

IN THIS ISSUE:

- ▶ **Otis Goes to Ivyside**
- ▶ **Our Battle Against  
The Educationists**

Emerson College Archives

# **BEACON**

OCTOBER

1984

THE EMERSON COLLEGE ALUMNI MAGAZINE

## A WORD FROM HANK CINQUE

Emerson College is an entity . . . a very complex entity. And like all complex things, it sometimes seems a little hard to unravel all the tangled skeins that go to make our collegiate tapestry. We are a family, as Dr. McKinley has often said. And like a family, we have our differences, our several philosophies, our various methods.

And like all families, that essential unity is there, very much improved for the many varying approaches from which it has been wrought.

In *Henry V*, Canterbury expresses this as well as anyone could:

That many things, having full reference  
To one consent, may work contrariously;  
As many arrows loosed several ways,  
Come to one mark; as many ways meet in one town;  
As many fresh streams meet in one salt sea;  
As many lines close in the dial's centre;  
So many a thousand actions, once afoot,  
End in one purpose . . .

'Nuff said?



# BEACON

THE EMERSON COLLEGE ALUMNI MAGAZINE

## Otis Goes To Ivyside

*A poignant letter from a Dean of admissions to a proud and hopeful father.*

2

## Our Battle Against The Educationists

*The President of the California State Board of Education describes some of the reforms which have been undertaken lately in the Golden State, so that learning is again put in first place.*

5

## Alumnews

*Notes of interest to all alumni, together with the departments of vital statistics.*

10

## Letters to Ed.

*Bouquets, brickbats, and banter on a potpourri of subjects, as received in BEACON's mailbag.*

11

## Class Notes

*Checking the activity in the alumni classes.*

11

JOHN F. SHIELDS '38  
President, Alumni Association

MADLINE A. CHAFFEE '27  
Publications Chairman

DAVID R. SAVOY '61  
Acting Director  
of Alumni Relations

BEACON IS PUBLISHED four times a year, in July, October, January and April, by Emerson College, Boston, Mass., for the benefit of Emersonians everywhere. Second-class postage is paid at Boston, Massachusetts.

VOL. VII

NO. 2

ANTHONY VAN RIPER  
Editor

ALICE SCOTT PETRESCU  
Assistant Editor

PAULA R. SHAER  
Contributing Editor

**OTIS  
GOES  
TO  
IVY-  
SIDE**



*from dictation by Harrison Wibbe / illustrations by R. Jeronimo '65*

Dear Mr. Fingerling,

I would like to take this opportunity to apologize for not having answered your letters until now, but I have spent much of the time since you and Otis visited Ivyside in analyzing our information on your son and conferring with President Peeker and Dr. Grosscup, our Treasurer. Then, of course, there has been the usual pressure of business here in the Admissions Office.

The volume of applications here at Ivyside has become so burdensome that in most instances we simply do not have the time to write the kinds of letters to parents that we would like to write. However, because you have been such an active alumnus (the sewage disposal plant will "go into action," if that is the appropriate term, next week, by the way) and have made the trip from Nebraska twice with Otis, the President has asked me to make an exception this time and write a detailed account of our decision about your son.

Otis, has many fine qualities, Mr. Fingerling. Throughout the reception you and he received on the steps of Fingerling Hall and at the banquet you attended in Fingerling Commons he consistently displayed the humility and dignity we look for in Ivyside men. This is a small point perhaps but I liked his posture too, particularly while he was reciting those excerpts from Goldwater addresses at the banquet. (Have you by any chance considered any of the military colleges for Otis?)

As you know, we at Ivyside consider the high school record to be the most reliable single predictor of a student's performance in college. This document is, as you might say, "the real McCoy"! There are clues and insights in this day-to-day record that simply do not show up in other evidence. Let me give you an example: The principal of Otis's high school (who, I understand, is some sort of protege of yours) tells me that Otis has a real feeling for music. "When Otis first came to us as a freshman," he wrote in a recent letter, "he was a shy boy, always holding back and tugging at his forelock. He almost never entered into activities. But since joining the school band, this boy has found new confidence."

Now, granted, the kazoo is considered a rather primitive instrument, more a toy than anything else. But that is not my point. I want to tell you that when that youngster played the Washington Post March for me that morning in my office, there was something about his spirit and enthusiasm that seemed to sum up everything we look for in our freshmen. Contrary to what some may think, the typical Ivyside undergraduate isn't a "grind" with his nose in a book anymore than he is a football major. The truth is that there is no "typical Ivyside boy." But there is an Ivyside attitude which President Peeker likes to call a "passion for life." I saw some

of that passion in your son Otis while he was playing that kazoo. I sincerely hope that he will continue this interest, perhaps graduating in time to some more conventional instrument. (There are some mighty fine music schools out your way!)

It was fun to meet a boy with such interesting hobbies. That bottle top collection, for example, struck my fancy. It must be truly extraordinary from what you and Otis told me the morning of our interview. I can't imagine where or how anyone could manage to find a "Moxie" bottle top in this day and age! It must have taken real "get-up-and-go" to find that one! More important, this collection indicates a certain drive and initiative which we look for in all our freshmen. If Mrs. Wibbe and I ever get out to Nebraska, we'll certainly have to have a look at the ceiling of his room with all those bottle tops imbedded in it. How did he ever get them up there?

I feel certain, Mr. Fingerling, that you would not respect my judgment if I merely listed Otis's strong points and neglected to give you the other side of the coin, so to speak. There are one or two problems, among them Otis's academic ability. I just wish there were some easy academic category in which to place your son — some educational jargon I could use that would help me explain his situation. The only term that springs to mind is "remedial." Otis needs a good deal of help academically. His school record shows that he has consistently failed every subject except Band and Driver Education. His success at the former, while certainly encouraging from the viewpoint of bolstering his confidence, does not unfortunately apply at Ivyside because the Music Department does not recognize the kazoo. And there is no chair here in Driver Education. While his record does show a steady improvement in Life Adjustment, this can only serve as a foundation for him at Ivyside, not as preparation for any course of study. Thus, I am afraid that your idea of a major and minor program of study for Otis should be reconsidered in light of these restrictions.

At Ivyside, the school record, as I have indicated, is considered the single most important predictor of a boy's academic performance in college. But we also make it a practice to consider other evidence in the over-all admissions "mix." For example, test scores, if used with intelligence and understanding, can be very useful as a yardstick for measuring the intellectual skills of students from all kinds of schools and backgrounds. However, test scores, if improperly interpreted, can lead to cruel misunderstanding, which seems to have been the case with Otis. Otis's teacher has apparently confused I.Q. scores with scholastic aptitude scores. An I.Q. score of

---

Harrison Wibbe is the *nom de plume* of a man who is deeply involved, professionally, in the hectic world of college admissions, but who (in case any reader should make the mistake of taking this spoof seriously) adopts a pen name to protect the innocent.

250 would undoubtedly rank Otis with the most brilliant students at Ivyside, as his teacher has suggested. In fact, this score would probably rank him with Einstein and Fermi. But a scholastic aptitude test score of 250 is a horse of a very different color, to use an awkward metaphor. Statistically, this is bad news. The tables that were sent with his scores indicate that Otis's chances of academic success are rather dim (approximately 2 out of 580). However, being a humanist like yourself, I have always been suspicious of statistics. The grip of a boy's handshake, as President Pecker has always maintained, is worth a volume of statistics.

This brings us to the important question, "Up to what does all this add?" Does your son have the Academic Potential, the Personality, and the Motivation ("APP-AM," as we like to call them) to succeed at Ivyside?

