

444 Boylan

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

Tributaries to a River

Contributions of Brooklyn College faculty and students to the early development of audiology

John K. Duffy, professor emeritus

The headwaters of the Mississippi River originate in Northern Minnesota. There, many streams give rise to this mighty river. The growth of audiology as a profession may be compared to the confluence of the Mississippi's tributaries. Several pioneers associated with Brooklyn College helped shape the discipline, a synergy of science, technique, and technology.

Robert West

A significant source for the "Audiology River" was Robert West, the founding president of what is now known as the American Speech-Language-Hearing Association (ASHA). Professor West, an accomplished scholar, completed his doctorate plus the course work for an M.D. at the University of Wisconsin, Madison, where he developed a method of measuring the frequency and intensity of tones. Sounds generated by an audiometer were amplified and emitted through a loudspeaker to a person in a sound absorbent room, who would signal on hearing the tone. This procedure, now known as sound-field audiometry, is used

to test hearing aid amplification by comparing the responses of the subject, with and without the aid.

The first hearing aid followed radio's appearance in the early 1930s when Sam F. Lybarger, the chief engineer of E. A. Myers and Son, Pittsburgh, Pa., created a tabletop amplifier with a microphone and multiple headsets for a



Robert West at the controls. Photo by Arthur Schatz.

class of deaf pupils. In short order, the first portable hearing aid was fashioned by Arthur Wengel, the chief electronics engineer of the Rayovac Battery Company, Madison, Wis. Robert West was the first to evaluate Wengel's hearing aid when worn by a child. I was there with my fellow undergraduate classmates to observe. West's opinion was that hearing aids should amplify only frequencies where the hearing loss was greatest rather than all sounds. This is now called selective amplification.

John K. Duffy, the author

In 1942 I interrupted my graduate studies at the University of Wisconsin to become an instructor at the Air Force Radio Communication School at Truax Field, now the Madison Airport. The next year I was transferred to the Air Force Communications Officers School at Yale University, after which I was

posted to the Army's Hearing Rehabilitation Center at Borden General Hospital, Chickasha, Okla.

After the war, Robert West invited me to supervise training at the University of Wisconsin Speech and Hearing Center. When the Wisconsin State Department of Public Instruction, Bureau for Handicapped Children, received a Social Security Act grant to establish a prototype statewide hearing conservation program for children, West recommended me to direct it. In

1948, I left the bureau to complete my doctoral dissertation and West recommended me, this time for an assistant professorship at Brooklyn College. In August 1949, my wife, Ruth, our young children, David and Jane, and I, moved to Long Island. That September I began a career at Brooklyn College that would span more than three decades.

In 1950 when I initiated the Brooklyn College speech and hearing program, no other college in the metropolitan area offered a course of study devoted to

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Greetings from the Program Director



Gail Gurland.

It is hard to believe that a year has passed since we published the first issue of the alumni newsletter, 4400 Boylan. It has been an incredible year, indeed, both troubling and gratifying. When we compiled the articles for that first issue, we had no way of knowing how the events surrounding September 11 would affect our lives. By the time the newsletter was printed, we were questioning its significance, given the changed world that we faced. Nevertheless, we chose to proceed with the mailing and were gratified by your responses. Your words of thanks and generous contributions were testimony to the importance of good memories and lasting friendships, especially during a tumultuous time of grief, fear, and confusion.

A year later, I am pleased to bring you the second issue of 4400 Boylan. In this issue, we would like to express our gratitude for your support. You will read about many of the accomplishments of our students, staff, and faculty and learn about the program developments of the past year. You will find that as our programs expanded and became increasingly collaborative, our faculty has gained national and international recognition. Our symposia became semi-annual events; the focus this year is on multidisciplinary therapeutic approaches for the developmentally disabled and on treatment of voice disorders for the professional

speaker. Our laboratories continued to grow in stature as faculty undertook research supported by prestigious awards from the National Institutes of Health (NIH). We continued our collaboration with Hunter College and the Graduate Center in developing the doctor of audiology degree program, and engaged in a review of our curriculum in speech-language pathology in preparation for the new American Speech-Language Hearing Association (ASHA) standards, which go into effect January 1, 2004.

