelock women will always be teachers,” she writes. “I think it’s in our blood and we were born to it. Children fill our lives with joy as they discover the power of the written word. And we can’t help but teach our grandchildren. Simple gifts — so meaningful! It’s who we are — and we pass it on joyfully.” Bev’s youngest granddaughter has received her national certification as a ski instructor at Sugarloaf Mt. (the largest ski area east of the Rockies). She is a sophomore in high school and hasn’t found a boy who can beat her down the mountain yet! It is a joyful time to be around grandchildren. Nancy Tilden Brown says her activities are limited by Parkinson’s, but husband David is a wonderful caregiver and she is so thankful to him for bringing her to our last Reunion. They have five married children and one little great-granddaughter.

I (Persis) am enjoying my retirement community. I have been here three years and feel settled in. My big excitement this year has been working on starting our own art gallery here in the community. Since we have an unstructured art class here, many of us have produced work and ... where can we show it? The administration has been very supportive and has provided lighting, security, and proper hanging equipment. So after our Briarwood show, we have lined up local artists to come and show their work. We are almost booked through this year. It has added a new element to our home.

Thank you all for your news. I will be hoping to hear from more of you next time.

1957

Barbara Stagis Kelliher

Thanks for your updates! We are all looking forward to more news in the future.

Sara Sibley Lenhart wrote in December of a call she’d just had from her Wheelock roommate, Gaye Alexander Cavanaugh, and shared her news: Gaye and Mike sold their house in Bolton, CT, and moved to a golf/tennis community 30 miles south of Wilmington, NC. They won’t be returning to Marco Island, Sara said. Gaye updated the College directly in late February and said their new house was almost complete. As for Sara’s news: “Mark and I are always very interested to hear about friends who are downsizing because we know we’re going to have to do that someday soon. In the meantime, we’re fine.”

Anita Stulgis Chouinard enjoys “every amenity in the book” at her retirement community, the Hunt Community in Nashua, NH. “Barbara Kelliher is here (we call it our five-star hotel), as is Sue [Waters] Saaheffer from the Class of ’56,” Anita writes. “We have all become good friends. I have joined Sue in the knitting group, which turns out an amazing amount of knit goods for charity. I’m also constantly in touch with Mary [Lavery] Lyman. We all meet up in Concord for lunch every so often. We’re hoping to organize a luncheon in the spring for Wheelock alumnae in the area.”

Carol Chapin Sawyer now has frequent reminders of “some of the happiest times of [her] life” and sees old friends a lot since selling her Ashevillle, NC, home last fall and moving back to Maine, where she spent summers growing up with her mom and grandparents. She was in a cute apartment during the winter while having a condo built in Cape Elizabeth, and should be settled in the condo by the time you’re reading this. She is also enjoying being nearer to family: son Jamie and Kris in Hampton, NH, and daughter Debbie and three grandchildren in Connecticut.

“College days do indeed seem long ago and far away!” Katrina Buckmueller Gale writes. “Last year we moved from Roswell, GA, to Webster, TX (a Houston suburb) to be near my sister and her husband, and also so I could take advantage of the programs offered by an outstanding health care center located in our new hometown. My husband, Charles, lives in a retirement facility less than two miles away, and we spend many hours together each day. My sister and I enjoy reminiscing and getting reacquainted after many years of living in different parts of the country as we pursued our respective careers in education.”

Harriet Weil Hodgson’s 33rd book, Seed Time: Growing from Life’s Disappointments, Losses, and Sorrows, is available from Amazon and on Kindle. She finds it hard to believe that her twin grandchildren are now 21 and have graduated from college. Francine McNamee Shea writes: “I had four wonderful years teaching kindergarten in Worcester, MA. I only wish I wrote down all the funny stories that happened at old Gates Lane School.”

I (Barbara) am still enjoying my new home in a senior community in Nashua, NH. As Anita said, we have fun. She touches base with all the parents and teachers she knew from teaching here her whole professional life. I am enjoying catching up with my clients from AAA and all their travels since I retired. I had a lovely day at the beach with Mary Hartwell Truesdell (Bath, ME), and we had plans to meet Anne Wingle Howard (Exeter, NH) for a museum day in Portland in the spring.

1958

Margaret “Maggie” Weinheimer Sherwin

Mannie Cook Houston had a summer 2013 visit from son Bill and family from New Zealand. Bill is a geologist with New Zealand Oil & Gas. They did lots of shopping to avoid high New Zealand prices. Mannie’s local grandson, Colin, enjoyed sharing rocks with Uncle Bill and is happy to be enjoying preschool. Laura Lehrman is getting settled in a small studio apartment which is just two blocks from Central Park. Considering New York City’s weather last year, she wisely rented space in Sarasota for the winter. She still volunteers with 4-year-olds at a nursery school and is doing aerobic exercises in a hot pool.

Nancy Alexander Anderson traveled to Hawaii in November for a Sweet Adelines competition. She was in a serious auto accident last spring. Her broken leg landed her in the hospital for a week, followed by physical therapy. All is fine now.

Sally Beckwith Novak has been traveling, with a trip to Costa Rica to visit a grandson who is
studying there. She also celebrated the 60th anniversary of a trip to Europe she’d taken with her Girl Scouts troop and squeezed in a trip to New Mexico, where she toured Santa Fe and Taos. When at home, she’s busy teaching swimming, singing, playing bridge, volunteering at a homeless shelter, and trying to keep up with two book clubs. Julie Russell traveled to New England with daughter Amy to visit important places from Julie's “growing-up” years that Amy had never been to. They went biking to historic sites in Concord, MA. Julie still teaches tai chi and loves spending time with grandson Andrew. She was planning to spend some holiday time in Florida with grandsons Vincent and Matthew.