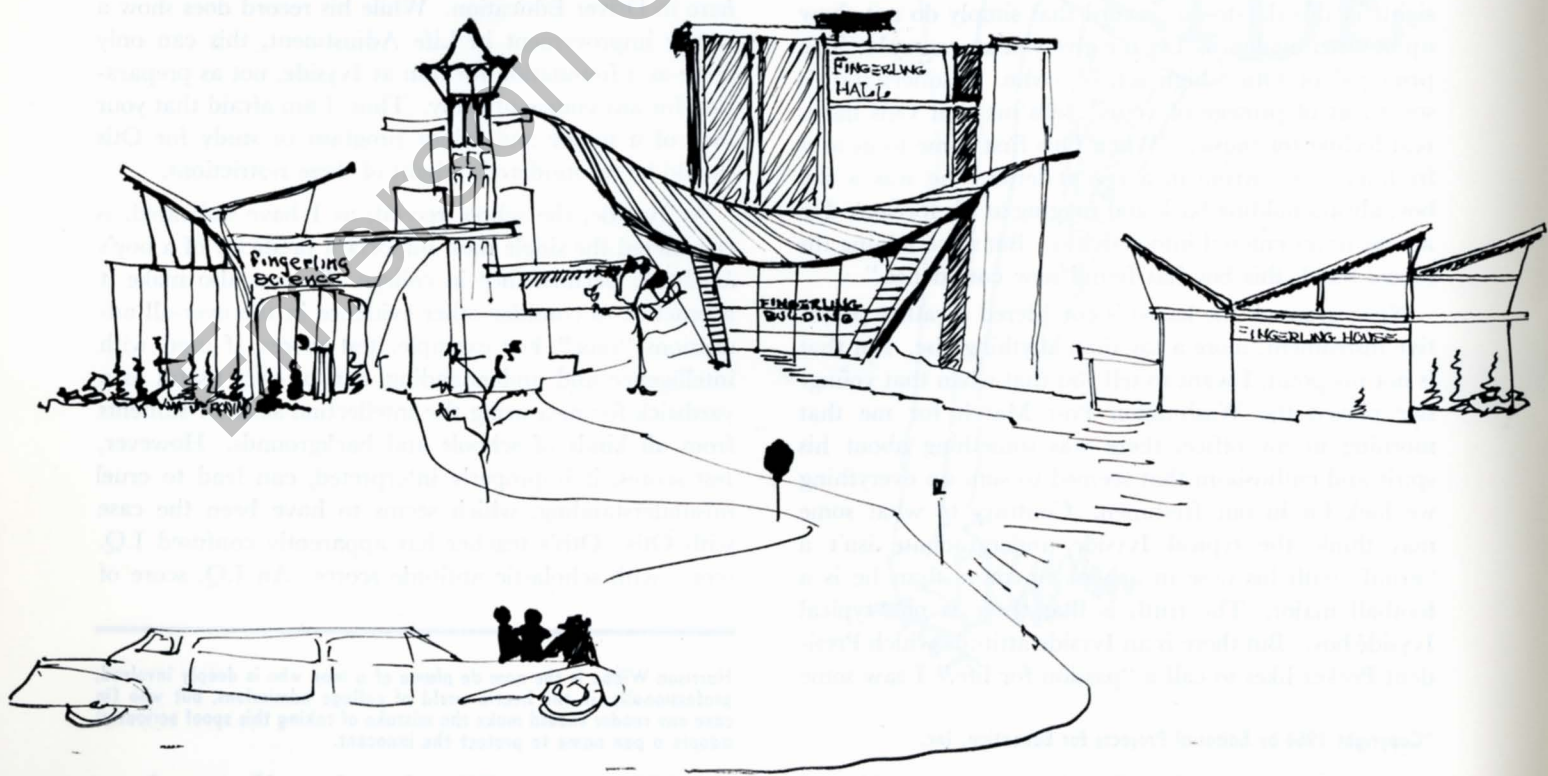
On the surface, the prospects for admission for anyone with Otis's school record and tests would seem to be bleak. But Otis is not just "anyone," as the many letters of recommendation have made so clear. (President Pecker and Dr. Grosscup were particularly impressed by the letter from your friend with the Ford Foundation.) Your son may be a risk academically, but this is a gamble we are willing to take. Ivyside has never been known to select only "sure winners." If we had, we would not have the interesting cross-section of minds and skills that have made this the outstanding liberal arts institution that it

is today. (Would it be impertinent to add that if we had backed sure winners we would never have seen Fingerling Hall or Fingerling Commons either?) In other words, Mr. Fingerling, under President Pecker's administration, we have come to believe more firmly than ever in the "late bloomer."

The final criterion we consider before making a decision about any candidate for admission is our feeling about him — that deep-down intuitive feeling we have after being with a youngster. This feeling does not always occur during a formal interview; it is apt to manifest itself in the most informal circumstances. It came over all of us that afternoon while we were discussing the plans for Fingerling Gymnasium. Your boy's enthusiasm for the squash courts and the eagerness with which he helped us locate entrances and exits on the blueprints made a deep impression on us all. The point of this letter could be summarized rather eloquently, I think, by quoting a remark made by President Pecker after you left that afternoon. Folding up the blueprints, he turned to Dr. Grosscup and myself and said, "There's something about that boy that we need at Ivyside!"

Very truly yours,

*Hamson Witke*  
Dean of Admissions



# OUR BATTLE AGAINST THE EDUCATIONISTS

by Thomas W. Braden

**F**OR ME, the reform of teacher education in California began on a hot day in the summer of 1960 in a treeless Los Angeles subdivision.

For reasons which had nothing to do with teachers, I was knocking on doors that day in order to find the answers to a series of questions compiled by Louis A. Harris, the professional pollster.

About halfway down the list was the question: "What public problem seems to you most important?"

The question elicited various replies. "Peace," was one. "Communism" and "Taxes" were others.

But there was another answer — an unexpected one. It came with astonishing regularity, and was invariably delivered with a kind of personal passion which distinguished it from other replies:

"Something's gone wrong with the schools."

"The schools aren't teaching the kids to read any more," the man in the undershirt would say as he gazed at his tidy spot of lawn.

Or, "They aren't giving the kids enough homework to keep them out of trouble."

Or, "They aren't tough enough. They pass them, no

matter what kind of grades the children get. In the old days a kid used to have to work in school."

As I jotted down the answers on my mimeographed sheet, my mind went back unaccountably to the meetings of the California State Board of Education.

I say "unaccountably" because, although I had been serving as a member of this board for a year, thus far I had found little connection between what went on at the meetings and what was going on in the schools.

California's new Governor, Edmond G. Brown, had made me his first appointee to the board. Once each month I journeyed to the meeting where, as the newspapers put it, we "waded through a large agenda."

Usually we listened to someone from the State Department of Education tell us about new regulations involving some sections of the education code.

The Superintendent of Public Instruction would then explain why the board should adopt these regulations. The vice-president of the board, a placid man with a white face and grey hair, would make a motion. A lady

---

The author is editor and publisher of *The Daily Blade-Tribune*, serving Oceanside, Carlsbad, and Vista, California. He has been a member of the California State Board of Education since 1959 and its president since 1961. As a leader of the successful fight for higher standards for public school teachers, he attracted national attention.

in a large flowered hat would second it. Seldom was there any discussion.

Nevertheless, I had the general impression that we were performing a public service, and I left the meetings as one leaves church after a dull sermon, my sense of duty enhanced by having been bored.

**N**OT ALTOGETHER BORED. I had devised a game to frustrate boredom. Its object was to reduce to understandable terms what doctors of education say.

The game has three phases. First, a player listens to a doctor of education or reads what a doctor of education has written.

For example:

A legitimate use of test results for administrative evaluations must be predicated upon refined criteria to establish comparability either among schools or among groups of students to be compared.

Or:

An impediment to sound public schooling is negative and conflicting basic inter-relationships inimical to aggressive and inspirational group personnel programs and goals.

The second phase of the game is trying to understand what it all means. This takes time, but success brings the sort of satisfaction one derives from solving a crossword puzzle.

The third phase, of course, is translation. Look back now at the two examples and put them into English. Example one might be translated as follows:

"Do not compare apples and oranges."

Example two is more difficult but all the more rewarding:

"If the kids are throwing things at each other and raising Cain generally, it interferes with school."

As a result of playing the game, I formulated a rule: In the training of teachers, education drives out knowledge.

Let me explain. The American school teacher is, or ought to be, the first-full time representative of the life of the mind whom our children encounter. The teacher is more than an instructor. He is a personal model from whom children derive not only their notions of the standards of an adult world, but their sense of the way in which their own minds should be cultivated and of the place of intellect in life.

But the fact is, most public school teachers are insufficiently acquainted with the life of the mind. Most of them, even those who have gone through four or more years of college, have had only the briefest exposure to the subjects they teach.

Chances are, for example, that the teacher who is teaching English to your high-school son or daughter did

not major in English. He majored in how to teach, which is a very different thing. And if he is a doctor of education, he has not written his doctoral thesis on some subject, historical or otherwise, having to do with the English language. He may indeed have written it — one man did — on "The Use of Plastic Trays in School Cafeterias."

The game, in short, is an indicator of the lack of common sense which Americans have applied to the education of teachers. We have made them specialists in a non-subject. And their leaders, the doctors of education, have invented a private, pompous language in order to conceal the fact that they, as high priests of the non-subject, must talk more and more about less and less.

**B**UT I AM getting ahead of my story, which is how we have tried to reverse this process in California.

As I listened to the voice of the people on that hot afternoon in Los Angeles, it occurred to me that, dull as its meetings were, the State Board of Education *must* have something to do with schools. And if schools were as bad as the general public seemed to think they were, the State Board of Education ought to be able to do something about them.

My awakening was fortuitous. At the next meeting of the Board, the Superintendent of Public Instruction proposed a new regulation. It would, he explained, reduce the number of teaching credentials from seventeen to five. Now a credential is a license to teach. In California, as in other states, it is granted to those of good character who have completed certain course work at a university level. The requirements always stipulate a large number of education courses taught by doctors of education in schools of education.

Everyone around the board table nodded approvingly at the Superintendent's proposal for a tidying-up operation.

Another of the new Governor's new appointees to the now-rapidly changing Board asked the key question: "Since we are reducing the number of credentials, would it be possible to reduce the number of courses in how to teach?"

The Superintendent looked startled. The battle was joined.

Looking back now upon the battle, it surprises me to reflect that an early and incipient form of the demagoguery with which public education is nowadays plagued helped our side to win.

A word ought to be said about this demagoguery, because the attempt to restore subject-matter to the education of teachers is in danger of being taken over by it.

You can spot the educational demagogue by his use of the phrase, "Back to basic education," or "Back to the three R's." The phrase flatters the audience, most of



whose members can read, write, and cipher and are not displeased to feel that they are possessed of skills presumed to be denied to another generation.

From this point, the educational demagogue follows a simple and highly successful formula. It might be titled "How to Get Ahead in Education." Readers who seek statewide or even national audiences may wish to note the rules.

Rule One is to be angry. Angry at teachers, angry at primers about Dick and Jane, angry at sight reading, angry at John Dewey.

Rule Two is to identify basic education with patriotism and God. This is not logical but neither is it difficult. Most people think of the nation and God as basic. Moreover, patriotism and God are easily recognizable concepts, and people like to think of basic education as something they knew about all along.

