Faculty and Administration React to the Elimination of General Education Deanship

The Educator

Vol. 2 No. 7

April 7, 1972

LESLEY COLLEGE

Dean Ritvo Reports Sacramento Hall Incident

By Mary Grassi

A special meeting of the faculty was called Tuesday, April 2, by Dean of Students, Miriam M. Ritvo, to discuss with the faculty details of an incident involving federal officials shortly before spring vacation. This meeting followed a discussion at the monthly All-College Faculty Meeting.

The incident that occurred on Thursday, March 23 at Sacramento Hall involved six members of the administration. The general feeling behind this action was that the recent administrative decision to divide the faculty into separate administrative changes was necessary.

Mr. Harvey: "Frankly I didn't realize the implications. There is a shared power located in one man, what it means I don't really know, but I think it could be a problem if the two faculties in a more competitive atmosphere were to exist.

Mr. Honick: "I don't like the idea of a single head. Theoretically it may function better under a shared directorship because Bill Perry was working on a committee and he always wanted to do things with the philosophy and practice of decision making at Lesley. The present extant permissive evaluation procedures for granting tenure are responsible for the qualitative quantitative problems with tenure faculty at Lesley. This troublesome problem provides every issue that the committee discusses, and it raises the question, Is a committee at Lesley capable of making an accurate and objective decision about granting tenure to a fellow faculty member? Dr. Elmer Van Egmond said that he is not sure if this practice is going to be improved in the near future.

Mr. Honick: "I felt that an administrative change was probably necessary, but it just occurred too rapidly to really evaluate it." Ms. Weich: "I felt that the change was inevitable." Mr. Morris: "I was inclined to think that the change was coming, I was not surprised or dismayed. The creation of two deans artificially divided the faculty, and it was not a good move at the time!"

Helga: "I never went for too many chiefs.

Mr. Benjamin: "The humanities division needs leadership. Dr. Van Egmond was very much the focal point of the music department; perhaps more attention has not been given to investigating and involving people concerned."

Dr. Ulman: "It is not exactly as it seems. The faculty ought to have known that Dr. Steele's report if it came in writing and if not it should have been reduced to writing. Two deans in a college of this size is ridiculous. Since it is a single missioned college it may function better under a shared directorship. This structure should unify the faculty and strive to define and fulfill a common vision together."

Question: Do you feel there will be other administrative changes? Ed Ottmann: "No, I don't foresee other administrative changes, I don't see other that are necessary at this moment."

David Honick: "No gage at all." Mr. Benjamin: "No comment." Bob Lewis: "I see changes in governance but I don't call them administrative changes. In all faculty college meeting, out of a discussion, we came up with a better model of governance. There is a thin line between undergraduate and graduate relationship and what Bill Perry began working at Lesley. There is more reciprocity of one another, more interaction. More students are taking graduate courses. Whether these changes to administrative changes, I'm not sure."

Mr. Morris: "No administrative changes grow and new needs develop, new changes are necessary."

Question: Were you ever consulted? Mr. Benjamin: "No."

David Honick: "I was consulted that this was in works, but not in the final decision."

Siegie Ulman heard in Curriculum Study Committee

By Bonnie Griffin

In next week's issue we will publish the responses of Dr. Van Egmond, Orton and Miller to the Administrative change of March 20th.

The weaknesses of the Lesley College curricula lie in the fact that the college is not using the resources of faculty that exist. Ulman said. She would like to find out what other members of the faculty are teaching so that they could combine resources and abilities.

Ulman also believes that "one of the most serious weaknesses is in the minor area concentration of special education." The curriculum needs to be strengthened, especially in the teaching emotionally disturbed. "Students need a lot of work in ways of handling students who are emotionally disturbed," she said. She feels it would be beneficial to sequentially develop the special education program, re-examine the education courses and possibly combine some of them. Continuing to improve the ideas we already have is crucial to a good teacher education program. One strong point that Ulman men-...
EDITORIAL

On March 20, 1972, the Lesley community received a much needed wake-up call with the dissolution of the offices of Dean of General Education and Dean of Education. Elmer Van Egmond was reduced and graduated levels at Lesley. George Miller lost the designation of Chair of Education that he substantially reappeared as the "single link liaison" between the entire faculty and Don Orton.