Ours is one of the oldest and most esteemed programs in communication sciences and disorders in the country, and the legacy continues, supported by more than seventy years of groundbreaking work. While the profession and the world have changed dramatically in the years since many of you were students at Brooklyn College, our commitment to excellence remains steadfast. The department's graduates represent one of the most accomplished, active alumni groups of Brooklyn College, engaged in teaching, clinical practice, administration, research, business, and community outreach.

While many events of the past year are horrifying, we can be heartened by the constancy of this program, its resilience in the most difficult of times, and the resourcefulness of its faculty, staff, and students. We invite you once again to read about our challenges and triumphs and, in turn, to share yours with us. Your memories and professional impressions are more important than ever in these times. They represent the humanitarian values that enable us to continue to make a difference in the world. We look forward to hearing from you as you work in your communities and reflect on your experiences in 4400 Boylan.

hearing disorders and rehabilitation. By this time, the field of hearing disorders had acquired the scientific name "audiology"—from the Latin *audir*, to hear, and the Greek *ology*, science. Robert West soon joined us as a professor and director. His presence greatly enhanced the stature of the program at Brooklyn College.

Meanwhile, an invitation from Dr. Mary Huber at Lenox Hill Hospital to test her pediatric patients provided a hospital affiliation that offered clinical practice and employment opportunities to our students.

Maurice H. Miller

An outstanding student, Maurice H. Miller was the first speech and hearing therapist hired for the speech and hearing center at Lenox Hill Hospital. His primary mission was to provide hearing aids and speech habilitation to

children. After Maurice completed his master's degree at Brooklyn College, he became the director of the Columbia-Presbyterian Medical Center Speech and Hearing Clinic. While there, he obtained his doctorate in audiology.

Miller went on to organize and direct the multidisciplinary Center for Communication Disorders at Kings County Hospital Center, the first such facility in a New York City municipal hospital. He has since directed audiology centers at New York University Medical Center, and Bellevue and Lenox Hill Hospitals. Miller is presently professor of audiology and speech-language pathology at the Steinhardt School of Education, New York University, where he received an award for teaching excellence last year. An authority on the audiological aspects of tinnitus, Miller has published and presented his work extensively.

Mark Ross

Mark Ross, who received his B.A. and M.A. at Brooklyn College and his Ph.D. from Stanford University, wrote to me recently. "I'd like to acknowledge your acceptance of me as an undergraduate," he said. "It wasn't until later that I realized that few, if any, programs would have welcomed someone wearing a hearing aid . . . Robert West was [also] a major influence. . . . I recall that he got me into Stanford with a one sentence letter of recommendation." Returning the favor, Ross presented the first paper devoted to Robert West's sound-field audiometry, "Clinical uses of pure-tone sound-field audiometry," at the 1961 American Hearing and Speech Association convention.

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The Tradition of Excellence

Leila Anne Weiss, graduate teaching fellow

The corridors of Boylan Hall may be deceiving. Stepping onto the fourth floor, you may not notice 4400 Boylan at first. Its outer door is indistinguishable from all the rest, but inside you'll find the Brooklyn College Speech and Hearing Center. Those fortunate enough to have spent time in what we lovingly call "4400 B" understand its charm and appreciate the jovial hum of volunteers, graduate students, secretaries, professors, and directors that fills the reception area. 4400 B is the heart and soul of Brooklyn College's well-known graduate program in speech-language pathology and audiology. I've called it home for the past year and a half.

I am one of the three graduate teaching fellows residing in room K of 4400 B. We are all working toward a master's degree in either speech-language pathology or audiology, and we have the opportunity to teach in the undergraduate program and assist in program administration. We get the best of both worlds: we work hand in hand with leaders in the field and receive an amazing education in one of the country's most competitive graduate programs.

As I near the end of graduate school and my graduate teaching fellowship, I recall what Dr. Gail Gurland's words at the start: "You are sitting upon the shoulders of greatness." She was referring to all the people who have been associated with Brooklyn College's graduate program in speech-language pathology and audiology, such as the renowned Oliver Bloodstein.