Rule Three requires a change of tone. Anger should be replaced by sadness. How did we get away from education, patriotism, and God? (Here you allude to Ivy Leaguers. Graduates of Ivy League colleges may use the phrase "pseudo-intellectuals" instead, although it is not quite as effective.) Mention Communism, dirty books, immorality, atheism, and the Supreme Court. (Be careful here not to say what the Supreme Court actually said but what you think it will say next.) Here is a good place to say that evolution ought to be taught as a theory. (This is the way it *is* taught of course—but there are secrets in any trade.)

Rule Four is a frank appeal for "the kids." Say that they're all you care about. Say the enemies you've mentioned are opposing you in your effort to do something for "the kids," but you've lighted the torch and you hope the good people out there will help you keep it burning.

The formula is surefire. It is also dangerous nonsense. But is it any more dangerous nonsense than what the doctors of education in the educational hierarchy have themselves promoted?

**A**RTHUR BESTOR has made famous what I consider to be the ultimate in the dangerous nonsense of the educational hierarchy. It bears repetition simply because it is unfair to mention the demagoguery which now assails our schools without pointing out that this demagoguery may well be a reaction, even perhaps a result of the demagoguery which educationists put forth for so long.

The author of the following excerpted address was a junior-high-school principal in Illinois, but after making the remarks quoted below he was invited to join the faculty of a school of education:

Through the years we've built a sort of halo around reading, writing, and arithmetic. We've said they

were for everybody . . . The Three R's for all children and all children for the Three R's. That was it.

We've made some progress in getting rid of that slogan but every now and then some mother with a Phi Beta Kappa award or some employer who has hired a girl who can't spell stirs up a fuss about the schools . . . and ground is lost. . .

When we come to the realization that not every child has to read, figure, write and spell . . . that many of them either cannot or will not master these chores . . . then we shall be on the road to improving the junior high curriculum. . . .

If and when we are able to convince a few folks that mastery of reading, writing and arithmetic is not the one road leading to happy, successful living, the next step is to cut down the time and attention devoted to these areas. . . . One junior high in the East has, after long and careful study, accepted the fact that some 20 per cent of their students will not be up to standard in reading . . . and they are doing other things for these boys and girls. That's straight thinking. Contrast that with the junior high which says, "Every student must know the multiplication tables before graduation."

Surely the current demagoguery as exemplified in the formula for "How to Get Ahead in Basic Education" is no more dangerous nonsense than this. Perhaps the assault on public education in California, Texas, and other states represents a kind of reverse justice. Those who perpetrated dangerous nonsense are now being treated to dangerous nonsense in return. A school system which failed to educate children is reaping the penalty.

To reform teacher education in California, we took advantage of the reverse demagoguery. We could not help it. It existed in the minds of people as they thought about education, although none of us who fought the battle ever used the phrase, "Back to the Three R's."

Even so, it took two years to put subject matter into teacher education. It took the strong arm of a Governor who was willing to risk the opposition of a powerful educationist lobby. It took a bill in the legislature. It took a strong state senator chosen by the State Board to carry the bill. When, despite his best efforts, the educationist lobby succeeded in compromising it into virtual ineffectuality, it was saved by a last-minute ruse: the state senator won the agreement of the educationist lobby on a sentence in the bill which permitted the State Board of Education to spell out the actual hours of course work to be required of teacher candidates.

The educationist lobby accepted this proposal because its members thought the result might be less drastic than legislation. After all, they must have reasoned, a State Board of Education usually does what educators want it to do. No doubt, the Board would turn over the actual writing of the regulations to a committee of doctors of education who understood these matters.

We did not. Instead, we did something quite revolutionary. The moment the bill was passed, we sat down and wrote the regulations ourselves.

It was a long and arduous task performed on successive weekends by men and women who had many other things to do and who were not, after all, well-versed in the intricacies of teacher credentials, credits, transfers semester hours, and course work.

"Never mind," we said to each other. "If we turn it over to a committee of educators, we may as well give up reform."

And so we learned the intricacies and we wrote the regulations amidst much comment from the educationists about "the ridiculousness of lay boards writing regulations."

There were, to be sure, some embarrassing moments.

I remember, for example, a meeting of doctors of education who had asked me to state the Board's side of the argument.

I gave a short talk saying what any man who graduated from a four-year liberal arts college might be expected to say. After listing the principal areas of knowledge — science, mathematics, language, history and the fine arts — I explained that I thought all other subjects were derivative. I said the board would look with a jaundiced eye on such hyphenated college courses as business-English and on such substitutes for the language requirement as radio broadcasting, journalism, and stagecraft.

Finally I pointed out that the legislation itself specifically barred education as an academic course and I confessed that I thought this was a good thing. Teachers, I said, who majored in one of the principal branches of learning or in derivatives of one of these branches knew more about what was important than teachers who majored in education.

When I had finished, the Dean of the Education Department of one of California's largest private institutions of learning rose from the back row.

"I have," he said, "Been training teachers for thirty years. Would you mind telling me your experience in this field?"

**N**EVERTHELESS, we went ahead. The public accepted the new regulations. The teachers did, too. Only the doctors of education who teach courses in education are still in active opposition, and understandably so.

Under the new law and the new regulations, no teacher in California may teach any subject in which he has not majored or minored. Either the major or the minor must be in academic subject-matter, as defined by the Board of Education. Those who want to be administrators must possess an academic major.

The change was drastic. Until we wrote and enacted our own regulations, teacher trainees in California were forced by schools of education to spend nearly 50 per cent of their college time taking courses in how to teach. Under reform, this trade training is reduced to 13 per cent for elementary teachers and 9 per cent for those who want to teach secondary grades. Since most students who want to be teachers want also to leave the door open for advancement posts, it is logical to assume that they will choose an academic major from now on.

In effect, the new law and the new regulations mean that very few college students in California will major in education. No wonder educationists are still fighting the reform.

They have proposed, in some of our state colleges, to get around reform by labeling courses in education as something else. "Philosophy of Education," for example, could be labeled "Philosophy." When this fails, as I believe it will, they may try to deny graduation to prospective students who take only the minimum number of courses in education as prescribed by the new regulations.

When this fails, too, as I think it will, they will probably go back to the legislature and wage the battle again, citing their vast experience in training teachers.

We shall have to fight them by pointing out that their vast experience in training teachers is what is wrong with our schools.

For as I reflect on what we are trying to do in California, it seems to me that teacher training by doctors of education is precisely what is wrong with our schools and that the evidence is everywhere to be seen.

Our children are taught mathematics by teachers who majored in how to teach. They are taught physics, chemistry, government, history, geography — and even physical education — by teachers who majored in how to teach.

The courses which are taught in our how-to-teach colleges should frighten any parent. Consider, for example, a course in consumer economics at a California college devoted principally to the education of teachers. It is described in the catalog as follows:

American standards of living and culture, comparative standards of living, the economics of consumption, consumer problems. (Meets the State safety and fire prevention requirements.)

Or consider a course in administration taught at a similar institution. It is described in the catalog in the following manner:

In this course are considered the usual problems which are considered in a course of this kind.

There is other evidence. There is the evidence of children who do not care much about reading. There is the evidence of teachers who hesitate to state opinions,

partly because they are ill-paid and insecure but also because they lack the confidence of knowledge.

There is evidence in the surprising youth of the hate groups which have flowered recently in California and elsewhere. Surely there must be some relationship between the quality of our education and the demonstrable fact that a noisy percentage of young Americans have somehow managed to go through school without ever learning enough about ideas to be able to tolerate them.

Finally, it seems to me the evidence is in the tendency of the public schools to adopt the spirit of "I'm as good as Nancy."

"I'm as good as Nancy," is what my daughter Susan says about her report card. Susan is in the third grade. She is the prettiest of my five daughters, the only one of whom I can say with confidence that if she keeps her wits about her, she will marry well.

But what *are* her wits?

In reading she gets a check mark, in spelling a check mark, in geography a check mark. Her whole report card is a series of check marks and the teacher comments at the end that "Susan has joined us in many interesting group activities."

Now I happen to know that Susan cannot read. She reads much less readily than does her sister Nancy who is a year younger. But when I point this out to Susan she says, "I'm as good as Nancy." She can produce the check mark on her report card against the check mark on Nancy's report card to prove her point.

I suppose the reason for the check marks is to make Susan feel happy, secure, and adjusted.

I sympathize with this aim because I love Susan very much. But these check marks tend to fool Susan and to fool a parent, too. I do not wish to be made to feel happy, secure, and adjusted about Susan. I wish only to know how badly she is reading in comparison to her peers and, if possible, why.

In other words, I put learning before adjustment. The school, it seems to me, puts adjustment before learning.

Perhaps I am wrong in blaming this on doctors of education. But they have been in charge of our schools for a long time and I do not know who else *can* be blamed.

**A** HUNDRED YEARS AGO Alexis de Tocqueville made a study of the American democracy. De Tocqueville liked America; he liked our industriousness; he thought it wonderful that this new land should be producing great leaders who did not spring from an entrenched aristocracy. But there was something about America that de Tocqueville found disturbing, disquieting. He thought we might eventually confuse liberty with equality, and he predicted that if we made this mistake, it would be our downfall.

I think we are already making it and that the best example of our confusion is evidenced in the spirit of "I'm as good as Nancy."

When our schools adopt the theory that learning is less important than some other objective — that adjustment is more important, or happiness is more important, (as though happiness could be achieved without accomplishment); when they do not provide the exciting stimulus of the surmountable task, or designate by grades and merits those who excel and those who do not, we shall reach a state of utter confusion between democracy and equality. We shall bring up a generation in which everybody is as good as anybody and nobody achieves anything at all.