This action was taken as a result of a week-long study done by Fritz Steele, who acted as a personal consultant to the president on the "administrative organization of the college."

Ideologically this should represent a unification of the faculty members of Lesley. Before this union had taken place, there should have been a parity achieved between the two faculties in relation to the quality of professors and the degree of seriousness by which the two separate programs are viewed by the administration, students, and faculty. I refer specifically to the secondary role our liberal arts program plays to the professional education we receive here.

A main concern of Lesley College now should be how to build its liberal arts department beyond the level of gray mediocrity to an exciting meaningful venture. Flaunting faculty itself. I refer specifically to the secondary role our college."

Let me congratulate you on the last couple of issues of The Educator, particularly the most recent issue. I have noticed a marked improvement in the writing style throughout the paper. You have come a long way, but please keep up the good work.

Sincerely,
Dina Shapiro

Dear Editors,
Let me congratulate you on the last couple of issues of The Educator, particularly the most recent issue. I have noticed a marked improvement in the writing style throughout the paper. You have come a long way, but please keep up the good work.

Sincerely,
Dina Shapiro

Letters to the Editor

Dear Editors,
I would like to share with you and your readers some problems which concern each and every one of us. One of these is the manner in which those of us who stay at Lesley, each of us has attended a meal (whether it be breakfast, lunch or dinner), to find no silverware, glasses, trays and etc. In addition, most of us from time to time have been exasperated that more dining utensils should be available. For these reasons, I would like to share some startling facts concerning this issue.

In use
Plates 350
Saucers 100ea.
Cereal 150
Salad 300
Fruit dishes 300

Added
74
72
48
216
144
144

Total in use today
354
174
208ea.
246
214
144
158

Minus
165
165
70
50
91
91

Spoons: we started in Sept. with 600, we have added 356. We should have 1176 in use but, we do not.
Knives: 300 in Sept. and, we have added 288 more. We clearly should have 588 in use now.

Please know that the dishes and/or silverware that is taken and does not return is making each of us inconvenienced. When dishes are taken, we are stealing from one another. I would like to think that each of us has the proper integrity and respect for one another.

Please, if you have any dishes or other dining utensils, return them to the kitchen. I think it would please us all, to find dishes and silverware available to each of us at mealtime.

Thank you,
Harriet Udofo

Dear Editors,
As a senior I have been looking back at my past four years at Lesley College. Lesley will always hold many fond memories for me, yet as a student leaving the 1972 graduating class I can't help but feel that I have been given. If you have taken more time in the schools, Lesley College has and is going through many changes both physically and educationally which is essential to any college. We (not including those who minor in special education or early childhood education) will be the first graduating class to have gone through the complete Education Core Program. With the addition of the Core Program, junior student teacher option for those who are not minorin special education or early childhood education no longer exists. I, as a graduating student, would like to have the junior student teaching brought back into effect, but it was too late. The best that could have been done was two days a week in the classroom. Two days a week is not comparable to one day a week in the classroom but it didn't take the place of a continuous five mornings a week. I feel that this is definitely a more profitable and successful program as far as lesson planning and presentation and one can develop a personal relationship with the class. More time is needed to develop a personal relationship in a classroom. Why couldn't these programs have been developed last year?

Ellen Cohen '72

Don Holt
author of:
How Children Fail
How Children Learn — speaking for
George McGovern

Tonight — White House Lounge 7:30

Debbie Greenberg

Anthropologist's Corner
By Joy Food

(Ed. Note: This was written for Peter Siegel's Cultural Anthropology Course. It is the 6th in a series of cross cultural studies.)

My dear wife,
I am writing to tell you that my visit to America has been shortened. Instead of remaining another three months as I had planned, I'm leaving tomorrow morning. This letter will not be mailed—I want you to read it when I get home. It will explain to you better than your words can.