After a year and a half, I understand that it is the people in 4400 B who make the place so special. They are my colleagues, friends, and family: the volunteers and secretaries who always ask how they can help; the other graduate fellows who make me laugh;

and the professors who share their knowledge, skills, and time. They are the reason that Brooklyn College's graduate program is so remarkable and 4400 B is so hard to leave.



Former and current graduate fellows, left to right, Laurie Michaels, Cheri Horn, Leila Weiss, Malky Salomon, and Allison Greenberg.

Current Trends in Hearing Loss Detection and Intervention in Infant Populations

Adrienne Rubinstein

As a result of improved technology and successful advocacy, diagnosis of infant hearing loss is becoming more routine. Previously it was common for children with hearing loss to be identified during the first few years of life. Currently babies—a few months or just days old—are being correctly diagnosed. At last count, forty-two states and the District of Columbia have mandated or voluntary infant screening programs, serving approximately 70 percent of all babies born in the United States. When children with hearing loss receive prompt and appropriate intervention, they should be able to develop language similar to that of their hearing peers by kindergarten.

Claire Bernstein, formerly Brooklyn College clinical supervisor and currently in practice with the Audiology Practice Healthcare Department at ASHA, notes that since universal hearing screening programs began, more than half of the newborns identified failed to receive appropriate follow-up and early

intervention services. She recommends the integration of behavioral and objective test results to formulate better overall intervention plans. She emphasizes that the number of

audiologists adequately trained and experienced to fit infants with amplification is insufficient given the rapid rise in screening programs.

Recognizing the need to publicize the importance of

infant hearing screening and follow-up, Brooklyn College and Coney Island Hospital cosponsored a symposium on October 18, 2002. Its goal—to educate professionals about optimal universal hearing screening methods, follow-up, and intervention procedures—was realized through the participation of students, audiologists, hospital administrators, physicians, and vendors.

Compelling questions emerged from the symposium: How could we improve protocols to ensure that all the infants who need follow-up assessments receive them? What protocols would prevent progressive hearing loss from being overlooked in children who pass the initial screening? Where could audiologists expand their expertise in pediatric assessment and intervention? How would audiologists determine that they are adequately prepared to assess and fit amplification devices for young infants? If you are interested in pursuing answers to these and other questions, contact the Brooklyn College Speech-Language Pathology and Audiology Program.

Collaboration Thrives, Creating New Opportunities for Students and Alumni

Gail B. Gurland, program director

In recognition of their shared mission, the Department of Speech Communication Arts and Sciences and the School of Education have renewed their commitment to promote joint scholarship, research, and training. During the past three years, the Programs in Speech-Language Pathology and Special Education have developed interdisciplinary educational tracks to foster collaboration between teachers and clinicians working with children with disabilities. Two projects illustrate these efforts: one in assistive technology and another in autism-spectrum disorders, respectively funded by CUNY's Workforce Development Initiative and the New York State Education Department.

The assistive technology project began with an assessment of resources available nationwide and personnel needs citywide. Now in its second year, the project is focusing on curriculum development and implementation. To this end, we have tapped professionals in educational technology, developmental disabilities, and communication disorders. The contacts made while researching this project will insure students state-of-the-art training opportunities for years to come. The ongoing collaboration of Brooklyn College with Premier Healthcare, the sponsor of the College's Assistive Technology Center, which is under the direction of speech-language pathologist Carol Schaeffler, also benefits the project.

After consultation with administrators, educational and clinical supervisors, and direct service providers regarding broad dissemination of the curriculum to school personnel working with disabled youngsters, the project's first courses, Education 750.4T Curriculum Modifications for Children with Special Needs, taught by Cathy

Chapin, and Speech 738X Augmentative Communication, taught by Carol Schaeffler, were piloted in the spring 2002 semester. Project codirectors Gail Gurland, program director, Speech-Language Pathology and Audiology, and Kathleen McSorley, assistant dean, School of Education, are currently developing recruitment plans for the first student cohort in fall 2003. On-line courses using Blackboard technology, made possible through funding from the Sloan Foundation, will further maximize accessibility of the curriculum.

