

444 Boylan

The Newsletter of the Program in Speech-Language Pathology and Audiology, Department of Speech Communication Arts and Sciences

Reflections

Wasn't It a Time?

Arthur Sadoff, M.S., '72; Ed.D.



Brooklyn College in the late 1960s was an exciting place for young people to explore academic and social options. While it might be more interesting to write about the social climate in the '60s and what I was doing, it is more in keeping with the seventy-fifth anniversary of the Brooklyn College Speech and Hearing Center to address my academic and professional experiences at Brooklyn College.

It wasn't until my junior year that I took my first speech course. As soon as I began to learn about the different aspects of speech pathology, I was hooked. I remember going to the Speech and Hearing Center on Saturday mornings to observe therapy sessions conducted by Beryl Adler, '67, M.S., '69; Ellen Mandel, M.S., '70, Ph.D.; and Esther Weintraub, M.S., '70, the senior graduate clinicians.

The first time I was allowed to work with a client, I knew that I had made the right career choice.

In December 1969 the first draft lottery for the U.S. Armed Forces was put into place. My number was 340. That meant that I was unlikely to be drafted and that I would be able to accept the graduate fellowship offered to me by the Speech Department. That day changed my life. I went on to study and work alongside some of the most talented people I have ever known: George Marcellino, '70, M.A., '72, Debbie Hendel, '78, M.S., '80; Alida Seidel, '70, M.S., '72, Sara Wolpin, '69 and Gail Gurland, among others. I fondly remember my experience as a student of Dr. James Lang who was always the epitome of academic excellence.

After graduating from Brooklyn College with my master's degree, I began teaching special education in the New York City public school system. Simultaneously I went to Teachers College and began my doctoral work in special education. For the next thirty-three years I worked for the Board of Education as a teacher, diagnostician, and as the chairperson of the Committee on Special Education in District 14 (Williamsburg, Greenpoint). I never lost my connection to Brooklyn College and, through the years, worked as an adjunct assistant professor there. I feel fortunate to have had such a fine education at Brooklyn College, particularly in the Speech Department, and will always cherish the time I spent there.

Some Things Change, and Others Remain

Donna Geffner, '67; M.A., '68



It was the late '60s and there was the Vietnam War; males enrolled in education to become teachers so that they would not be drafted; college students protested the war; there were sit-ins at Columbia University; the world witnessed the first man in space; and there was the blackout. I found myself in the Boylan Hall Cafeteria when the lights went out and could hear the cashier calling, "Where are you going with the food?" There were actually students running off with sandwiches in their hands when the lights went out. There were only a few buildings that made up the campus back then. It certainly was not like anything I saw during my visit to the College last spring.

(continued on page 2)

Greetings from the Program Director



Gail Gurland.

We are pleased to bring you the sixth edition of the alumni newsletter, 4400 Boylan. In this issue we present the reminiscences of six of our alumni in honor of the program on the occasion of its seventy-fifth anniversary. This year we have invited individuals who have distinguished themselves in the fields of research, teaching, and administration

and who have been recognized nationally for their leadership in the areas of communication sciences and disorders and related disabilities.

With the successful completion of the reaccreditation review by the Council of Academic Accreditation (CAA) of ASHA, we have finally been able to schedule our overdue anniversary and clinic dedication ceremony, to which you are all invited. Please save the date and join us on June 21, 2007, for the festivities as we meet old friends and colleagues, and name the Speech and Hearing Center for one of its most devoted and generous alumni, Diana Rogovin Davidow, '66.

Students currently enrolled in the program are amazed to learn that it is one of the oldest academic programs in communication sciences and disorders in the country and that it has its roots in the very beginnings of the profession. We look forward to having them meet you to help them gain perspective on our distinguished past, our present achievements, and the promise of our future.

As the senior member of the faculty, I reserve bragging rights, and indeed there is much about which to brag. Teaching and research are at their best in the work of Renee Fabus, Susan Longtin, Natalie Schaeffer, and Cyndi Stein. Roberta Chapey and Klara Marton are currently on sabbatical, continuing their research in aphasia and executive functions and reading, respectively. While there is no longer an active master's program in audiology, the clinical doctorate in audiology, a collaborative effort among Brooklyn College, Hunter College, and the Graduate Center has admitted its second cohort, under the codirection of Adrienne Rubinstein. Rochelle Cherry is actively engaged in research on noise tolerance in hearing aid use, and Shlomo Silman and Michele Emmer continue to receive international recognition for their groundbreaking work in the nonsurgical treatment of middle-ear disease.