Jane Bowler Pickering finally sold her home in Jefferson, ME, and she and Richard are relocating to a retirement community in Belfast, ME. As usual, they spent the winter at their snowbird home in Florida. As of this writing, Molly McBride Felton was still shuttling between Stonington, ME (her house was still on the market) and Falmouth, ME. She couldn’t wait to settle permanently in the Portland area to take advantage of all the area has to offer as well as to be close to family and friends. Carol Yudis Stein is volunteering at the Women’s Health Center and knitting afghans for all grandchildren — for some, in their college colors. She had three Caribbean cruises planned, to all different ports. Carol loved seeing everyone at Reunion, sharing stories and lifetime events.

Liz Sturtz Stern took a trip to the Cornwall area of England. They are Doc Martin fans, so they visited Port Isaac. They also ventured into Wales with its sheep and beautiful scenery. Sybil Magid Woodhouse and Woody are contemplating a move to southern Nevada — to get out of the snow and cold in the Reno area and to be nearer to family. They rented a small house in Laguna Woods Village, CA, from February to April — a retirement setting — to see if they like that lifestyle. Meanwhile, Sybil keeps busy knitting for a yearly charity show and doing church activities. Last Thanksgiving was spent in Oceanside, CA; Christmas, in San Diego. It sounds as if Mardy Moody O’Neil and Hugh have been on the road ever since Reunion. They’ve been to a grandson’s wedding; hiked in the Adirondacks; visited family in Maine, Massachusetts, and New Jersey; had a “beach walk” in Delaware; and attended an O’Neil family reunion. Mardy also was able to do some family research in New Brunswick. Carol Stuart Wenman’s news could really use a whole column in itself. She spent the summer baking pies to sell at the local farmers market. In October, she had a vacation in Maine and enjoyed walking barefoot on the unpopulated beaches. Carol teaches exercise classes at two senior centers and is deep into genealogical research. She says she has plenty to occupy both mind and body and has never been happier. Were it possible to share the entirety of Carol’s response to my (Maggie’s) request for news, you would see how her comment makes perfect sense.

1960
Deanne Williams Morse

**Reunion 2015**

**May 29-31**

Betsey Elsemore Anderson, who attended Wheelock just her sophomore year, has had a children’s picture book published by Maine Authors Publishing: Maggie Goes to Maine is written in verse and beautifully illustrated by Thomas Block. “It is about a North Carolina black lab that discovers the freedom of the fields, lake, and woods when visiting the family camp in Maine,” Betsey writes. Anyone interested could take a look at www.maggiegostomaine.com.

1961

Ginnie Colquitt Schroder

Now doing freelance/part-time work, Susan Woodbury Schloth’s most recent “fascinating” work was as an adjunct for the opening of Tulane University School of Social Work’s Global Certificate program in South America, coordinating and doing supervision with M.S.W. candidates. “Anyone coming to the Western Andean countries/Ecuador, contact me at suebqs@yahoo.com,” she writes. “I’d like to show you around.”

1962

Dorothy Loofbourow Nichols

Sabra Brown Johnston

Dottie Loofbourow Nichols writes: “Dave and I enjoyed another winter of skiing in Colorado, with the help of lots of forgiving snow and gentle terrain. We so enjoy it here, with the company of other ‘over the hill’ skiers and such lovely blue winter skies.” On the way east from Seattle to Frisco, they had coffee with Sandy Thompson Ketchum 62/71MS, and Dottie was hoping to see Sandy and Bob again when they traveled to Denver to visit their daughter and her family. Since March, Dottie and Dave have been back in Washington staying busy with their family, yard work, and lake activities. She hopes many classmates will be able to be together again at the next Wheelock Reunion!

1963

Jane Kuehn Kittredge

What a wonderful 50th Reunion we had, and so many expressed how enjoyable it was and how much Wheelock College meant to them! Susan Memery Bruce has been very busy, as she and Bill care for their grandsons. Her Wheelock training has been most helpful in providing them with a loving and stable home. Sadly, her daughter-in-law, Patty, lost her nine-year battle to cancer. Her husband, Jeff, and others had a most touching “celebration of life” gathering with about 100 people in attendance. This was a testament to her infectious personality and positive attitude always displayed throughout her life.

News from Maine says Martha Bucknam Brogan and Jack are busy taking care of their “grands,” particularly the two adopted children of her daughter, who live nearby. Her granddaughter, who was born with a serious illness, is a bright second-grader who is accompanied to school by a nurse. The family enjoyed a trip to Hawaii granted by the Make-A-Wish Foundation.

Martha keeps in touch with Polly Corning Newell ’67/67MS, who is the proud grandmother of three. It was nice to hear that Gloria Maravell Clark has a third grandchild, born the weekend of Reunion, so rightly the baby took priority. Gloria still works at a community college but gets away to Florida for a good share of the winter.

Bonnie LaBreque Enders was unable to attend Reunion as she attended the beautiful bar mitzvah of her granddaughter. Her son even acknowledged this in his opening remarks at that time. She enjoyed receiving a picture of the group from Sally Pease ’63/’74MS, who was in attendance. Bonnie and John will be celebrating their 50th anniversary at Chautauqua Institution in a rented house with the whole family. She is still awaiting John’s retirement from his law practice! Bonnie’s roommate Jessie Hennion Gwisala had lunch and a visit with Wheelock’s Terri Houston, who brought her mementos from the Reunion. She told about her family, and her Christmas shopping was completed except for the gift for the 3-year-old obsessed with Spiderman. Jessie, although suffering from arthritis, still sings in the choir, plays the handbells, and bakes for the church. The winter’s frigid weather found her content to stay home with her two cats and read.