We have tried in California to halt this process. At least in the training of teachers, which is where learning begins, we have tried to put learning in first place.

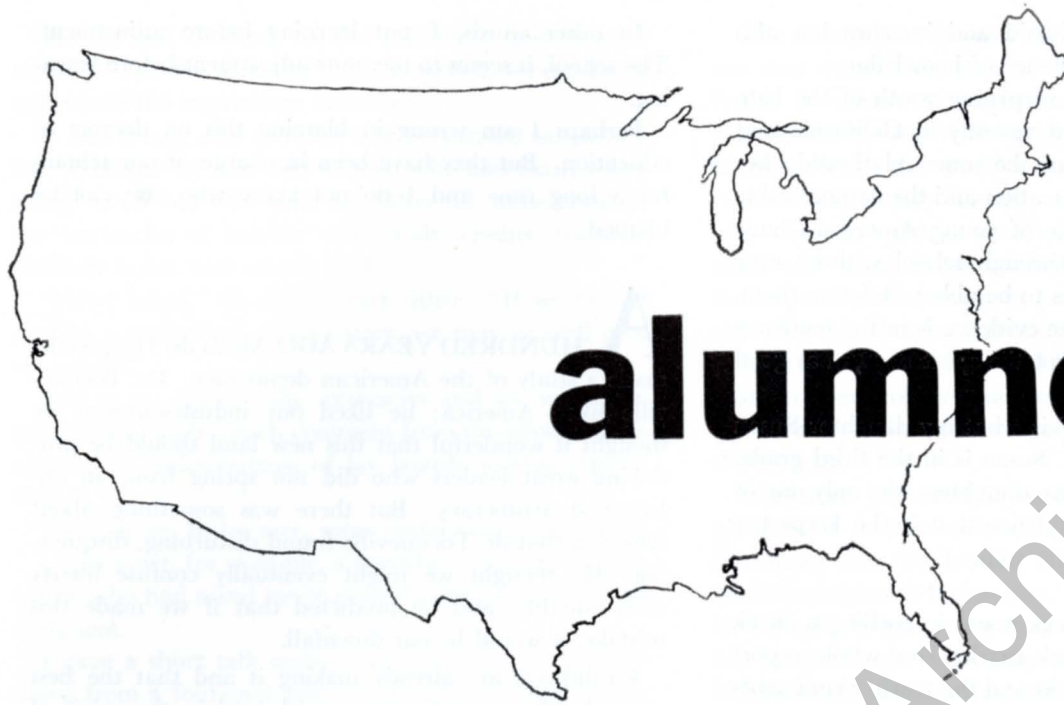
---

### In The Next Issue . . .

- ▶ An Emersonian writes another chapter in the story of the educationists . . .
- ▶ BEACON goes behind the scenes as WERS covers the national elections . . .
- ▶ A close-up look at Emerson today . . .

### PLUS

- ▶ An announcement of importance to every Emersonian



# alumnnews

edited by  
Alice Scott Petrescu

## G-E College Bowl

Although the results of Emerson's match with Loyola University are not known as this issue goes to press, we know that our varsity scholars will give it all they've got in the educational Olympics, otherwise known as the *G-E College Bowl*.

Emerson's varsity College Bowl squad is composed of four juniors. They were chosen during the second week of October by coach Coleman C. Bender from a quantity of aspirants.

They are: Jim Allen, 23, Don Huppert, 22, Judy Klinger, 19, and Mary Jane Shields, 19. Jim is majoring in social science; the others are majors in English.

They sport a variety of interests. Judy is editor of *Scribe* while Mary Jane is a sister of Zeta Phi Eta. Jim, in addition to part time selling for Sears Roebuck, is a brother of Rho Delta Omega, while Don spends his every spare minute at Boston's wide offering of concerts and other musical events.

Emerson alumni have a second-generation stake in this particular *G-E College Bowl* match, for Mary Jane Shields is the daughter of John and Mary (McMahon) Shields of the Class of 1938. John is presently serving as President of the Alumni Association, and is also a trustee of the College.

Win, lose, or draw, BEACON wishes the best of good luck, and hands a heartfelt pat on the back, to Allen, Huppert, Klinger, and Shields: our College Bowl varsity team.

## A New Look . . .

With this issue, BEACON will be published on a quarterly basis, with issues appearing in October, January,

April, and July. This will allow us to bring you a better publication, and one in more depth, as the note on page 9 shows.

Another change, this time in format, makes itself known at the bottom of the next page. With printing and paper costs constantly rising, and the tide of Class Notes becoming a torrent, we are presenting, in this issue, the class columns in a new, compact layout.

See you again in January.

## Honorary Alumni . . .

Mrs. IRENE K. THRESHER, H'57 spoke to the Women's Republican Club in Barnstable, Massachusetts. Mrs. Thresher is the vice chairman of the Massachusetts GOP Finance Committee and served on the State Legislature from 1951 to 1961. She is also a Corporator of the College.

MAURICE H. SAVAL, a Corporator of the College, was re-elected to the position of Chairman of the Board of the Maimonides School in Brookline, Massachusetts.

## Club News . . .

The Rhode Island Club recently invited guidance directors and qualified students of Rhode Island secondary schools to attend an informal luncheon for the purpose of discussing the opportunities offered by a specialized college such as Emerson. A number of faculty and administration attended so that those attending could meet and talk to them about the College.

Proceeds of the Alumni Club of Hartford will benefit retarded children specializing in speech therapy.

# LETTERS to Ed.



Letters should be kept to a reasonable length. Pen names may be used, but only if the actual name of the sender appears elsewhere on the letter. Address all letters to "Letters to Ed., BEACON, Emerson College, 130 Beacon Street, Boston, Massachusetts 02116."

### To the Editor:

I agree that there is a time for silence and a time for wagging one's tongue (or should I say one's fist?). However, in this case (See "Sssssh!"—August, 1964) the mistake of poor judgement is used by you.

An alumni magazine is no place to air school incidents that should be shoved into a corner of the "school courtyard" and buried! Certainly by unfolding such tales, the College can't expect the alumni to be overjoyed.

Editor, please be the first to sign up for Silence 101.

Sincerely,

BRENDA SCHEINMAN '61

*The only trouble with shoving things into the corner is that eventually you run out of corners.* —Ed.

### To the Editor:

Well, sir, the "coronation" services went along according to schedule. Chancellor Gordon Hoxie, robed in turquoise, acted as caboose to a train of delegates from over 400 colleges. Emerson placed in the middle — in the area of the cocktail car. Politically, such a position was most expedient. It allowed me to follow the presi-

dent of St. John's by ten years and about the same number of paraders. Imagine the critical position my beloved Emerson would have placed me in if she had been born a mere eleven years earlier.

While listening to fifty-five minutes of inauguration, ranging from a cross-country trip to the history of education (fortunately limited to American) and Long Island University, a thought came to my mind. Do you think that we experts in speech have failed in our duties by not stressing effectively the merits of the "brief" speech?

Sincerely,

BERNARD P. McCABE, JR., '56

*Dr. McCabe, a member of the faculty at St. John's University, represented Emerson recently at the inauguration of Chancellor Hoxie at L.I.U.* —Ed.

### To the Editor:

You have written (see "Statuspeak"—April '64) on a situation that gets worse as time goes by. "Communications" have become the bane of my existence.

As an administrator, it is difficult and frustrating to be obliged to read a letter or report from 2 to 4 times before one finds out the exact meaning. And usually, when one is finished, the item might as well be placed in "pending," since there doesn't seem to be any way to answer it . . . one finds nothing definite said, nor any definite proposal to agree with or contend.

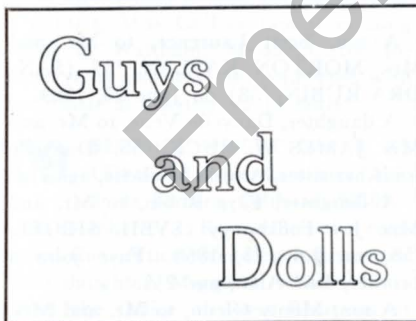
Whether there is any way to change this situation or not is a moot question.

Anyhow, my thanks to you for writing something that needed to be written, and congratulations for being radical enough to sit down and write it.

Sincerely,

LILLIAN V. FISH '30

*Correction Superintendent  
Westfield State Farm  
Bedford Hills, N.Y.*



Rena G. Wilgoren of Mattapan, Massachusetts, to EDWARD S. BLOTNER, '57 of Haverhill, Massachusetts, in September of this year. A December 12 wedding is planned.

Lynne Mary Jardin of Taunton, Massa-

chusetts, to MICHAEL A. WILLIAMS, '59 of the same town in August of this year. An October 17 wedding is planned.

Roberta Elaine Weiner of Marblehead, Massachusetts, to RONALD J. ROBINSON, '61 also of Marblehead in July of this year. A December 6 wedding is planned.

Judith Ellen Kushner of North, Bellmore, New York, to GEORGE KREISBERG, '62 of Freeport, New York, in August of this year. A December wedding is planned.

JANET GUSSAK, '64 of Deal, New Jersey, to Morton A. Glazer of Medford, Massachusetts, in August of this year.

CAROL RUTH EPSTEIN, '65 of Providence, Rhode Island, to STEPHEN D. KASDEN, '64 of Fairfield, Connecti-

cut, in July of this year.