The center continues to thrive under the leadership of its director, Michael Bergen, and assistant director, Susan Bohne, with a number of collaborative endeavors now underway. They are supported by an outstanding group of clinical instructors and adjunct faculty who offer our students unique opportunities to study with outstanding professionals.

This year we welcome Ciara Leydon to our faculty, who recently completed her doctorate at Northwestern University, and will be teaching courses in voice and speech science, research methodology, and dysphagia.

The program's smart classroom has been expanded into adjacent space, providing students and faculty with a dedicated research laboratory funded by the College's allocation of student technology fees, and the continued generosity of Diana Rogovin Davidow.

We are pleased to bring you our latest news and look forward to hearing from you. We invite you to send us your news and memories of Brooklyn College. We hope you will join us on June 21, 2007, to meet old friends and experience the accomplishments of your alma mater.

A handwritten signature in black ink, appearing to read 'G. Gurland', written in a cursive style.

Reflections (continued from page 1)

One of the few similarities is the Lily Pond, where my brother proposed to his wife forty-four years ago.

I recall attending Dr. Duffy's class where we heard about the benefits of Vitamin C and the losses of the Vietnam War. There was Oliver Bloodstein, an amazing teacher, who lectured on speech disorders without looking at a note. He even knew where to begin

the next day's class without skipping a beat. When I asked him for a letter of recommendation, he replied "Of course." When I apologized for bothering him to write three letters, he responded "not a problem at all, Donna, that is what my role is all about."

"Wow," I thought, "how gracious is that?" I have come to know through the years that when you meet the great, they are humble and humane. That was

my model, and Oliver inspired me to achieve the humility that he was so apt to portray. I was influenced by his graciousness and support of students as I became a professor. What has been most rewarding to me is rediscovering old school chums who have gone on to make real contributions to our discipline. I am proud to be a BC alum and a "Brooklyn girl."

Pursuing Your Dreams

*Mona R. Griffer, '79; M.S., '82; Ed.D.;
CCC-SLP*



Each day I try to find some quiet time to reflect and give thanks for the blessed career I've had thus far as a speech-language pathologist and an educator...and to think it all started in the mid-1970s in 4400 Boylan Hall. There I was among the hustle and bustle of students and faculty who worked with clients attending the Speech and Hearing Center trying to figure out if speech-language pathology was the right major for me. I was one of those nontraditional students in a very traditional era of higher education... you know, the kind who held a full-time job in the business world while trying to get a college education at a time when doing both was not typical or particularly valued. It was only after several discussions with the late Professor Sylvia Blackman and my future academic adviser, Beryl Adler, '67; M.S., '69, that I knew this was for me. Each in their own way was most encouraging when I explained that I loved biology and English and anything related to medicine or education, but didn't envision myself as a physician or a school teacher. However, it was of utmost importance to me to get a solid, well-rounded education that would lead to a career in which I made a difference in the lives of others. From them I learned about

speech-language pathology...what it was, what skill-sets made for successful clinicians, the nature of the work, and in what settings one could be employed. I was intrigued. They suggested that I take some courses to see if I liked the program and course of study leading to the master's degree and necessary credentials. As I delved into courses in neuroanatomy and neurophysiology, phonetics, child language development and disorders, aphasia, and diagnostics, I found them to be most interesting and challenging. The only problem was deciding which ones I liked the best. Fortunately, I never had to decide, but embraced them all...and now, some thirty years later, I'm glad I followed their advice and never regret my decision for a moment.

I have the fondest memories of the years spent pursuing my undergraduate and graduate degrees and meeting Mindy, Hedy, Shirley, and Cyndi, friends to this day. I credit much of my success to the outstanding liberal arts and professional education received from many wonderful, scholarly faculty members, particularly those in the Program in Speech-Language Pathology and Audiology. I will always be grateful to Dr. Roberta Chapey, my mentor for adult neurogenic language disorders, who continues to contribute scholarly work to the field of speech-language pathology; to Dr. Guillermo Pieras, M.S., '74; M.D., now retired, who instilled in me an appreciation for the medical aspects of speech-language pathology; and especially to the late Professor Sylvia Blackman, who groomed me for an academic career. I'll never forget those incredibly talented and supportive clinical supervisors, Dr. Gail Gurland, '70, M.S., '72, Ph.D.; Beryl Adler; and Marcia Grossman, '57, M.S., '71, who developed and shaped my clinical skills and helped me find my niche in pediatric speech-language pathology.