Energetic Chris Theander Harper is in her 41st year as a dental hygienist and is certainly loved by her patients. Bill, a retired aerospace engineer, is a consultant for an Air Force satellite program. He is restoring a 1929 Travel Air biplane, and both of them fly the Beech Bonanza out of a California airport. Their plan is to go to London to visit a cousin. They both hosted Swedish relatives and
visited there as well. Both are happy and grateful for good health! Another Reunion attendee, Nancy Clark Migneault, celebrated her 50th anniversary with husband Al and three generations of family rafting on the Colorado River and camping for five nights. It was a real bonding experience, and the handheld devices were not missed.

Susan Wise Miller, Lani Tomita Sakoda, Marjorie Sanek Platzker, and their husbands enjoyed dinner together in Beverly Hills. “Wheelock friends are the best!” Susan writes. Nan Ware Morrow should be applauded for her efforts in organizing our 50th Reunion and Zelinda Makepeace Douhan ’63/’75MS for her role as Wheelock fundraiser for our class. Nan and Bob had a yearlong celebration of their 50th wedding anniversary, which included a weeklong family vacation at the Cape. Later the two of them went to Scandinavia, where they toured on every mode of transportation except a bicycle, followed by a cruise from Copenhagen to Miami.

An exciting trip was enjoyed by Elsie Kellogg Morse and Doug, who traveled to the Yunnan province of China and Myanmar. They traveled the Burma Road from Kunming to Yangon, significant in the Japanese Front of WWII. History revealed itself with the spread of Buddhism from India to China and Burma and its influence on the culture. After digging into the history of the trip, Elsie writes, “Learning gets more fun … when you have more to bring to it!”

Sally Weatherbee O’Neill sent some great family pictures. A family holiday to celebrate the O’Neills’ 50th took place, and other travel has kept Sally and her husband busy all year. They go to the gym, golf, and spend a lot of time with friends as well as attend the sporting events of their grandchildren who live close by. Lynn Sanchez Paquin keeps more than busy with her summer rentals in Block island and overseeing her 95-year-old mom, who lives in the same condo complex as Lynn in Florida. Lynn and Gordon did have a cruise to Hawaii, but she returned with a “killer” cold and a “dead” stove. Unfortunately, because of this, she was unable to spend time with her daughter Erica and family, who were in their recently purchased property in St. Augustine. Lynn missed seeing her two active and engaging granddaughters.

Our world traveler, Eleanor Starkweather Snelgrove, took an interesting Adriatic cruise. The weather was in the mid-50s with no rain and very sunny. She returned stateside to a blizzard and spent the night in Penn Station until she was rescued by her son-in-law, who drove her back to her home. She had plans to travel to North Vietnam. From February to April, Ellie helps out at AARP assisting with tax preparation. Before granddaughter Sarah's preschool and day care began, Ellie enjoyed activities and caring for the 4-year-old as Laura and her husband had to return to work. Sarah's heart problem is almost completely resolved, so no more surgery will be needed. Becky is a school psychologist and hopes to complete her doctorate in 2014. She has a rescue dog that is adored by the whole family. Laura and Becky are both ’96 Wheelock graduates.

I (Jane) have had several chats with “Pixie” Parke Watson, who has traveled to Florida and California to visit family, followed by a trip to Philadelphia to assist her sister with the annual flower show. She is busy socializing with friends, doing lots of volunteer work, and babysitting, particularly for her daughter, who was widowed and certainly appreciates the extra help. Pixie’s roommate, Laurie Nettleton Watson, still works for a doctor for three 10-hour days per week and loves it. Her oldest grandson attends Boston College, and his sister is a merit scholar with plans for attending Princeton. Daughter Jean lives close by and Laurie spends a lot of time with the “grands,” three girls from 16 years down and one younger son.

I had a busy year as Dave and I celebrated our 50th anniversary with a trip to Jamaica, a family party, and a few days in Boston and were dining guests of many friends. Dec. 26 we went to Michigan to spend a late Christmas with daughter Lauren and Jason. Grandson Alex turned 12 on the day of our arrival, and we attended hockey games and tournaments almost daily. Emily, 15, is a sophomore, is a varsity volleyball player, and also plays for an area club team. Just visiting with the family and some of their friends was most pleasurable. A trip to St. Lucia was planned for late March. The warm weather was to be a welcome change for Dave and me. It had even been too cold for Dave to ski much! Things here are status quo with the same activities that I have always enjoyed, including committee work for our 55th high school reunion.

As I write this in January, it is exciting that Susan Memery Bruce, Lynn Sanchez Paquin, “Pixie” Parke Watson, Laurie Nettleton Watson, and I are going to Las Vegas in mid-March for four days. We plan to enjoy a show, peruse the hotels, people watch, talk, talk, and talk some more.

Hope this finds everyone well and enjoying life. Thank you for all of the news which is of so much interest to us.