KAREN GAIL FINK, '63 of West Hartford, Connecticut, to Gerald A. Horowitz of Springfield, Massachusetts, in May of this year. Karen is a speech therapist with the Hartford Public Schools — her fiance is a graduate of the University of Connecticut School of Pharmacy and is a registered pharmacist in Manchester, Connecticut. A December wedding is planned.

ELLANA R. LITCH, '62 of Westfield, New Jersey, to John B. Watson, Jr., of Cranford, New Jersey in September of this year. Lana is substitute teaching in Union County, New Jersey, and her fiance graduated from Rutgers School of Pharmacy and is a registered pharmacist in New Jersey.

## Two on the Aisle

Mrs. SELMA RITTENBURG, '48 of Boston, Massachusetts, to Lawrence H. Miller of Cambridge, Massachusetts, at the home of the bride's sister, Mrs. Robert A. Shaines of Portsmouth, New Hampshire, on August 31, 1964. Mrs. Miller is doing advanced study at Boston University on a grant from the Girl Scouts of the U.S.A. Mr. Miller is with the judge advocate general's staff of the 94th Troop Carrier Wing of the Air Force Reserve.

PRICILLA LARSON, '61 to Phillip W. Smith on September 12, 1964. Mr. Smith is a student at the University of North Carolina. The couple live in Raleigh.

ELIZABETH PHILLIPS NEWTON, '49 of Old Saybrook, Connecticut, to David E. Falconer in Old Saybrook, Connecticut, on August 22, 1964.

DOROTHY BERNSTEIN, '64 of Highland Park, New Jersey, to Arthur M. Schneier on August 16, 1964.

MARLENE ETHEL MORRISON, '64 of Lincoln, Rhode Island, to Dr. Charles J. Marino, Jr., of Boston at Smithfield Avenue Congregational Church in Pawtucket, Rhode Island, on September 12, 1964. After a wedding trip in Europe, the couple will live in Boston.

Lynn-Merle Lieberman of Brookline, Massachusetts, to NEIL A. HOFFMANN, '64 of New York at Temple Ohabei Shalom in Brookline on August 2, 1964. Neil is now studying for a Master's degree in Speech Pathology and Audiology at the University of Minnesota.

MADELINE BELITZ, '63 of New Hyde Park, New York, to Richard P. Shapiro of the same town on August 30, 1964. Madeline is a Master's degree candidate at Columbia University and will be a speech therapist at the Meadowbrook Hospital. Mr. Shapiro is an alumnus of Yale University.

WYNNE MACBETH EDWARDS, '66 of Pittsfield, Massachusetts, to William F. Wood, Jr., of Flushing, New York, at St. Stephen's Church in Pittsfield on August 22, 1964. After a wedding trip to Niagara Falls, the couple will live in Flushing.

CYNTHIA STANLEY CRANE, '57 of Great Barrington, Massachusetts, to The-

odore H. Story, Jr., of Merchantville, New Jersey, at the Church of the Holy Trinity in New York City on October 4, 1964. The couple will live in New York.

ROBERTA DOROTHY BINDER, '61 of Milton, Massachusetts, to Lester F. Aungst, Jr., of Enhaut, Pennsylvania, in Boston on September 17, 1964. The couple will live in State College, Pennsylvania.

CAROLYN BENNEY, '66 to Joseph S. Dallessandro at Sacred Heart Church in Altoona, Pennsylvania, on August 22, 1964. The couple will go to Lake Tarleton, New Hampshire, for their wedding trip and, on their return, will be living in Hackensack, New Jersey. Carolyn will be working for *Parents' Magazine*.

May Wilma Holland of Newbern, Tennessee, to RICHARD I. FAIRFIELD, '63 of Wiscasset, Maine, at the First Congregational Church in Wiscasset on September 27, 1964.

Mary Jane Gleaton to LEONARD N. BROCK, '63 in Las Vegas, Nevada, on May 23, 1964.

ROBERTA JACOBS, '63 of West Englewood, New Jersey, to Dr. Robert Leff of North Bergen, New Jersey, in Teaneck on February 23, 1964.

ELLEN BERKOWITZ, '64 of Hillside, New Jersey, to FREDERIC A. JENKIN, '64 of Brooklyn, New York. The couple now live in Elizabeth, New Jersey.

SUE PEREL, '64 of Richmond, Virginia, to Dr. Jonathan Rosefsky of Binghamton, New York, in June of this year. The couple now live in Nashville, Tennessee.

KARYL KLEIN, '64 of Wilton, Connecticut, to Alan Caplan of Worcester, Massachusetts, in New Rochelle, New York, in September. For their wedding trip, the couple visited Puerto Rico and the Virgin Islands.

ADELE SUE NEWMAN, '63 of Malden, Massachusetts, to Leonard P. Lewis of Lynn, Massachusetts, in September of this year. Adele is a speech therapist with the Sylvania Electronics System. The couple will live in Malden.

ELINOR ROSENBLATT, '63 of Marblehead, Massachusetts, to Dr. Peter Drab of Flushing, New York, at Temple Israel in Swampscott in August. They make their home in Boston.

JUDITH ANN BECK, '63 of Marlboro, Massachusetts, to Fred T. Davidson of Hancock, New York, at the First Congregational Church of Marlboro on September 13, 1964. After a wedding trip to Bermuda, the couple will live in Waltham.

EARLENE LOUISE WELLS, '63 of Bristol, New Hampshire, to Walter Cilensek of Alexandria, New Hampshire, at the Federated Church of Bristol on Sep-

tember 6, 1964. After a wedding trip to Lake George, New York, the couple will live in Boston.

BRENDA C. JOHNSON, '62 of West Medford, Massachusetts, to EDWARD C. BLAKE, II, '62 of Boston at St. Raphael's Church in West Medford in August. After a wedding trip to Bermuda and New York City, the couple will live in Boston.

Mrs. CLAIRE BROWN NIXON, '55 of Marblehead, Massachusetts, to James N. Clark of Swampscott, Massachusetts, at the Old North Church in Marblehead on July 18, 1964. The couple will live in Marblehead.

BARBARA ANN WOLGIN, '66 of Jenkintown, Pennsylvania, to John J. Burwick of Worcester, Massachusetts, at Beth Shalom Temple in Jenkintown on August 30, 1964. The couple went to Canada for a wedding trip. After their return, they will make their home in Worcester.

MARILYN ROZEFSKY, '66 to Richard J. Perlman. The couple live in Worcester, Massachusetts.

GINA AVERSA, '64 of Riverdale, New York, to EDWARD STAPLES, '63 of Medford, Massachusetts, in June of this year. Ed received the Maud E. Warwick Scholarship and has begun graduate study in Psychology at the City College of New York. Ed and Gina live in Riverdale, New York.

## The Baby Spot

A son, Brett Laurence, to Mr. and Mrs. MORTON KAPLAN, '57 (SANDRA RUBIN, '58) on June 25, 1964.

A daughter, Danyelle Vene, to Mr. and Mrs. JAMES W. LUCK, '53. Danyelle joins her sister, Angela Michelle, age 7.

A daughter, Faye Robin, to Mr. and Mrs. Jay Tonkonogy (SYBIL SIEGEL, '58) on July 23, 1964. Faye joins a brother, Eric Alan, age 2½.

A son, Monty Glenn, to Mr. and Mrs. Jack Markow (FELICE MILLER, '53) on September 4, 1964. Monty joins his sister, Jody Reesa.

A son, David Howard Dane, to Mr. and Mrs. Martin Levy (LINDA DANE, '63) on February 6, 1964. David is their first child.

# Class Notes

'97

Mrs. ARLEEN HACKETT HUSTED, widow of Major Clifford Husted, died at her home on Clear Pond Road in Lakeville in her 89th year. She was born in Wareham and was the daughter of Peleg S. and Betsy Hackett.

In her earlier years, Mrs. Husted was a well-known stage personality, having played on Broadway with the famed English actor, William Faversham. She was also selected by Bernard Shaw as a member of the cast to introduce his play, *Getting Married*.

Mrs. Husted was also well-known for her writing capabilities, having served on the staff of Munsey's Magazine. She also contributed many stories and articles to other magazines of her day.

She is survived by a stepson and two grandnephews.

'08 GERTRUDE M. LAWSON, 12 Second Street, Swanton, Vermont

Miss RITA COLLYER has declared her intention to be a candidate for the State Senate from the 3rd district (Lisbon, New Hampshire). Miss Collyer is well-known for her work in the Republican Party and is considered an expert on local, state and national government. She served as a member of the New Hampshire House for four terms and has sponsored many bills (among these the educational bill in 1959). Not always involved in politics, Miss Collyer taught evening school in Waltham, Massachusetts, for many years and was also connected with the theatre as a writer for 15 years.

'09 BERENICE WRIGHT (Mrs. I. K.) LEWIS, 18 West Constance Ave., Santa Barbara, California 93105

On October 5, I. K. and Berenice celebrated their fiftieth wedding anniversary. Their daughter, Margaret, who is director of the Office of Press Relations at Connecticut College, New London, and their son, John Wright, who is supervisor of general agents from the home office of the Berkshire Life Insurance Co., Pittsfield, Mass., flew to Santa Barbara to celebrate this eventful week with their parents.

MARY SLIFER MacMURTRIE writes: "Best Wishes Always! My Tucson Children's Theatre was awarded a silver cup at the National Children's Theatre Conference held in August at Lawrence, Kansas. The award was in honor of our long service in presenting live entertainment for children — 33 years. Also, I taught Beginning Drama at the High School Fine Arts Summer Session at the University of Arizona in June."