While enjoying an exciting and varied clinical career, first at the Birch Early Childhood Center in Queens, NY, and later at the Infant-Toddler Program at North Shore University Hospital in Westbury, NY, I also began a small private practice. I enjoyed being a practitioner so much that I almost gave up my dream of an academic career. However, after numerous enriching experiences as an off-campus supervisor and adjunct lecturer for several universities in the New York City–Long Island region, I returned to school for my doctorate in the mid-1990s while working as a university-based clinical supervisor and instructor in south Florida.

Today, I am an associate professor in the Department of Communication Sciences and Disorders and director of the Master's Program in Speech-Language Pathology—designed and implemented under my leadership in 1997–1998, at Marywood University in Scranton, Pa. I am a board recognized child language specialist with expertise in multicultural, family-centered early intervention service delivery, child language development/disorders, emergent literacy, and pediatric neuromotor speech disorders and have particular interests in serving developmentally delayed, neurologically impaired, and medically fragile young children. I especially enjoy engaging my students in academic service-learning experiences, which broaden their perspectives beyond traditional classroom-clinic experiences. Recently, I took a group of undergraduate and graduate students to visit Choctaws in Philadelphia, Miss. where they, under my supervision, conducted speech-language evaluations and hearing screenings at the Head Start Programs on the reservation. I remain active both at the state-level (PSHA) and in ASHA, most recently becoming a site visitor for the Council on Academic Accreditation. To the gifted faculty from that era in the Department of Speech

Communication Arts and Sciences, thank you for providing me with an excellent foundation upon which I built a successful clinical and academic career that has allowed me to share my gifts with the next generation of speech-language pathologists!

Having an Impact

Harriet Klein, '58; M.A., '60; Ph.D.



Studying for two degrees at the Brooklyn College Speech Department provided me with the foundation for working as a speech pathologist and in the New York University Department of Speech Language Pathology and Audiology. Although I am filled with positive, lasting memories, my recollection of one professor, with whom I had most of my courses, who was my thesis adviser, stands out.

"You receive an impact," were the words we all wanted to hear in Dr. Robert West's Seminar in Speech Pathology. That meant that your response to a complex question was expressed with all the intricate detail required by this exacting professor. Robert West, the director of the Brooklyn College Speech and Hearing Center had an impact on my career as a speech-language pathologist and later as a professor. He taught us to look into every possible factor responsible for a

given communication disorder and he taught us to be meticulous about gathering information and formulating diagnostic impressions. These teachings shaped my work as a speech language pathologist. We also observed how he intimidated even the strongest students with his wealth of knowledge and his creative bent in coining pseudo-words to stump us on quizzes. I must admit I've avoided those practices in my current role as a professor. Although it is now forty-six years since I received my master's degree, I still clearly remember the majesty of this outstanding professor who headed the Speech and Hearing Center at that time.

Basics to Build On

Jay Lubinsky, '70; M.S., '72; Ph.D.



"Ya gotta get the basics right"—an axiom often applied to athletics—is certainly pertinent to speech-language pathology and audiology. Those basics have lasted and served me well since I first entered the Brooklyn College undergraduate program in 1966 until now, as I write on the eve of my retirement, forty years (!) later.

The basics seem to fall into a few distinct areas. One is technical basics. How fascinating it was to learn about acoustics and psychoacoustics from Jim Lang, anatomy from Boyd Sheets, phonetics from Geoff Needler.

Another area covers the basics of clinical practice, which I learned from Fred Martin, '57; M.A., '58; Ph.D., John Duffy, Phyllis Gildston, those I mentioned above, and others I am surely forgetting. To this day I rely on their excellent instruction in assessment and intervention.

The basics of being a professional were part of the atmosphere at BC. Taking an active role in one's profession was expected and fostered. I recall our Journal Group meetings (and the butterfly collection) at Oliver Bloodstein's house and how research started to make sense. Everyone attended meetings of Sigma Alpha Eta, the precursor to NSSLHA. I still recall going to my first ASHA convention in 1966 with other students who are still my friends and colleagues.