1965
Daphne “Taffy” Hastings Wilcox
Reunion 2015
May 29–31
Carolyn Nichols Cobb writes: “I am increasingly aware of the value of my Wheelock education. After teaching for 30 years, mostly special education students, I retired and pursued a master's in social work — which led to my most fulfilling work as a hospice social worker. Retired in 2010, I cared for my brother, who was diagnosed with an inoperable brain tumor. After a valiant journey, he died in July of 2013. A 'wheel within a wheel,' I will become part-time nanny for our daughter’s twins — arriving in July, Peter, my husband, and I plan a two-week stay in Little Compton, RI, in the fall, hoping to revisit some Wheelock friends — if not then, perhaps at our 50th.” Phyllis Cokin Sonnenschein ’65/’75MS writes that she and Mary Barnard O’Connell spent a great afternoon together in Camden, ME, last summer: “We met at Mary’s house for a delicious lunch, drove to the highest point in Camden, lugged chairs, and found the perfect place to sit and enjoy the view, and talk and talk and talk and talk — and of course, laugh. Mary demonstrated her considerable skills on steel drums and gave a tour of her beautiful historic house. It was so nice to meet her husband. Perhaps other classmates will join us next summer for a mini reunion!”
Nancy Clarke Steinberger got together with Carol Lin and Edwina Burke Marcus at the Kahala Hotel in Honolulu in February and emailed me (Taffy) and Wheelock Alumni Office friends with warm “Think spring!” wishes to help them get through the rest of this past brutal winter. Nancy also sent best regards to classmates and wrote: “Taffy, you have done a fantastic job of trying to eke news out of our classmates. Thanks for all of your efforts.”

1966
Margery Conley Mars

Joy Post Beardsley and Joe have moved to Poland, ME, and live in a wing recently added to their daughter’s home, so they are close to their little grandson.

How does Patty Phillips Fraser describe her and husband Bob’s three weeks in Greece and Turkey last September? “A trip of a lifetime to finally see the countries of my roots.” They visited Crete, Corfu, where they rented a sailboat and a Greek captain for a week of sailing in the Ionian Sea; Athens; and then Cappadocia and Istanbul.

Susan Leeb Fuhrer performed with the South Bend (IN) Symphonic Choir last October, singing loud and strong! Sue and husband Jack have welcomed another granddaughter into their family and their hearts. Little Alexa was born to their daughter’s home, so they are close to their little grandson.

Connie Muther still plays with the animals she loves so dearly in the zoos and parks in the San Diego area. Kay “Wink” Winkler Page can add published author to her resume: Her book Doing Time with Charlie was released late last fall. Heather Robinson Reimann and her husband are enjoying their new winter home in Bonita Springs, FL, from November to May but return to Williamsburg for the rest of the year to be near their grandchildren, all of whom are very active in sports. They are a little sad to have sold all of their New England real estate but won’t miss the cold weather!

Even though she has lived in Maine for 35 years, Marcia Carlson Rintoul loves returning to Cape Cod (Chatham, MA), with its “quaint and quiet charms.” Last fall she had guests there from Australia, and then earlier this year she and Jim were going to Australia and New Zealand. Reid Algeo Schenck spent last summer at her North Calais, VT, home and embraced the tranquility and beauty of the area. In Pasadena she still practices educational therapy “enough to keep [her] energized and growing” but not so much that it feels like work! In January she went back to Africa, this time to Tanzania to watch the migrations. Reid plans to be one of the 50 at the 50th!

Karen Kuhl Schwalm was much better last fall after emergency spinal surgery last summer and even got away for a round-trip cruise to “Vieux Quebec” with Bill. Also in the fall she was busy with watercolor and ikebana classes and one of her garden clubs. Carol Needham Winston retired “for the second time and last time” after teaching second grade for six weeks at the end of the 2012-2013 school year. “I loved the children and the teaching,” she writes, “but the endless meetings and lunch and playground duties and the end-of-the-year paperwork and inventory, etc., were all on the negative side.” Now she and her husband can be free to go to Arizona from February through April.

In honor of our 50th wedding anniversary last May, my husband and I (Margery) took our family to Greece for the month of June, enjoying Athens as well as several of the islands, including Mykonos and Santorini.

Two years until our Reunion. Remember our goal: Fifty for the Fiftieth! We are counting on your attendance for our Golden Reunion!

1967
Tina Feldman Crosby is enjoying “retirement,” which she puts in quotes because she feels “as busy as ever.” She and her husband enjoy watching their grandchildren (ages 11, 9, and 4) grow up, and their first grandson arrived last December. She had a local recurrence of breast cancer but considers herself lucky that it wasn’t systemic and that she lives in a place where there are amazing health care options. She also writes: “I am now representing the alumni on the Board of Trustees. It’s been wonderful to spend time at Wheelock. So much has changed since we were there — the campus; the diversity of students, faculty, and administration; the expanded courses of study — but the mission remains the same: improving the lives of children and families.” Carol Armstrong Dillon sends her best to the Class of ’67. She and Tom had a wonderful family vacation in Kauai last summer and especially enjoyed seeing their two grandchildren play together. She reports that her mother, after “a very happy and enriched 94 years,” passed away last November in Florida.

“We climbed to the top of Crazy Horse Mountain (six miles round trip [in the southern Black Hills of South Dakota]) in the Volksmarch in May 2013!” writes Betsy Simmons Pollock. “Fun!” Other than that, she is an avid reader and has continued to enjoy volunteering with the Retired Senior Volunteer Program, Daughters of the American Revolution, and Church Guilds. Some (scope) knee surgery last October curtailed some of her exercise for a while, leaving her to settle for yoga during that period, but she should have returned to walking trails by the time you are reading this. Betsy adds, “I would love to know of any classmates in the Connecticut or Pennsylvania areas interested in DAR or genealogy and willing to do specific research of ancestors!”