'12

The Reverend STEPHEN C. LANG died on September 14, 1964, at the age of 80. Mr. Lang, who received his education at Harvard and Bangor (Maine) Theological Seminary, was pastor emeritus of the Somerville (Massachusetts) First Congregational Church. During the years of 1909 through 1912, Mr. Lang was the associate Chaplain of Emerson. He is a brother of Phi Alpha Tau. He is survived by his wife and son.

'18 BARBARA WELLINGTON "Wella-way," Nonquitt, Mass. 02759

ANNABEL CONVEYOR FOSTER was unable to come to Emerson from Westfield, New Jersey, for our 46th Reunion — but promises not to miss our 50th.

INA DUVAL ROBILLARD, who seldom fails to attend Homecomings and Commencements, has now moved 2000 miles away to Houston, Texas, to be near her son.

DOROTHY MITCHELL BOODEY has recovered from a broken ankle which marred her winter vacation in Florida.

CATHERINE McCORMICK BRICKENDEN has a very busy life furthering Canadian drama and raising and showing horses. Her plays have been produced in several community theatres.

One of the eight loyal classmates who attended our 45th reunion in 1963 has died. ANNE EAST (Mrs. Gaines) MOSELY, a sister of Zeta Phi Eta, came from Norfolk to be with us, staying at Emerson Hall.

CHRISTINE PUNNETT (Mrs. Yale) DEUEL and her husband have returned from their summer farm at Naples, N.Y., to Ormond Beach, Florida, for the winter.

RUTH VAN BUREN DAMON has been entertaining her son's family. They are visiting from Thailand where her grandchildren were born. Ruth spent many happy months there with them in Bangkok.

ELENA JACK has spent this year in Switzerland, Italy and France where she attended health clinic and also took courses in languages. She returned to New York in the Fall.

Your Class Agent played a small role in a motion picture which is now being shown commercially. It is called *Below the Hill* and is unique in that it was written, directed and enacted by amateurs of the Little Theatre of Fall River, Massachusetts, in which city the scenes were shot.

'23 Mrs. HELEN HEATH GILBERT, Rt. 2, Danielson, Connecticut 06239

EMILY SEABER PARCHER was hostess to the Annual Meeting of the New England Unit of the American Rock Garden Society this summer, and her well-planned and beautifully cared for grounds and gardens were a joy to behold. She lectures on various phases of horticulture, not only in New England but further afield and is also deeply interested in Conservation. Incidentally, she is the author of the book *Shady Gardening* which was an offering of the American Garden Book Guild. She also does many articles for the garden pages of the Boston Herald and other publications.

'24 KATHRYN KELCHNER (Mrs. C. E. O.) JONES, 2506 Aurora Terrace, Alhambra, California 91803

THELMA "TOMMY" EVANS HARTSHORN wrote to say (about her 40th reunion): "It was the first time I had been back to Boston since my husband's death in '61. When we met, I was a 17 year old, a very green freshman and he a junior at M.I.T., and Boston holds many happy memories. Our youngest, Sandra, graduated from Denison U. on June 10 — her fiance from Yale the same day — and they were married in our sweet little Episcopal Church 4 days later. So you see I had to do most of the "leg work" — I even tried on the bridesmaids' dresses!"

'27 MYRNA DUNHAM (Mrs. George J.) JUNG, 70 Greenwood Street, Greenwood, Massachusetts

Dr. MAMIE JO JONES, well-known speech therapy consultant and specialist in exceptional children, has been named "Zeta of the Year" by Zeta Phi Eta, National Professional Speech Arts Fraternity for Women. Dr. Jones is a past President of the Council for Exceptional Children and State Coordinator of the Program for Exceptional Children in Georgia since 1951. This award, in the form of a plaque, was presented to Dr. Jones at the closing banquet September 2 of the



THE DISTAFF SIDE was in attendance recently at a dinner given for the friends of Emerson College at the Harvard Club of Boston. From the left are: Alumni Trustee BARBARA WELLINGTON '18, BEATRICE

GUTLON SHERMAN '20, Aid to Speech Therapy President HELENA COOK BEALE '25 and Alumni Trustees HELEN VOLANSKY ROSE '38, and EDNA ALLEN DORIOT '37.

Zeta Phi Eta triennial convention in Evanston, Illinois. Dr. Jones won the award for her outstanding achievement of national and international importance in a field allied to speech-exceptional children. During her presidency of the Council for Exceptional Children, she was influential in passage of national legislation which provides fellowships for training specialists and grants to school-handicapped children. This legislation makes it possible for every community in the United States to obtain, with federal help, professional trained personnel to educate handicapped children. As the first State Coordinator of Exceptional Children in Georgia, she initiated the program of services for speech and hearing handicapped children and developed the state program into one of the best in the country. Dr. Jones is a member of Alpha Chapter (Emerson College) of Zeta Phi Eta (which has active chapters on 28 campuses and alumnae chapters in 22 towns and cities across the country). Her home address is: 379 Redland Road, N.W., Atlanta, Georgia.

Due to circumstances beyond her control, your Class Agent has been out of circulation. However, she does want to thank her classmates for their generous contributions to the Alumni Fund. The number of contributors and the amount contributed exceeded that of any former non-reunion year. Just a reminder — you are at the half-way mark — your 40th reunion in 1967 is but two and one-half years away. Are you saving your

pennies with a nickel now and then to cover those 40 years? Please write to your Class Agent with up-to-date news for a "Twenty and Seven."

'32 GRACE D. HEALEY, 25 Longwood Ave., Providence R.I. 02908

From FAY GARBER OPPENHEIM: "Our new address is: 1366 Sheridan Road, Highland Park, Illinois. Daughter Gail was married February 15, 1964, to Howard Blume and is residing in Chicago, Illinois."

'34 EDITH STONE (Mrs Sidney) BIRNBAUM, 1980 Commonwealth Avenue, Brighton, Massachusetts 02135

JOHN W. ZORN, Associate Professor of Speech and Director of the Evening Division here at Emerson, is the author of a public speaking textbook just published. It is meant for the garden variety speaker, and Mr. Zorn's thesis is that most men and women have occasions to speak hundreds of times in business, social, and civic situations — hence the emphasis in *Public Speaking Without Tears* is on how to prepare for "thinking on your feet as well as on your seat!"

'35 Mrs. JUNE HAMBLIN MITCHELL, 4 Arlington Street, Apt. 21, Cambridge, Massachusetts 02140

ESTHER DOYLE received her Ph.D. in Oral Interpretation from Northwestern this June. In August, she directed a short season of summer stock in Raton and Taos, New Mexico.

ELSIE TURNER HUNGERFORD writes happy family news from Charlotte, North Carolina: one daughter in the Cardinal Pony Club's Junior Horse Show, another graduating from College, a third a member of staff of East Carolina College in Greenville. Grandson, Harry Haydn Hungerford, III, arrived April 24. Elsie herself is being vigorously active in local politics. She plans to be back for the 30th Reunion, June 11, 12, 13.

'37 DOROTHY RYAN (Mrs. Francis R.) PAYZANT, 452 Summer Street, Lynnfield Centre, Massachusetts

JANET YORSTON GOLDBERG is now a part-time speech therapist for the North Kingstown, Rhode Island, Public Schools — and she comes back to Emerson one day a week to supervise in the Robbins Clinic. By the way, TEMMA DANIS FURMAN, '52 has been a therapist in North Kingstown for 8 years.

'39 IRMA BOMMARITO (Mrs. P. Lawrence) DIRUSSO, 15 Locke Lane, Lexington, Massachusetts 02173

MARION GOLDBERG OSTROV is the head of the School of Dramatics in Everett, Massachusetts, which specializes in public speaking and speech correction, dramatics and social charms. Public performances being a part of the pupils' training, many of the students have been prize winners in oratorical contests. The school is open to all age groups.



'40 ALICE CAVANAUGH (Mrs. Joseph) DANIELS, 26 Crestview Drive, Holden, Massachusetts

RICHARD KILBOURN, manager of WBIS in Bristol, Connecticut, was recently the speaker at a Communion Breakfast at St. John's Episcopal Church in Bristol. He serves as a layreader at Saint Paul's Episcopal Church in Bantam, Connecticut — he is married and the father of two sons and a daughter.

'43 VIRGINIA BROWN (Mrs Paul) BERGERSON, 210 Vernon St., Norwood, Massachusetts

ADELE GLAZER RICHARDS writes: "This fall I shall be teaching Speech and English full time at Procter High School in Utica (New York) — grades 11 and 12."

From MARYCLARE REGAN: "Leaving for Europe and Near East on June 28, 1964. Jerusalem an anticipated glory and this return trip was much prayed for. Will pray for success of our College, administrators, faculty, and students."

'47 ELAINE DUCHARME (Mrs. Walter) FOWLER, 56K Crescent Road, Greenbelt, Maryland.

DANIEL J. PAPPAS announced his candidacy for the Democratic nomination for the State Senate from the Middlesex-Worcester (Massachusetts) District. Dan lives in Framingham with his wife and two daughters.

'49 WALTER S. STELKOVIS, 5 Mayfield Street, Rye, New York

RUTH ROBLIN WINNICK writes: "I finally graduated in February '64 from the University of Bridgeport. I am now starting on my Master's degree in Speech Therapy at Southern Connecticut and am doing some substituting during the day. I have 2 children, Wendy — 14, and David — 11½."