I have never forgotten these basics nor underestimated their importance. Likewise, I have not forgotten or underestimated the value of those faculty and fellow students who instilled them in me.

A Working Hypothesis

Michael Gorga, '72; M.S., '76; Ph.D.



It's been over thirty years since I left Brooklyn College, but I still have fond memories from those days. My recollections all relate to the faculty there at the time, sometimes in unexpected ways. In a class on theories

of stuttering taught by Professor Oliver Bloodstein and a class on craniofacial anomalies led by Professor John Quinn, I learned how much fun it could be to pose hypotheses, design experiments to test those hypotheses, and organize written summaries. Despite the fact that both classes were outside my areas of interest, their impact on my career was general, transcending the specific subject matter: Proposing hypothesis-based research, conducting studies to test those hypotheses, and preparing and submitting manuscripts that describe the results, are important parts of my career to this day.

On the audiology side, which I have pursued since leaving Brooklyn College, I fondly recall several faculty members. The late Professor James Lang introduced me to instrumentation, which was scary at the time, but valuable in the future. The late Professor Irv Hochberg, a great teacher who sparked my interest in audiology, was the primary audiology faculty member when I was a student. I was fortunate to be at Brooklyn College before he made his permanent move to the Graduate Center. Finally, Professor Cornelius Koustaal was program director during my graduate-student days at Brooklyn College. He was very supportive of my desire to continue my education beyond the master's degree, and watching him convinced me that administration was probably not for me.

Many people have influenced my educational, professional, and scientific activities since leaving Brooklyn College in 1975. However, these Brooklyn College faculty members deserve credit (or is it blame?) for launching me on the career path that I have taken. I am thankful for the years I spent there.

Left to Right: Front Row: Michele Emmer, Charles Goldman, Gail Gurland, Susan Longtin, Natalie Schaeffer, Michael Bergen. Middle Row: Casandra Corbie, Susan Bohne, Roberta Chapey, Renee Fabus, Cyndi Stein, Lucille Nielsen-Rosander, Annonia Garrick. Top Row: Adrienne Rubinstein, Ciara Leydon, Elizabeth Rosas-Diaz, Rochelle Cherry, Barbara Bennett.

A Warm Welcome

Ciara Leydon, assistant professor

As the academic year draws to a close, I am delighted to reflect on the past rich months I have spent as a new faculty member at Brooklyn College. On my first visit to Brooklyn College, I was struck by the expertise and range of interests among the members of the department and by the pride with which faculty and staff spoke of students. My admiration for colleagues and students has grown steadily.

I am grateful to colleagues for sharing their experiences, offering sound advice, and providing gentle encouragement over the course of the semester. Working among seasoned and dedicated colleagues has provided me with many role models as I develop my own voice as a teacher.

Now that I have spent one semester teaching at Brooklyn College, I understand the pride that faculty and staff have in their students. Through interactions with graduate students in the classroom and in the hallways, I have been impressed by their curiosity and willingness to work hard. Before coming to Brooklyn College, I worked as a speech-language pathologist for RCM Health Care, which allowed me to gain clinical experience in a variety of settings in the New York

City area. I chose that work in order to have insight as to the different types of demands students may face in the workplace to enable me to help them prepare for rewarding careers as speech-language pathologists. I feel confident that, upon completion of the Brooklyn College Speech-Language Pathology Program, students will become knowledgeable and resourceful professionals ready to make important contributions to the field.

Thanks to the support of my colleagues, I have begun collaborations with experts at other institutions. I am glad to have the opportunity to develop these projects, which will extend the line of research in voice disorders that I began while completing my Ph.D. at Northwestern University. Through these collaborations we hope to further our understanding of the role of vocal fold epithelium as an interactive barrier between the environment and underlying tissue, with a view to developing techniques to prevent and remediate vocal fold pathologies.

I am grateful to students and colleagues for their warm welcome. I look forward to the clinical, classroom, and research experiences that are to come.