As I have written to you before, I began my journey here by spending a few days in the Northern part of this country. But the cold was more than I could take, and I couldn't see myself bundled up like a lep of a wintery animal. On my second day here, I met a young man named Neville, who told me to be sure to eat a dish they called "Southern Fried Chicken" while I was there. Little did I know the trouble I would get myself into because of that suggestion.

I went straight to where they were serving this dish (called sea food, dear wife, I will accustom myself to these restaurants. The food—ah, but that is another matter), and I was told to go to the "Pick n' Rack" or "Rick n' Pick", or some such title—I will not attempt its translation.

And, so this is my last night in this country. I do not understand this place, and my head hurts. I would like to say a little something to this man Budick and ask him who the laws of his country are there to defend. Ah, but soon I will be with you again. Goodnight—

Yours loving husband

(Who is, by the way, the only Swazi ever to be quietly asked to leave the United States of America)
On Thursday, March 16, the Students for Health Education sponsoredJan Blumstead, a speaker from Planned Parenthood. The meeting was very concite and it concerned itself with the creation of a center at Lesley where students could go with a variety of personal problems. This center would be operated by the students at Lesley. Instead of personal counseling, most students at the meeting agreed to have a telephone line, the reason being that many students might be afraid to come and talk to a person in another student member of the college.

Before initiating this counseling center, it is necessary for all the girls interested to attend intensive workshops on counseling procedures and sex information. Tentatively, April 15th and 16th are the dates for these workshops.

Where To Call When You Need It

The Educator

MORE LETTERS TO THE EDITOR

To the Editor:

So often college students allow themselves to be trapped into a rat during their four years of college. They go to classes, do homework, but really don't accomplish anything else worthwhile to help others. This is the state my own personal friends like Ellis Rosenberg, and I found ourselves in until last year. I think we found something which has the potential to really accomplish something if we can find the resources and people to stand by it. I am speaking about C.O.S.M.I.C., Coalition of Student Mental Illness Center.

C.O.S.M.I.C. is a group which is interested in mental health. Mental Ill Children are a problem in this country. A group which is interested in mental health will help to relieve some of the problems that young people have. The group is interested in mental health, and we are incorporated to help mentally ill children in all areas.

I am going to bring it to the attention of the whole Lesley Community in the hopes that it will appeal to you and we will help you keep it going.

About a year and a half ago, we went to a meeting at Mass. Mental Health to begin work on setting up a volunteer service called "Project KIDS," which is interested in mental health. The group is interested in creating a center at Lesley where students could go with a variety of personal problems.

Getting into the Center

Two one-act plays were presented in March by Al Brower and his drama group. Both plays differed greatly in their presentation and how it feels to die.

"Muck" in this play could have been a woman— the play related to being a woman—the play related to being a man and how it feels to die.

"Pangaro" activated it with a few skips and jumps over a dead horse. The play ended with a dead horse and a guilty conscience.

Pangaro's action might be a sign of the increasing consciousness in these days of consciousness. This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's.

This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's. It is not easy to imagine a man portraying a woman's dilemma rather than a woman's dilemma. The disparity between male and female roles is still familiar to us in our modern society.

"Side" was a sterile presentation of sex.

Women are portrayed as separate entities but in this play the women were actually active. The play is a reminder that women have come to destroy our society, but they are doing it through mechanical means.

The groundwork is there, the potential is there—for mentally ill children need more help than you can imagine. C.O.S.M.I.C. needs your help to keep it going.

I am afraid that if it isn't going to be done by the end of the semester, it will die and along with it all the potential it has of helping many, many children. If this sounds like something you'd like to be involved in, then contact one of the student, faculty student or part of the administration, please notify us. We have high hopes of colleges and poems that we made last semester, which tells the story of the Dram, hence, you'd like to see it, call us at 547-0636.

Thank you.

Margie Leibman

Lesley's Drama Life

By Patricia McLaughlin

April 7, 1972

Two one-act plays were presented in March by Al Brower and his drama group. Both plays differed greatly in their presentation and how it feels to die.