“Life is very different with no specific schedule, but I manage to fill my time,” writes Carolyn Wright Unger, who has retired after 30 years in “several very creative teaching jobs.” She now travels with John, her husband of 47 years, to see their kids and grandkids in Canada, California, and Maine. At home in Virginia, she has done a lot of walking with friends to train for trips over the past several years to places such as the Alps, Portugal, and Machu Picchu, and across England. She also takes 3-year-olds and their parents on nature walks for the Loudoun Wildlife Conservancy, has worked on the history of the local Quaker meeting house, and has helped create a living history of the Oakdale School, an 1816 Quaker schoolhouse.

1968

Marilyn Rupinski Rotondo
Cynthia Carpenter Sheehan

Catherine Scheid Evans is still enjoying life in Cincinnati, where her husband has extended his contract as the chair of obstetrics at the University of Cincinnati for six more years. They have three married children and seven grandchildren. “Wheelock contributed to my love of teaching and helped me strive to be an informed grandparent,” Catherine writes.

Sue Ordway Lyons keeps in close contact with Susan Castleton Ryan ’68/’73MS with frequent chats as well as visits. Sue is enjoying her retirement — reading, quilting, volunteering. Recently her husband retired, and they are looking forward to “simplifying life, trying new adventures, and spending time with family.”

Lou Ann Colonenne Mulcahy is retired from the Baltimore (MD) County Public Schools. Susan Webb Tregay is still painting. Her series is called “Contemporary Art for Adult Children.” She writes, “You can never dodge your Wheelock education, evidently.”

Sally Clark Sloop says that our Reunion was “a time of renewal, reflection, and the reality that our once small women’s college is now widely known, internationally engaged, and expansive beyond what any of us could have imagined long ago… So proud of our school and the many of you who contributed to our class financial gift and especially to those of you who were able to attend the Reunion.” Her husband retired in June 2013, which has allowed them to travel and connect with Wheelock friends along the way — Betsy McCreery Sheehy, Kathy de Sano Mahoney, and Gayle Ziegler Vonasek ’72/’78MS. While vacationing on Martha’s Vineyard, she spent a delightful evening with Shirley Craig, widow of
Mr. Philip Craig, our Wheelock English professor. Sally was expecting a sixth grandson in April and finds that “life is great and a real gift.”

On a personal note, my (Cynthia’s) life changed last Sept. 18 when my husband passed away unexpectedly. I have 28 years of memories and a wonderful support group of friends and family who helped me through the difficult days. I continue to participate at area craft shows and to attend as many of my grandchildren’s activities as possible.

Cathy Hord Bristow, founder and principal of the New York City-based consulting firm BRIDGES, was the special guest speaker at an event held by the Women’s Center of Greater Danbury (CT) in February. An expert in change management and leadership with an M.B.A. from Pepperdine University, Cathy works with her BRIDGES colleagues to support growth and change in individuals, groups, and organizations by facilitating forums that build on participants’ capacities and energy and help individuals and work communities connect. They also do social justice work to support their larger community by delivering free seminars in Harlem. As the first woman and African-American chief union negotiator in the wine industry, Cathy has successfully ratified contracts that met requirements for both the union and participating wineries. In addition, several months ago she met with women in the Middle East and listened to their stories about several months ago she met with women in the Middle East and listened to their stories about

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sightseeing and participating in the International Women’s Mentoring Network. She continues to participate with others in the International Women’s Mentoring Network.
a warm week with Karen Berg Ezzi and husband Dave in Arizona during my February break. When she moved to Asheville, NC, I was able to visit just before heading back to the classroom. And at Thanksgiving, our son, Alexander, announced his engagement to his fabulous girlfriend. It looks as if the next couple of years will continue to bring changes for us.

1977
Margaret Smith Lee
Lisa Brookover Moore

“It can be a challenge at times but very rewarding when progress is evident,” writes Lita Kochakian Zucero of her work as a teacher assistant at the local middle school for seven years. She helps students in a language-based classroom. For several years she also has been enjoying tutoring grades 1 through 7 after school; she knows those students really benefit from the individual instruction.

I (Margaret) am still putting my Wheelock education to good use. I am teaching preschool two days per week and also am the education coordinator at our local art museum, where I present art classes to preschool children. We partner with our local zoo to bring exotic animals (baby camels, hawks, penguins, and reptiles) to the museum. The children get to meet the animals and participate in a related hands-on art activity. Recently I have enjoyed the unique pleasure of team-teaching with my son, Charlie. He is pursuing an art degree and also coaches young children in gymnastics. I never thought we would be teaching the same children, together and separately!

1978
Pat Mucci Tayco

Kim Kern English says, “My education at Wheelock has gotten me a long way in life.” She is currently the director of nursing services at a home care agency in Worcester, MA, and does all the teaching for new staff. She feels she has become a better nurse because of her Wheelock education. Kim keeps in touch with Eppy Roman Stevens on a regular basis. Eppy is teaching fifth grade in the Boston Public Schools, hoping to retire soon.

Sarah “Sally” Bolton Hoel married Rick Hoel in September 1978 and has lived in 10 states and two countries. She moved back to the North Shore more than seven years ago. Sally has two college-age sons that she home-educated. She works remotely, part time, for a company in Pennsylvania and has a private practice counseling/teaching/consulting using a variety of modalities, the newest one being Process Coaching. When Sally returned to Massachusetts, she reconnected with Ilse Mattick, who lived in Vermont until she passed away in 2009. Ilse was a huge part of Sally’s Wheelock experience, and she cherishes lessons learned from her and the time she spent with her.