LEO NICKOLE recently directed *Pajama Game* for the Needham Community Theatre. Leo is now at Indiana University studying for his doctorate.

'50 ART PINANSKY, 146 Bolton Street, Portland, Maine.

Appointment of ELDON D. WHITE, of Denver, as Director of Development at Regis College (Denver, Colorado) has been announced. For the past four years, Mr. White has served as Associate Director of Development and Alumni Fund Director at the University of Denver. At Regis, he will direct the College's overall development program. Previous to joining the University of Denver, Mr. White served as executive secretary of the Colorado Petroleum Committee and with the public relations department of General

Motors. He is married and has three children.

From MARY GEDDES THOMAS: "I have been keeping myself busy with all my activities. Dick and I have two girls: Karen, 8, and Carol, 4. Dick teaches Math and Physical Science at one of our local high schools. This year I am very busy as I am President of the Pueblo Junior Women's Club. That along with other activities — besides two active children — really keeps me busy."

PARKER ZELLERS received his Ph.D. degree in Speech and Dramatic Art at the State University of Iowa. He will be teaching at Eastern Michigan University this Fall.

DICK WOODIES is now an account executive on the sales staff of WNAC in Boston.

BILL DANA returned to his hometown, Quincy (Massachusetts), for a short visit. While there, he was made an honorary citizen — just so he'll keep up his Quincy citizenship even while he's in California.

'52

DAVE BEECHER is an instructor in the Department of English at Newton Junior College — he received his Master's degree from DePaul University.

'53

KEN ALBRIDGE is general manager of Radio WEIM in Fitchburg, Massachusetts.

From MARCELL "TIM" LANGENHAHN: "I have been re-elected as an

alderman of the City of Wausau (Wisconsin). Also was elected as State Warden of the Knights of Columbus, an organization of 40,000 men, active in many civic projects."

'55 KENNETH C. CRANNELL, 35 Linder Ave., Northfield, Illinois 60093

EDMOND M. HAYES has been appointed Instructor of Government and Business at Worcester Polytechnic Institute in Worcester, Massachusetts. He has also taught at the University of Dayton, the University of Cincinnati, Westminster College and Youngstown University.

'56 PATRICIA WEHKOJA (Mrs. William J.) DONAHUE, 32 Mill St., Maynard, Massachusetts 01754

JOHN NADEAU is Director of Public Relations and Assistant Professor of English at Dutchess Community College, the State University of New York in Poughkeepsie.

'57 THOMAS F. CARROLL, Apt. 11L, 301 East 63rd St., New York, N.Y.

JOAN ALLEN LAWRENCE writes: "Dave and I are proud to announce the adoption of Robyn LaRayne Lawrence on August 3, 1964. Robyn will be 17 on August 25 and has been a member of our family for over a year. September will find us at 43 Valley View Drive, Edinboro, Pennsylvania. Robyn will be a sophomore in high school and Dave will continue 'antiquing.' I will be Ass't Prof. in the Psychology Dept., teaching Speech and Hearing and basic Psychology courses at Edinboro State College. Our best to all."



THE INTENSE GENTLEMAN at the left is DANIEL PAULNOCK '65, President of the Student Government Association of the College. Listening attentively are TOM CARROLL '57, and Mr. Charles E. Howard, Emerson's next door neighbor at 124 Beacon Street. The occasion: the Friends of Emerson dinner in October.

From NORMA CROCKER PEARCE: "We now live in New Mexico, having been transferred here just this past month . . . We are quite impressed with this area, by the way. Ken has been assigned to the Missile Development Center here at White Sands as a Design Engineer. Quite a change from his old job as Navigator-Bombardier, and very much of an improvement. The town is growing rapidly and already offers quite a bit for being relatively small. We are bordered on east and west by mountain ranges with desert in between. It's a fascinating contrast."

**'58** JOHN C. LeBLANC, 212 S. E. Walnut St., Apt 102, Minneapolis, Minnesota 55414

BERNIE GREGOIRE was down on the Cape this summer . . . at Camp Edwards undergoing field training for the National Guard. Though usually involved with Magna Film Productions, Bernie also takes pictures for the government. He is a photographer in the Public Information Branch.

SHIRLEY TERRILL has opened a new branch of her dance studio in North Billerica, Massachusetts. She spent the summer studying in New York at the University of the Dance.

**'59** HARRY MORGAN, 1862 Beacon St, Brookline, Massachusetts 02146

LAURA JEAN MASHRICK has been appointed as full-time director of Christian education of First Trinitarian Congregational Church of Scituate, Massachusetts. She has worked in the national headquarters of the United Church of Christ in Boston and Philadelphia and has taught in the Riverside Church in New York and the New York YMCA. As Director of Christian Education, she will oversee the entire program of education including the Church School, young people's activities and adult programs.

HARVEY MILLER (SKOLNICK) has been writing material for Allen and Rossi, Jackie Gleason, TW3, and others — as a matter of fact, he is now head writer.

PETE MacLEAN is in a supporting part in the "all-Boston" film, *The Playground*. He has appeared in 15 Image Theatre Productions and was 'Father Callahan' in Otto Preminger's *The Cardinal*.

**'60** PHILIP P. AMATO, 42 Dakota St., Dorchester, Massachusetts 02124

WAYNE STEEVES has been promoted to Director of Customer Relations at TWA in New York City. He and Barb (BARBARA SARGENT), his wife, will live at Sleepy Hollow Apartments, 177 White Plains Road, Tarrytown, New York.

BOB CASSIDY is joining the Webster Academy faculty in Webster, Massachusetts. He will take over the positions of basic skills instructor and housemaster of Webster Hall. He was teaching at the Howe Junior High School in Billerica.

CARL SCHMIDER has joined the Emerson faculty as Assistant Professor of Speech. Carl has just come back from the University of Denver where he has been a teaching fellow for the past two years, studying toward his Doctor of Philosophy degree.

Your class advisor, JOHN AHLIN, is running for the U.S. Congress here in Massachusetts. His campaign manager said that it would be a "citizen's campaign" — with a concentration on public appearances. Mr. Ahlin is a Professor of American History at Wheelock College; and, before starting his campaign, he finished writing a book on the Revolutionary War. His wife is MARJORIE WHITING, '58.

DAVE PRESS is head of Speech Pathology and Audiology for St. Vincent's Hospital in Erie, Pennsylvania.

NORM MICHAELS is holding down the afternoon/evening news desk at Boston's WEZE.

**'61** JUDITH C. ESPINOLA, Department of Dramatic Arts and Speech, University of Delaware, Newark, Del.

ELENA ALTOBELLI STUART is a speech therapist for the Hopkinton (Massachusetts) School System.

WAYNE MILLER was selected for a trainee grant at the Parsons Research Project at Parsons State Hospital in Parsons, Kansas. The project's purpose is to develop a language and communication research program for mentally retarded children in an institutional setting. Wayne is a speech clinician and speech pathologist at the Dever State School of Massachusetts.

ROSEMARY KEEFE will direct a program of creative dramatics at the Melrose (Massachusetts) YMCA — she was formerly a speech and dramatics instructor in the Public School system.

From ANN PALMER PAGE: "WALT, '62 will be working on an M.A. and Ph.D. at Kansas University in Economic History. I will continue working at Watson Library."

BRAD GAGE started his labor on Labor Day 1964 — he is now employed by NBC as a page — which is of course the way BILL DANA, '50 got his start.

**'62** LINTON L. NELSON, 131 Park Drive, Boston, Massachusetts 02215

MARTHA THOMPSON sailed for Istanbul, Turkey, on August 14, where, on her arrival, she will become a member of the faculty of The American Col-

lege for Women. For the past seven years, she has been an Associate Professor of Speech Pathology at Emerson and a therapist in the Nahant (Massachusetts) School System.

"Selected" not "Expected" was the note from JEANNE and WAYNE HAMLIN. They have adopted a baby boy, Jeffrey Wayne — born Independence Day, 1964.

GRETCHEN VAN AKEN is in the chorus of *Oliver* in New York.

JIM REID has been appointed vice president in charge of the new public relations division of Ad-Media, Inc., in Augusta, Maine. Jim joined the staff in October 1963.

TONY PRIMO is the president of a new travel company — Pleasure Travel, Inc., 477 Mystic Avenue, Somerville, Massachusetts. They'll take you anyplace, by land, sea or air! Tony also plans to teach part-time in the local school system.

JUDY WEISS is an instructor in speech and dramatics in the Department of Fine Arts at Manmouth College in West Long Branch, New Jersey. Judy received her Master's degree from the University of Denver last year.

ELAINE SHAPIRO BLOOM is a speech clinician with the Children's Hospital of Pittsburgh (Pennsylvania).

MIKE WEIN is an Assistant Account Executive with McCann Marschalk, an advertising firm in New York City.

CORRINE SHORR will be teaching mentally retarded children in Quincy, Massachusetts this year.

MIKE WOODNICK is now an instructor in the Department of Speech and Drama at Northeastern University. Mike was a teaching assistant at Emerson last year.

**'63** JOHN P. BERTSCH, 18 Palmer St., Apt. 2, Waltham, Mass. 02154

MADDI BELITZ SHAPIRO is working at the Meadowbrook Hospital in East Meadow, New York and has just finished getting her Master's degree in Speech Pathology at Columbia. Her husband, Dick, works for Bloomingdale's in New York City as an assistant buyer.

DELBERT F. DOWNING announced his candidacy for state senator from the 19th district in New Hampshire. He is the past president of the Salem Taxpayers Association and director of the New Hampshire Taxpayers Federation.