"Muck" in this play could have been a woman—the play related to being a woman—the play related to being a man and how it feels to die.

"Pangaro" activated it with a few skips and jumps over a dead horse. The play ended with a dead horse and a guilty conscience.

Pangaro's action might be a sign of the increasing consciousness in these days of consciousness. This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's.

This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's. It is not easy to imagine a man portraying a woman's dilemma rather than a woman's dilemma. The disparity between male and female roles is still familiar to us in our modern society.

"Side" was a sterile presentation of sex.

Women are portrayed as separate entities but in this play the women were actually active. The play is a reminder that women have come to destroy our society, but they are doing it through mechanical means.

The groundwork is there, the potential is there—for mentally ill children need more help than you can imagine. C.O.S.M.I.C. needs your help to keep it going.

I am afraid that if it isn't going to be done by the end of the semester, it will die and along with it all the potential it has of helping many, many children. If this sounds like something you'd like to be involved in, then contact one of the student, faculty student or part of the administration, please notify us. We have high hopes of colleges and poems that we made last semester, which tells the story of the Dram, hence, you'd like to see it, call us at 547-0636.

Thank you.

Margie Leibman

Lesley's Drama Life

By Patricia McLaughlin

April 7, 1972

Two one-act plays were presented in March by Al Brower and his drama group. Both plays differed greatly in their presentation and how it feels to die.

"Muck" in this play could have been a woman—the play related to being a woman—the play related to being a man and how it feels to die.

"Pangaro" activated it with a few skips and jumps over a dead horse. The play ended with a dead horse and a guilty conscience.

Pangaro's action might be a sign of the increasing consciousness in these days of consciousness. This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's.

This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's. It is not easy to imagine a man portraying a woman's dilemma rather than a woman's dilemma. The disparity between male and female roles is still familiar to us in our modern society.

"Side" was a sterile presentation of sex.

Women are portrayed as separate entities but in this play the women were actually active. The play is a reminder that women have come to destroy our society, but they are doing it through mechanical means.

The groundwork is there, the potential is there—for mentally ill children need more help than you can imagine. C.O.S.M.I.C. needs your help to keep it going.

I am afraid that if it isn't going to be done by the end of the semester, it will die and along with it all the potential it has of helping many, many children. If this sounds like something you'd like to be involved in, then contact one of the student, faculty student or part of the administration, please notify us. We have high hopes of colleges and poems that we made last semester, which tells the story of the Dram, hence, you'd like to see it, call us at 547-0636.

Thank you.

Margie Leibman

Lesley's Drama Life

By Patricia McLaughlin

April 7, 1972

Two one-act plays were presented in March by Al Brower and his drama group. Both plays differed greatly in their presentation and how it feels to die.

"Muck" in this play could have been a woman—the play related to being a woman—the play related to being a man and how it feels to die.

"Pangaro" activated it with a few skips and jumps over a dead horse. The play ended with a dead horse and a guilty conscience.

Pangaro's action might be a sign of the increasing consciousness in these days of consciousness. This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's.

This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's. It is not easy to imagine a man portraying a woman's dilemma rather than a woman's dilemma. The disparity between male and female roles is still familiar to us in our modern society.

"Side" was a sterile presentation of sex.

Women are portrayed as separate entities but in this play the women were actually active. The play is a reminder that women have come to destroy our society, but they are doing it through mechanical means.

The groundwork is there, the potential is there—for mentally ill children need more help than you can imagine. C.O.S.M.I.C. needs your help to keep it going.

I am afraid that if it isn't going to be done by the end of the semester, it will die and along with it all the potential it has of helping many, many children. If this sounds like something you'd like to be involved in, then contact one of the student, faculty student or part of the administration, please notify us. We have high hopes of colleges and poems that we made last semester, which tells the story of the Dram, hence, you'd like to see it, call us at 547-0636.

Thank you.

Margie Leibman

Lesley's Drama Life

By Patricia McLaughlin

April 7, 1972

Two one-act plays were presented in March by Al Brower and his drama group. Both plays differed greatly in their presentation and how it feels to die.