Brooke Stark is living in upstate New York near the beautiful St. Lawrence River on a small hobby farm, where she and her husband raise vegetables, fruit, goats, chickens, and pets. They celebrated their 25th anniversary last November! They have three children, James, Casey and Griff. Brooke has taught fourth grade in the Indian River Central School District for 24 years — serving many children of military families stationed at Fort Drum — and is deeply enmeshed with the Common Core. Living just up the road from Brooke is Wheelock graduate Carol Sisson Freeman ’47, whom she counts as a very dear friend.

It was a great pleasure for me (Pat) to see so many of our classmates at the Wheelock 125th Reception in Washington, D.C., in November. Linda Kaeding Hoyesen, Donna Craveiro Sawyer, Roxana Oppenheimer Day, Susan Asher Coe, and Melissa Walton Maylum were in attendance.

1980
Kathy Formica Harris
Reunion 2015
May 29-31

1983
Carol Rubin Fishman

“Life is finally feeling a bit more settled” for Randi Goodman, still of Southern California, who experienced many changes in recent years. After eight years of graduate school, including 3,000 hours of internships and two very hard exams, she now has a degree in clinical psychology and is officially a licensed marriage and family therapist with her own practice. One daughter started college this past year, and one just graduated. In November, Randi wrote, “I just visited Wheelock, and I was very impressed with all the changes. Wheelock has given me an amazing foundation, and it reflects in the work I do with children and families.”

Deborah Miranda had a super 2013! She was promoted to full professor (English) at Washington and Lee University in the spring and spent a lot of time traveling around the country promoting her new book, Bad Indians: A Tribal Memoir. “I even gave a reading at Wheelock,” she writes. “What amazing students, and the campus is beautiful!” A highlight from March was being in the delivery room with her daughter as she gave birth to a beautiful little girl named Georgia. Georgia was later diagnosed with a form of epilepsy, and Deborah says the knowledge she learned at Wheelock and her experience as a former special needs teacher have been helpful as the family has tried to understand her illness and get her the proper care. The other big highlight happened on June 8, when Deborah’s partner of 12 years, Margo Solod, legally became her wife in a quiet ceremony on Cape Cod. Congratulations, Deborah!

“Working as a director in a non-profit child care center in Westchester County, NY, has not been easy,” writes Claudia Tillis Weger. “There have been many cuts to the budget, and it has...
been difficult for our working poor families to get government scholarships. We are trying to help these families pay for child care by fundraising and also by lobbying for change in Albany!” Claudia and Mike love living in Garrison, NY, and feel lucky to live in such a beautiful area. Their daughter, Emily Weger ’10, is teaching first grade at the Blue School in lower Manhattan and loves it. Son Ben is studying television script writing at Ithaca College and doing stand-up comedy.

I (Carol) am teaching 4-year-olds at a Jewish Community Center in the Philadelphia suburbs. We have recently implemented the Sheva (seven in Hebrew) curriculum (constructivist learning). In April, my mother-in-law and I will be at the United States Holocaust Museum in Washington, D.C., signing our book, A Lone Candle: Secrets Too Heavy To Bear, a memoir of her Holocaust experience.

1985

Linda Edwards Beal

Reunion 2015

May 29–31

Aaron Flanders and his band, The Third Floor (http://www.facebook.com/AaronFlandersTheThirdFloor), had a CD release concert at Johnny D’s in Somerville, MA, in March. The “Arthur” character he told us last year he’d be playing in American Hustle — did you see him? — is called “Elway’s Friend” in the movie’s credits, he says, though Amy Adams calls him “Arthur” once as she approaches him in a scene. “Amy hated it,” Aaron writes. “She muttered to me in between scenes that ‘Arthur’ is a really hard name to say in a British accent! Hilarious!”

1986

Christina Carlson is now the U.N. resident coordinator and United Nations Development Programme resident representative in Thimphu, Bhutan. “I moved here last July with my family,” she writes, “and it is a truly beautiful and remarkable place. Any alumni passing through on holiday are encouraged to get in touch!”

1987

Libby Hubbard VanDerMaelen

Kathleen Hurley Devarennes

Allison Small Annand switched school districts last year and is now teaching in Nashua, NH. She writes: “It is interesting how many people I have met who have gone to Wheelock or are going. A good friend’s daughter is there studying child life, and my youngest daughter’s curling coach went there and so did one of her teammates.” Allison’s own girls are both in college — one at Furman in South Carolina and the other at Butler in Indiana. She recently saw Helene Dunkerley Bettencourt at Helene’s son’s (Allison’s godson’s) confirmation.

In addition to still teaching second grade, Kathy Hurley Devarennes is the math department head at her school. Many wonderful college memories came back to her last fall, when she and her husband brought son Tanner to Springfield College, where he majors in sports management and plays tennis for the Pride. She also has an 11-year-old daughter who keeps her busy with soccer and tennis. “So glad I am not an empty nester just yet!” Kathy writes.

My husband, Steve, and I (Libby) have been looking at colleges for our daughter, Emily. She is interested in the fine arts field. Our son, Erik, is busy with school, soccer, Boy Scouts, and drum lessons. Steve and I are teaching the cooking merit badge for his troop. I am still teaching first grade and love every minute of it! Over the Christmas holiday, I spoke with Kathy and Caryn Pokraka Montella — it was great to catch up on what their families are doing. Christine Gardiner recognized me from across a restaurant where we were both eating, and we also had a quick chat about our families.