Summer 2006 Faculty and Staff Retreat



Technology Upgrades: Bridging from Past to Future

Michael Bergen

We approach our celebration of the Speech and Hearing Center's seventy-fifth anniversary with respect for its rich history, reminded of the hundreds of students, faculty, and staff members who have graced our facilities through the decades, including some of the most prominent people in our professions. Some things are not much different than in the center's earlier days: strong academic commitments to our students, exceptional care for our clients, and quality research programs from our faculty. The renaming of the center comes at a time when our programs have become beneficiaries of multiple funding sources, allowing us to enhance services for our students, clients, and faculty as we look to the future.

When I arrived at Brooklyn College sixteen years ago, I was aware of the fine reputation and history of the institution. I was pleased to become a part of the warm atmosphere and wonderful mix of professionals who included internationally-recognized faculty, caring practitioners, and people motivated to inspire students to learn. Though today some of the faces have changed, the group continues to be as wonderful as ever I've known it to be. Having caring colleagues is important, but having resources that help facilitate learning and assist faculty and students in achieving their goals can be critical as well.

In the past few years we have been fortunate to receive funding from multiple sources, allowing us to upgrade facilities and technology. As a member of a committee of clinic directors representing local university programs, I have had the opportunity to visit many of my off-campus colleagues' programs in recent years, and have hosted these colleagues on our campus. It's a testament to the consistent high quality of our programs that a significant

number of these leaders are alumni of Brooklyn College. I am proud to say that we continue to have a faculty and clinic that compares favorably with the top institutions in our professions. I am always eager to welcome our alumni home to Brooklyn College and engage in the reminiscences that are inevitably evoked by such visits.

Gail Gurland and I, with input from our faculty and staff, have been able to strategize and plan fund allocations, so as to maximize their value. As you may know, in September 2005, we dedicated a smart classroom, funded by donations from Diana Rogovin Davidow, '66, and student technology funds. It is outfitted with fifteen computers and modern presentation equipment. Attractive furniture and other renovations have created an inspiring learning atmosphere. It is now in regular use throughout the week as a classroom, periodically serving as the professional meeting and presentation space that had been lacking. The only shortcoming is that course scheduling has become difficult since nearly every faculty member requests to teach in that room!

Proposals for computer upgrades and the renovation of another room were funded in 2006, allowing us to create a faculty-student research lab with ten new computers. Faculty members are now able to schedule time in the new space for students to engage in research, view videos, or practice presentations. All computers have internet access, with both PC and Mac options existing in the classroom and lab. A committee of faculty members has been formed to assess our needs, and has secured software, video, and statistical packages for clinic and classroom use. The Brooklyn College Library provides a variety of full-text journal resources for our students and faculty. The online supplement to courses has become more formalized via resources such as Blackboard. We have been able to obtain a number of computer presentation carts, which can be used in the

classroom. Each of these resources, now taken for granted, was unknown to us just a handful of years ago.

Computer technology is but a part of our overall upgrade of the center. Funding has allowed us to update our assessment and treatment materials. Grants have provided equipment including auditory steady-state (ASSR) and video-electronystagmography (VNG) devices. New tools for immittance, hearing aid analysis, and otoacoustic emissions as well as audiometers and equipment for voice evaluation have been obtained in recent years. Our hearing aid program is thriving, with access to manufacturers' newest technologies. We do not intend to limit our pursuit of excellence: the center is in the final planning stages for installation of an audio-visual monitoring system that we expect will create a more seamless integration between the clinic and the classroom. We have no shortage of ideas for growth, and are always eager to listen to our students' and colleagues' visions for the future.

Considering its storied history, the Speech and Hearing Center has huge shoes to fill to maintain its reputation. With a stellar faculty and wonderful mix of academic and clinical professionals, we continue to strive to pursue academic excellence and superb client care. Careful, responsible planning has enabled us to acquire modern technology to assist in the education of our students, to further the research programs of our faculty, and to help provide optimal services to our clients. With magnificent people and advanced technology, we are poised to continue our fine tradition. A forward-thinking administration and supportive alumni provide hope that the center's first seventy-five years are but a part of many, many more wonderful years to come.

Faculty Achievements

Michael Bergen is the vice-president of audiology for the New York State Speech-Language-Hearing Association (NYSSLHA), 2006–07; he serves on committees of NYSSLHA, the American Speech-Language-Hearing Association (ASHA), the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), and the Metropolitan NY Council of University Clinic Directors. He is appointed to the faculty of the CUNY clinical doctoral program in audiology (Au.D.).