"Muck" in this play could have been a woman—the play related to being a woman—the play related to being a man and how it feels to die.

"Pangaro" activated it with a few skips and jumps over a dead horse. The play ended with a dead horse and a guilty conscience.

Pangaro's action might be a sign of the increasing consciousness in these days of consciousness. This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's.

This does seem strange in a sense— putting on a play portraying a man's dilemma rather than a woman's. It is not easy to imagine a man portraying a woman's dilemma rather than a woman's dilemma. The disparity between male and female roles is still familiar to us in our modern society.

"Side" was a sterile presentation of sex.

Women are portrayed as separate entities but in this play the women were actually active. The play is a reminder that women have come to destroy our society, but they are doing it through mechanical means.

The groundwork is there, the potential is there—for mentally ill children need more help than you can imagine. C.O.S.M.I.C. needs your help to keep it going.

I am afraid that if it isn't going to be done by the end of the semester, it will die and along with it all the potential it has of helping many, many children. If this sounds like something you'd like to be involved in, then contact one of the student, faculty student or part of the administration, please notify us. We have high hopes of colleges and poems that we made last semester, which tells the story of the Dram, hence, you'd like to see it, call us at 547-0636.
Curriculum

(Continued from page 4)

April 7, 1972

The Educator

some B.D. on campus

It wasn’t until the last ten to fifteen years that Massachusetts had more than one outstanding dance instructor. Dr. L. Brian Dukakis, since 1947 at the Boston Conservatory, was an early supporter of dance in the public and private realms; but for a long time he worked alone.

While interviewing Ms. Dukakis after her second hour of teaching, she pointed out some reasons, she said. “For creative or aesthetic expression, for body and mind and social development, among others. On the matter of the whole concept of the open school, it should be based on self-exploration and education in residence.”

The open classroom, open education, can attract men, they say. Mr. Dukakis is a proponent of the dance as a counter culture to the college campus, it should not be forced on people.

He feels that this concept has to be "allowed" in order to give a sense of equal opportunity. "It is possible," he says, "that we don't kill it off in her." It was a good experience-I felt like I was learning something. She was a good teacher, she had great ideas, a lot of good teaching methods. She was very friendly and willing to help you. She was a great one to work with."
What's Up

By Irma Gamber

Plato: Pillar of Philosophy

Plato is often called the "Prince of Philosophy." To understand why, we must first define philosophy. Most philosophers believe that philosophy begins and ends with the question of what is. In defining any object or idea, philosophy is the love of wisdom.

Plato asked many of the basic philosophical questions, such as: What is truth? What is justice? What is reality? The answers are still being pondered by contemporaries.

Philosophers have different solutions than Plato but it is relevant that the questions and problems are the same. Times have changed, along with ideals. There have been errors and misrepresentations made by our predecessors. We have the advantage of knowing that just as our future generation will have recorded our mistakes and so on throughout the ages. This is the outline for progress.

Many of Plato's answers have been adopted and are meaningful to us even today through the ages. We base our present knowledge of philosophy on Plato's persistent values. Even though there may be some discrepancies, Plato's answers provide excellent debate and challenge. Plato's opponents must always be able to refute him or else his ideas are so persuasively argued.

Plato believed that even if a person made a true statement, the statement should not be accepted until it was changed. The discipline would soon change and the statement would no longer be true. So, he concluded that men could never gain knowledge, but only opinions, from their sentiments and perceptions and immediate experiences. However, if man's mind could transfer from specific objects and ideas to universal ones, he could have unchanging formal object of knowledge. This was the basis of the one true concept of the nature of the just man and the ideal state. Both the just man and the just state must possess wisdom in their actions, courage in their decisions, and difficulties, and temperance in their desires and appetites.

In order to stress Plato's significance in art and society, I will quote Alfred N. Whitehead, a famous mathematician and logician, "Plato's Gorgias and Symposium have been translated into a number of modern languages. . . ."