1988

Carol Ann McCusker Petruccelli

Chris Schuman Kenny had a great time catching up with everyone who attended the 25th Reunion — especially Linda Townsend, whom she hadn’t seen since graduation! Chris is busy running the children’s program at her church and volunteering at their elementary school. Cindy Cotter Lahay is loving every second of the position she started last May as a presentation manager with PetSmart. “Although it is a ton of work, customers can bring their pets into the store when they are shopping,” she writes. “It is so much fun! Everyone is happy all the time, and it is a really upbeat atmosphere.” Cindy and Karl celebrated their 25th anniversary last July 30. Son Matt, 21 this July, is still in the National Guard and recently adopted a puppy who plays wonderfully with Cindy and Karl’s newly adopted Tucker. Ben just graduated from high school. Cindy was sad about having missed Reunion but loved seeing all the photos and is looking forward to our 30th!

“My job must be good if I’m still there after 12 years,” writes Jennie Nelson Morrill, who is still teaching kindergarten in Andover, CT. She got remarried to a wonderful man two years ago and moved to a beautiful new house that’s keeping them busy. She is loving every minute of her busy life.

1990

Reunion 2015

May 29–31

“Life has been full of transitions” for Gillian Idoine Budine, who has moved with her family out of their home of 17 years and is renting while they build a new home next to her parents. She continues her work with the Coordinated Family and Community Engagement grant funded through the Massachusetts Department of Early Education and Care. She says the grant program is in continual transition, but she enjoys the families and programs she works with and is putting her Wheelock education to full use! Son Aaron is working full time and owns his own home; Emma is dual-enrolled in the local community college for her senior year of high school; and Mattie, 10, loves her life of horses, being an artist, and swimming. Gillian enjoys getting together with Wheelock pals Nancy Leonard Chenette, Ellie Cannon Smith, Karen Hoyt Frankel, and Sharon Bogli Kerr and is looking forward to the next Reunion.

1992

Jennifer Roscoe Repeta has found “the perfect balance!” After operating a family child care program out of my home for seven years, with all three of my children in school full time, it was time for a new challenge,” she writes. “Last spring I accepted a position at a Head Start program in Taunton, MA, and I am now working in a position that combines supporting the education manager, assisting the curriculum coordinator, and helping the teachers and allows me to still work with children from birth to 5 years old.”
1993

Evangeline "Lynne" Miller McCormick works with the Federation for Children with Special Needs, in conjunction with the Department of Children and Families, as a special education surrogate parent, helping kids with their educational plans while they are in DCF custody. (She had had an internship with FCSN through Wheelock in the fall of 1991!) When she wrote in February, she said her last SESP case had wrapped up in December and she was waiting for a new case.

Margaret Renn can’t believe it has been more than 20 years since she graduated. She writes: “When I left Wheelock, I could never have imagined where my career and life would take me. For over 14 years I found myself working in museum education as the director of education for the Intrepid Museum (NYC), Battleship Cove (MA), and the New Jersey Historical Society. I was able to use everything I learned at Wheelock in my work within these museums. I found myself coming full circle as I am now the director of the Office of Field Experiences for the College of Education, William Paterson University, NJ. I work with the preservice teacher candidates in their fieldwork — just as we all did over 20 years ago. I often think back and share our experiences as students with the teacher candidates with whom I now work. How did we ever find our placement sites without Google or GPS? (I still remember the placement papers with T and walking directions to the sites on them!)”

Margaret married her partner, Donald, after 16 years in 2010. They live in northern New Jersey and spend a lot of time with family who live in the tri-state area. They have also been able to travel around the world and explore different cultures, and she says China and Tibet are next!

1995

Reunion 2015
May 29-31

Chris Rodger Gurske ’95/’98MS and husband David, and son Scott on adoption day last July

1996

Lori Medugno ’96/’04MS works at New England Research Institutes, a company she says is recognized all over the world as many abstracts and research studies done there have been published in medical journals. She is in her second year supporting the project manager on a five-year study for people diagnosed with congestive heart failure. She is also hoping to purchase her first home sometime this year.

1997

Lisa Barone-Norris is working in an independent school in Lynn, MA, serving an inner-city population. She is married, and her three children are “all out to discover the world at college,” leaving her and her spouse with a sweet little cat named Mr. Pickles. For volunteer work, Lisa has cleaned the barns and animals at a local farm, served breakfast to shelters occasionally, and served meals to homeless at holidays in a local church.

1998

Cathy Ainsworth, formerly the director of program planning for Mercy Connections in Burlington, VT, moved into the position of director of grants, reporting, and evaluation last fall. During her six years with Mercy Connections, Cathy has been active in program design and delivery for this “mission-oriented educational nonprofit that provides adult education, mentoring, and entrepreneurship opportunities to women in Burlington.” She now directs grant writing and works closely with the executive director and organizational staff on the programs offered and how they are evaluated.

2000

Reunion 2015
May 29-31

Sara McGarry gave birth to a beautiful baby girl last Nov. 19 and named her Samantha Ann. Kristen Prescott Pietro and her husband welcomed their third child, William Prescott Pietro, into their family last Dec. 2.
Daniel Gonzalez performed in The Bully Plays, a series of one-act plays about bullying, at the Somerville (MA) Theatre last fall.

2008

Congratulations to Mary Beth Graham ’08/’10MS and Matthew Valuk, who are probably married by the time you are reading this (July 12 wedding date)! Mary Beth teaches math at Pollard Middle School in Needham, MA, and works in the Boston Red Sox ticket office, and Matthew is a network engineer at Raytheon in Woburn.