Susan Bohne initiated a clinical training program with the Carleton Washburne Early Childhood Center at Brooklyn College; she is a member of the Metropolitan New York Council of University Clinic Directors. She was recently certified in the Compton P-ESL program for clients with foreign accents and will be engaging in evidence-based practice research for foreign accent modification in the Speech and Hearing Center.

Roberta Chapey has been working on the completion of the fifth edition of *Language Intervention Strategies In Aphasia and Related Neurogenic Communication Disorders*, which will be published by Lippincott, Williams and Wilkins (2007).

Rochelle Cherry published an article with Adrienne Rubinstein titled "Comparing monotic and diotic selective auditory attention abilities in children" in *Language, Speech and Hearing Services in the Schools* (p. 137–142, Vol. 37, April 2006). She also served on the honors and awards committee of the American Academy of Audiology.

Michele Emmer was the senior author of "Temporal Integration of the Contralateral Acoustic-Reflex Threshold and its Age-Related Changes", which appeared in *JASA*; (September 2006) She coauthored "Auditory Deprivation in Asymmetrical Sensorineural Hearing

Loss", published in *JAAA* (November 2006). She was appointed to Brooklyn College IRB from September 2006–August 2009.

Renee Fabus is an editorial consultant for the journal *Contemporary Issues in Communication Sciences and Disorders*. She presented several talks at the 2006 NYSSLHA Convention as well as "Mentor vs Supervisor: They Both Score a Lot of Points for a Student's Professional Career;" and "Co - occurrence of Language and Motor Deficits In Preschool Children." at Faculty Day at Brooklyn College in May 2006.

Gail Gurland developed an Advanced Certificate Program in Autistic Spectrum Disorders with Dean Kathleen McSorley, Brooklyn College School of Education. She has continued to consult with and develop collaborative training workshops for SLP's and classroom teachers to address language processing deficits in school-aged children and adolescents. She was awarded a grant, along with co-authors Michael Bergen and Renee Fabus, by the CUNY University Affirmative Action Committee, to study diversity in graduate student recruitment and retention.

Susan Longtin conducted a series of workshops for parents of children with autistic spectrum disorders at the Quality Services for Autistic Children (QSAC) Preschool. She received a PSC-CUNY grant to extend this work with families to the siblings of children on the autistic spectrum. She wrote a chapter on Language Disorders in Children for a forthcoming Praxis examination review book. She was selected to participate in the Faculty Fellowship Publication Program at the Graduate Center of the City University of New York.

Klara Marton published "Effect of Sentence Length and Complexity on Working Memory Performance in Hungarian Children with Specific Language Impairment (SLI): A Cross-Linguistic Comparison" in the

International Journal of Language and Communication Disorders. She also published a commentary on nonword repetition errors in children with SLI in the *Journal of Applied Psycholinguistics*. A book chapter co-authored with graduate student Meredyth Wellerstein on social perception in children with SLI has been accepted for publication by Nova Publishing.

Adrienne Rubinstein worked on the development of two new components of the already established Au.D. program: 1) for applicants already holding their master's degrees who are post CFY, and 2) for applicants who wish to obtain a joint Au.D. and Ph.D.

Natalie Schaeffer has recently completed research for two manuscripts, "Speech Breathing Behavior and Vocal Fold Function in Dysphonic Participants Pre and Post Therapy during Connected Speech" and "A Therapy Method for Severe Apraxia of Speech". Her article "Effects of Differential Prolongations of Phrases on Perceptions of Speech Naturalness" was published in *Contemporary Issues in Communication Sciences and Disorders* (CICSD) (October 2006).

Shlomo Silman was awarded the National Tibbetts Award in the category of Medicine, sponsored by NIH, NASA, NSF, and the Department of Defense; he co-authored two articles, one in *JASA* and one in *JAAA*, and appeared on *CUNY-TV Study with the Best* (EarPopper segment) on December 10, 2006.

Cyndi Stein is exploring the use of meditation to reduce student anxiety and increase focus and concentration, and overall classroom performance of students enrolled in speech-language pathology courses.

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4400 Boylan would like to hear from you.

Let us have news of your professional accomplishments for the next issue of 4400 Boylan. Please include your phone number and your e-mail address. Send tales of your triumphs to: Michael Bergen, director
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