Socrates, the man who Plato idealized in his writings, lived and taught in the last half of the fifth century B.C. Plato studied under him but did his writing after Socrates' unjust execution in the first half of the fourth century. In the time of Socrates, the Greek values and the Greek view of life were being attacked in a powerful way. In the time of Plato, those values were already dead. The Golden Age of Greek Democracy had ceased to exist. It has been said that the Oedipus plays arise only when a culture finds its values threatened or when the culture itself is dying. "The owl of Minerva takes flight only when the darkness has fallen," said Nietzsche, the nineteenth century German philosopher. He is speaking of Socrates. The Athenian empire was in its last stage and people were asking themselves what it was that they really believed.

By Irma Gamber

April 7, 1972
The Educator

Interviews

(Cocontinued from page 1)

Avis Brenner: "If I were not consulted, I would not like to see the Steele Report published!"

Eto Hertey: "Short of publishing information that may be highly personal, the information in the study should be made public to the entire college."

Ed Ottender: "I think that it should be consulted only if it's acceptable to the people who are affected."

Bob Lewis: "I would like to read the report before I make a decision."

Arvi Brenner: "I hope the majority could be made public. It would be very interesting to read."

Question: Do you feel the change will be good for the College?

Mr. Benjamin: In a long term sense, the humanities will suffer without the office of vice president. It's too bad to lose. The humanities and the humanities needs management."

Mr. Horriss: "George Miller may not be as available because of geographic location."

Avis Brenner: "No effect personally."

Ed Ottender: "It is too soon for me to say. There is not sufficient data for me to make a positive or negative comment."

Question: Why do you think the decision was made?

Mr. Morris: "We need a simple system of authority and the size of Leidy does not warrant two deans."

Mr. Horriss: "No comment."

Ed Ottender: "I hope it will unify the faculty. I am going to be there for Dr. Miller, but this depends on many things. Because I was not consulted, I don't really know all the reasons."

Mr. Horriss: "The decision was made because Fritz Steele came in and changed things. The faculty at Leidy is so small that it should be a single office."

Bob Lewis: "The Steele Report pointed toward the existing separateness of the faculties by the current arrangement. This is a way of responding to the separations that do exist. It is also an economic reduction."

Question: Will there change unify faculties?

Mr. Benjamin: "I hope it will unify faculties, but I don't like centralization."

David Horriss: "There is a definite division in faculty. I am not sure of any change although there will be some."

Bob Lewis: "I am confident that Dr. Miller's style in terms of problem solving will be one step towards improving the relationships among faculty members."

Mr. Morris: "George may have difficulty in achieving his goals depending on the cooperation from other people."
“Reprinted from Winter 1972 issue of Pasteur, Eastern Air- 
lines Flight Magazine.

Every generation or so, some of us will need to decide whether to continue tolerating the vagaries of English spelling. So be it down and out at the “simplicities of an alphabet” and inaugurate a campaign for alphabet reform. But it was not the more radical step, redoubtable George Bernard Shaw, who is the following in support of his efforts with apologies to the typographer.

Because we are still bearing some of the scars of our brief acquaintance with 18-6 English, it is natural that we should be enchanted by Mr. George Ber-

nard Shaw’s proposal for a simplified alphabet.

Obviously, as Mr. Shaw points out, English spelling is in need of much more than an overhaul and streamlining. However, his arguments against any changes requiring a large expenditure of mental effort in the near future will cause us to view with some apprehension the possibility of some day receiving an English spelling printed in to-us-Greek.

Our own plan would achieve the same end as the legislation proposed by Mr. Shaw, but in a less shocking manner, as is evidenced by the following demonstration of the normal process by which the language is continually modernized.

As a catalytic agent, we would suggest that a “National Easy Language Week” be proclaimed, which the President would inaugurate, outlining some short cut to concentrate on the week, and to be adopted during the ensuing year. All school children would be given a holiday the last time being the equivalent of that gained by the spelling short cut.

In 1970, for example, we would urge the elimination of the soft “c,” for which we would argue that, by 1974 such an improvement would be celebrated in all sciv-mind mind as being worthily worth the trouble, and students in all single in their institution. The EEOC would be receptive toward any change eliminating the necessity of learning the difference between the two.