FRANCIS J. HICKEY JR. will be studying at St. Paul's Seminary in Ottawa this year — his area of study will be philosophy.

JOE HUFF was recently discharged from the army and is now working for WEIM in Fitchburg, Massachusetts, as an announcer. By the way, KEN AL-

BRIDGE, '53 is station manager there.

DAVE COLEMAN is the evening announcer at WBME in Searsport, Maine.

ED DARNA will be the Technical Assistant and Assistant to the Director of Drama at M.I.T. this year — his wife, Bambi (MARY PRINCE, '65), is finishing up her credits here and will probably receive her degree in January.

JESSICA FARBER ABRAMSON is now a speech therapist in the public schools in East Orange, New Jersey.

JUDI BOORKY is a receptionist for the Lilly Construction Company in Allston, Massachusetts, while she does part-time studying toward her Master's degree at Boston University.

WENDY SCHAFFER APPEL is a graduate student here at Emerson studying for her Master's degree in Speech Pathology.

LEONARD BROCK is an engineer with ABC-TV in Hollywood.

DICK GOLDSTEIN is an instructor in the Department of Speech and English at Michigan Technological University. He received his Master's degree from Ohio University in August of this year.

RICK HANLON is in the training program at American Mail Advertising, Inc., which is the largest creative mail outfit in the country.

RON LANDY is a broadcast specialist for the U. S. Army in the Canal Zone — I wonder if everything has calmed down there by now?

DONALD MARIANO is a social worker for the Conn. Division of Child Welfare.

LESLIE MAXWELL is an English teacher in Woodbury, New Jersey.

SUE AVERSA NEELY is working in the bookkeeping department of the New England Stationery Company.

LOIS WINSTON is a graduate student this year in the Rutgers University School of Social Work. Last year she was with the Children's Service Assn. in Newark, New Jersey.

WOODY WITMER is a newswriter-correspondent with ABC in New York.

'64 BARBARA MILLER, 14 Tennyson Place, Passaic, New Jersey

Patriotically serving their country . . . ROY SHARPE is now a second lieutenant in the U.S. Air Force and is being assigned to a unit in Europe that provides maor air defense to NATO countries . . . CHARLIE BARGAMIAN, BOB GATTI, and GLENN LAXTON are in the U.S. Army.

There are a lot of speech therapists in graduate school . . . CAROL ARDITO and SANDRA BERLIND are both at Boston University for the study of aphasic children . . . MARILYN SOLO-

MON is studying part-time at Boston University while she works as a speech therapist at the Lemuel Shattuck Hospital . . . CAROL AUERBACH and STEVE KASDEN are both back at Emerson . . . NEIL HOFFMAN is at the University of Minnesota . . . at the University of Wisconsin are DAVID LANE, JANE REGER, and HOWARD ZUBICK . . . LINDA WARSHAW is at the University of Southern California . . . PAT VALENTINO at the University of Pennsylvania . . . DEENA SHARP at the University of Michigan . . . JUDY SCHLOSSER at New York University . . . MIKE POLLACK at Arizona State . . . DEANNE PARIS at Tulane . . . and JULIA MOUNT at the University of Pittsburgh.

Others in the process of furthering their academic education . . . SANDY BART, DALE DEAN, ALAN MARSTON, and RETT RICH are all getting their Master's degrees in Speech here in Emerson . . . JOHN FRANZENBURG, LENNY RIENDEAU, and JIM DEADERICK are back in our Theatre Arts department but this time as graduate students . . . CHARLES DITTELL is at Connecticut College for Clinical Psych . . . GEORGE EXOO at Harvard for Religious Studies . . . BOB KALINA is in the process of becoming a lawyer at Brooklyn Law School — it seems that he is the first Emersonian to be enrolled in that institution . . . PAT KELLY is at the University of Illinois getting a Master's degree in Speech . . . JERRY KVASNICKA and BOB SMITH are both at the University of Washington in the School of Drama . . . CAROLYN ROBERTS is at Boston University for Comparative Literature . . . and NANCY-LOU MORAWIEC left the country to do her studying — she is studying Spanish at the University of Buenos Aires.

And then there are the speech therapists that are working now . . . MYRNA BERESNER, MAURIE HARDING, and ROBBIE LIVINGSTON have Waterbury, Connecticut, all tied up — they are the three speech therapists for the Waterbury Public Schools . . . PAULA BORKUM BECKER is in up-state New New York, working as a speech therapist for Washington County (and, needless to say, DENNY BECKER is with her — he's a speech teacher for the Central School in White Hall, New York) . . . DOTTIE BERNSTEIN SCHNEIER is with the Piscataway Township Public Schools in New Jersey . . . VIRGINIA CROWLEY is a speech therapist for the Rochelle Park, New Jersey, Public Schools . . . PRISCILLA DEWEY is in the public schools in Wilmington, Massachusetts . . . and also in Massachusetts to KATHY GOUGH who is working as a therapist

for the Waltham Public Schools . . . and ELLEN KILLEEN who is with the Amesbury Public Schools . . . and ROBERTA KLIGMAN who is a therapist for the Revere League for the Retarded and also in charge of their playground program for retarded children . . . BRENDA KLEINMAN is in Elizabethtown, Pennsylvania, — a speech therapist for the State Hospital for Crippled Children . . . ARLENE MASTER is with the Plainfield, New Jersey, Public Schools . . . and, in the sunny Southland, SUE PEREL ROSEFSKY is a therapist with the Davidson County Schools in Nashville, Tennessee (her husband, Jonathan, is a resident in a hospital there) . . . JANICE SLOAN has stayed in Massachusetts to work in the Haverhill Public Schools as one of their two speech therapists . . . PRISCILLA WATTS is with the Mansfield, Massachusetts, Public Schools . . . and your fearless Class President and Agent, BOBBIE MILLER, is a therapist with the Passaic, New Jersey, County Elks Cerebral Palsy Treatment Center.

Those lighting the educational road for the young are many . . . ELLEN BERKOWITZ JENKIN is an elementary teacher in the Plainfield, New Jersey, Public Schools . . . BEV CHALFIN is an elementary teacher too — in the public schools of Bellingham, Massachusetts . . . DICK GAUTHIER has followed Greeley's advice and gone West to California — he's an English teacher with the Los Angeles Public Schools . . . PETE KLIN is an English teacher too — in Norton, Massachusetts . . . FAITH MUSTO will be substitute teaching in Boston as soon as she returns from her trip to Europe . . . DAN SAPIR is teaching English and Drama in the public schools in South River, New Jersey . . . NADENE WHITE is teaching Speech and Drama in Saugus, Massachusetts . . . and ED TITUS is an instructor in Speech at Suffolk University.

The rest of the class is spread far and wide in various and sundry occupations . . . SUSIE BATSON is at the Bergoff studios in New York City as an acting assistant . . . JEFF FIELD is at WCAP as an on-air newsman . . . STEVE HALPERT is the advertising manager in the College Department of D. C. Heath, a publishing house here in Boston . . . STEVE RUZENSKY is in the Connecticut Mutual Life Insurance Company sales management training program . . . and WARREN RHODES is an overseas volunteer with the Brethren Service Commission — he expects to go overseas sometime this Fall.

Please remember to send any and all news — we want to keep in touch with you!!!

# 1964 HOMECOMING SCHEDULE

## Friday, November 6, 1964

- 9:00 a.m. An exhibition of paintings and drawings by Thomas Dahill, Lecturer in Fine Arts at Emerson College. Hosted by Phi Mu Gamma and Phi Alpha Tau, it will continue throughout the weekend at 96 Beacon Street.
- 8:30 p.m. *A Thurber Carnival*, a delightful melange from the pen of James Thurber, is the Homecoming presentation by the Department of Theatre Arts. See it in the College Theatre.

## Saturday, November 7, 1964

### CLASS AGENTS' DAY

- 9:30 a.m. Continental Breakfast is served at Governors' House.
- 10:15 a.m. The State of the College will be discussed by President S. Justus McKinley, together with Rev. Rhys Williams, Chairman of the Long-Range Planning Committee of the Trustees, and John T. G. Nichols III, Treasurer of the College. A discussion period will follow.
- 12:15 p.m. Buffet style luncheon will be served in the Governors' House dining rooms.
- 1:15 p.m. Workshop sessions for Class Agents will be held at Governors' House.

- 3:15 p.m. Tired of sitting and listening? Then take this tour of all the College facilities.
- 4:00-6:00 p.m. Sherry is the order of the afternoon at 96 Beacon Street.
- 7:30 p.m. The first annual Awards Dinner of the Alumni Association will be held in the Mahogany Room at Governors' House.
- 8:30 p.m. Frug? Hully Gully? You'll find out at the Interclass Dance at the Sherry Biltmore Hotel. You will be obliged to call your carriage at midnight to comply with section something of the law.

## Sunday, November 8, 1964

### FOUNDER'S DAY

- 3:00 p.m. The 84th Annual Founder's Day Convocation will be held at the First Church in Boston, at the corner of Berkeley and Marlborough Streets. Speaker for the occasion will be Dr. Edward F. Gilday, Conductor of Boston's 150-year-old Handel and Haydn Society. The Society, 150 strong, will be on hand to sing two anthems. Other honorary degrees will go to Loomis Patrick, Esq., Chairman of the Board of Trustees, and to Dr. J. F. Buzzard.

SECOND CLASS POSTAGE PAID  
AT BOSTON, MASS.

Emerson College  
130 Beacon Street  
Boston, Mass. 02116

BEACON