“I am happy to have found a grade that I love!” writes Alison Vallese, who has been a special education teacher for six years and most recently was a fifth-grade inclusion teacher in Attleboro, MA. She is engaged to marry Rob Masinda in 2015.

2010 Reunion 2015 MAY 29-31

Jamie Donchin has a new position as HELP counselor at the Brookline Council on Aging, where she interned when she was at Wheelock! Jessica Pascoal and Sean Fortier were married in July 2013.

Master’s Degrees

Kay Lanning Winters ’63MS vacationed in Taos, NM, last fall and wrote in with this story: “It’s been very exciting. My new book, The Bears Go to School, came out Sept. 1, and would you believe on that very day a black bear walked through our garden here!” She also sent a reminiscence from 1963: “After I graduated from Wheelock and had a garden here!” She also sent a reminiscence from 1963: “After I graduated from Wheelock and had a garden here!” She also sent a reminiscence from 1963: “After I graduated from Wheelock and had a garden here!” She also sent a reminiscence from 1963: “After I graduated from Wheelock and had a garden here!” She also sent a reminiscence from 1963: “After I graduated from Wheelock and had a garden here!”

“I really enjoy the role of mentor and get a lot of satisfaction giving support to students,” writes Deborah Brown Tiff 70MS, who retired from public school teaching in 2012 and has been supervising Syracuse University early childhood education interns in their school placements. Daughter Molly Tiff Egan ’00MS moved back to Manlius, NY, with her family after seven years away while her husband was completing his pediatric cardiology training. She taught pre-K through first grade for 10 years in three different systems and is presently home with her two children, Anna, 5, and Charlie, 3, and loves being a mom!

Arrivals

- 95/98 Chris Rodger Gurske, a son, Scott Douglas Gurske
- 00 Sara McGarry, a daughter, Samantha Ann
- 00 Kristen Prescott Pietro, a son, William Prescott Pietro

Unions

- 07 Alicia Davis to Matt Gaide
- 10 Jessica Pascoal to Sean Fortier
## A Decade of Progress

### By the Numbers

#### Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>UG Students</th>
<th>Grad Students</th>
<th>Degree-Seeking Undergraduate Students</th>
<th>Degree-Seeking Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>587</td>
<td>355</td>
<td>10%</td>
<td>19%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>880</td>
<td>498</td>
<td>33%</td>
<td>30%</td>
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</table>

#### Admission & Financial Aid

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>97%</td>
<td>% of full-time, first-time, degree-seeking undergraduates who received financial aid</td>
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</tbody>
</table>

#### Service and Community Engagement

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>% of undergrads completing field placements</td>
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</table>

#### Alumni

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>13,000</td>
<td>Number of living Alumni (approximated)</td>
</tr>
<tr>
<td>19,000</td>
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#### Academics

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
<th>Description</th>
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<tbody>
<tr>
<td>6</td>
<td>16</td>
<td>Undergraduate Majors &amp; Minors</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Graduate Majors</td>
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<tr>
<td>17</td>
<td>22</td>
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#### Athletics

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Number of Athletic teams</td>
</tr>
<tr>
<td>63</td>
<td>Number of Athletes</td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td></td>
</tr>
</tbody>
</table>
A planned gift is a major gift made in the donor’s lifetime or at death as part of his or her overall financial and/or estate plan. The simplest form of planned giving is a bequest intention. You can designate in your will that a set dollar amount or a percentage of remaining assets will come to Wheelock. If you will conservatively identify the value of this gift that will come to Wheelock long into the future, we can count this gift toward your class giving total, and it will eventually go toward building endowment to support scholarships for students. Your bequest lets us know that you believe Wheelock College will continue to serve its students well and adhere to the mission after 125 years: to improve the lives of children and families. You can use cash, securities, tangible personal property, or real estate when making a gift to the College. You can transfer a paid-up life insurance policy or make Wheelock the owner and beneficiary of a new life insurance policy. You can direct a charitable distribution from the balance remaining in your retirement plan, whether an IRA, a 401(k), or a Keogh. You can also during your lifetime make a distribution directly from your IRA to the College that would result in a tax benefit to you.

The Class of 1954 Endowed Scholarship Fund

The 1954 Endowed Scholarship Fund was established in 2004. The purpose is to provide scholarships to Wheelock students who might not otherwise be able to attend the College. The fund has grown to more than $600,000 and provides financial aid to four students each year.
Seniors in the Wheelock College Class of 2014 enjoy a sentimental moment after the annual candle lighting ceremony that takes place during the days leading up to Commencement.

ALICE
A fresh perspective on the topsy-turvy world created by Lewis Carroll; a bright, new musical by Andrew Barbato and Lesley DeSantis
Oct. 17 – Nov. 16, 2014

PINOCCHIO
An original adaptation by Wendy Lement and Steven Bogart, influenced by Japanese traditions of Kabuki, Noh, and Bunraku puppetry

THE TASTE OF SUNRISE
Part two of Suzan L. Zeder’s WARE TRILOGY, presented for the first time in its entirety in Boston in the spring of 2015 with Emerson Arts (Mother Hicks, February 2015) and Central Square Theater (The Edge of Peace, April 2015)
March 13 – 22, 2015

SHREK THE MUSICAL
The beguiling myth of “happily-ever-after” is turned upside down in this singing and dancing extravaganza.
April 17 – May 24, 2015