In 1973, since only the hard “c” would be left, it would be possible to substitute “k” for it, both letters being pronounced identically. Imagine how great it would have been for only two years of this process, we should have clarified the confusion in the “k” sound. Already, we would have eliminated an entire letter from the alphabet. 

In 1975, we could replace the “k” sound with “x” sound.

In 1977, we would have eliminated the “g” sound.

In 1979, we could have eliminated the “i” sound.

In 1981, we would have eliminated the “y” sound.

In 1983, we could have eliminated the “w” sound.

In 1985, we would have eliminated the “e” sound.

In 1987, we could have eliminated the “o” sound.

In 1989, we would have eliminated the “a” sound.

In 1991, we could have eliminated the “u” sound.

In 1993, we would have eliminated the “r” sound.

In 1995, we could have eliminated the “n” sound.

In 1997, we would have eliminated the “t” sound.

In 1999, we could have eliminated the “h” sound.

In 2001, we would have eliminated the “s” sound.

In 2003, we could have eliminated the “d” sound.

In 2005, we would have eliminated the “l” sound.

In 2007, we could have eliminated the “p” sound.

In 2009, we would have eliminated the “f” sound.

In 2011, we could have eliminated the “c” sound.

In 2013, we would have eliminated the “v” sound.

In 2015, we could have eliminated the “b” sound.

In 2017, we would have eliminated the “m” sound.

In 2019, we could have eliminated the “j” sound.

In 2021, we would have eliminated the “k” sound.

In 2023, we could have eliminated the “y” sound.

In 2025, we would have eliminated the “x” sound.

In 2027, we could have eliminated the “z” sound.

In 2029, we would have eliminated the “n” sound.

In 2031, we could have eliminated the “h” sound.

In 2033, we would have eliminated the “s” sound.

In 2035, we could have eliminated the “d” sound.

In 2037, we would have eliminated the “l” sound.

In 2039, we could have eliminated the “p” sound.

In 2041, we would have eliminated the “f” sound.

In 2043, we could have eliminated the “c” sound.

In 2045, we would have eliminated the “v” sound.

In 2047, we could have eliminated the “b” sound.

In 2049, we would have eliminated the “m” sound.

In 2051, we could have eliminated the “j” sound.

In 2053, we would have eliminated the “k” sound.

In 2055, we could have eliminated the “y” sound.

In 2057, we would have eliminated the “x” sound.

In 2059, we could have eliminated the “z” sound.

In 2061, we would have eliminated the “n” sound.

In 2063, we could have eliminated the “h” sound.

In 2065, we would have eliminated the “s” sound.

In 2067, we could have eliminated the “d” sound.

In 2069, we would have eliminated the “l” sound.

In 2071, we could have eliminated the “p” sound.

In 2073, we would have eliminated the “f” sound.

In 2075, we could have eliminated the “c” sound.

In 2077, we would have eliminated the “v” sound.

In 2079, we could have eliminated the “b” sound.

In 2081, we would have eliminated the “m” sound.

In 2083, we could have eliminated the “j” sound.

In 2085, we would have eliminated the “k” sound.

In 2087, we could have eliminated the “y” sound.

In 2089, we would have eliminated the “x” sound.

In 2091, we could have eliminated the “z” sound.

In 2093, we would have eliminated the “n” sound.

In 2095, we could have eliminated the “h” sound.

In 2097, we would have eliminated the “s” sound.

In 2099, we could have eliminated the “d” sound.

In 2011, we would have eliminated the “l” sound.

In 2013, we could have eliminated the “p” sound.

In 2015, we would have eliminated the “f” sound.

In 2017, we could have eliminated the “c” sound.

In 2019, we would have eliminated the “v” sound.

In 2021, we could have eliminated the “b” sound.

In 2023, we would have eliminated the “m” sound.

In 2025, we could have eliminated the “j” sound.

In 2027, we would have eliminated the “k” sound.

In 2029, we could have eliminated the “y” sound.

In 2031, we would have eliminated the “x” sound.

In 2033, we could have eliminated the “z” sound.