The second collaborative project, in autism-spectrum disorders, was also piloted during the spring 2002 semester with a special section of Education 763.54 Introduction to Autism-Spectrum Disorders: A Cross-Disciplinary Perspective. This project brings together colleagues from varying disciplines and from two CUNY campuses—Brooklyn and Queens Colleges. The initial course was taught at the Graduate Center by Fredda Brown, professor of special education, Queens College; Sima Gerber, assistant professor of communication sciences and disorders, Queens College; and Joanne Gerenser, director; Eden Il. The initial cohort of students currently work with children with autism-spectrum disorders or are studying to become practitioners in special education, speech-language pathology, school psychology, or occupational therapy. Education 763.54 is the first of a four-course sequence developed in collaboration with an advisory group of experts in autism-spectrum disorders and parents of children with autism-spectrum disorders.

Both the assistive technology and autism-spectrum disorders projects will help fill the need for skilled teachers and clinicians. These programs are available to alumni interested in these specialties. For more information, please call Professor Gail Gurland or Dean Kathleen McSorley.



Left to right: John Haskell, Robert Orlikoff, Natalie Schaeffer, and Ralph Zito at the symposium.

Annual Spring Symposium

Natalie Schaeffer, assistant professor

My research interest in voice disorders and therapy spurred me to design a seminar on the treatment and prevention of voice pathology for the 2002 Annual Spring Symposium. The conference addressed voice science and therapy, and vocal abuse prevention. I recruited three authorities to share their extensive knowledge: Robert Orlikoff for assessment and instrumentation, John Haskell for vocal pathology treatment, Ralph Zito for prevention of vocal abuse by professional actors. Robert Orlikoff, who has published widely on speech and voice science, is an associate professor in the Communication Sciences Program, Hunter College. John Haskell has a private practice and is the clinical coordinator of the Speech and Hearing Center, Pace University. Ralph Zito is the chairman of the Voice and Speech Department, Drama Division, The Juilliard School.

The conference, held at Brooklyn College on March 1, 2002, was a huge success. The audience showed interest in their frequent questions and comments. A number of people volunteered to demonstrate the speakers' techniques on stage. The seminar contributed to our professional knowledge in several ways, by delineating important aspects in vocal assessment, familiarizing the audience with instrument use and data interpretation, and demonstrating specific procedures for treatment.

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Tributaries

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Mark started his career as a clinical audiologist at the Veterans Administration Hospital in San Francisco. He then taught at the University of Connecticut while practicing at the Hartford and Newington Children's Hospitals. He left the university after ten years to direct the Willie Ross School for the Deaf, later returning to and then retiring from the university. Retirement did not stop Mark from becoming director of research and training at the New York City League for the Hard of Hearing or getting involved in consumer affairs. He also served on the boards of Self Help for Hard-of-Hearing People (SHHH) and the International Federation of Hard-of-Hearing People, editing their journal for many years. Mark currently writes a column for the SHHH journal and for *Volta Voices*.

Mark has received wide recognition and many professional awards. Indeed, few audiologists have been as honored, commanded so much affection and respect, or have had such positive influence on hearing habilitation and rehabilitation.

Frederick N. Martin

In 1955, after four years in the U.S. Air Force, Frederick Martin returned to Brooklyn College, to complete his bachelor's and master's degrees. He began his career as a clinical audiologist in a school for the deaf and a state rehabilitation agency and then established a private practice in otology and affiliations with several university medical centers. Following almost a decade as a clinician, Martin embarked on doctoral studies at the City University of New York. After receiving his Ph.D., he joined the faculty of the University of Texas, Austin, where he continues his interests in clinical audiology, teaching, and research. In 1982 he was named the Lillie Hage Jamail Centennial Professor in

Communication Sciences and Disorders.

Frederick Martin's publications are numerous. He has served as a consulting editor for most of the major journals in audiology and, for a number of years, coedited *Audiology, A Journal for Continuing Education*. He has won many



John K. Duffy

teaching awards and is the past president and vice-president of the Arkansas Speech and Hearing Association. Perhaps Martin's most significant contribution to the profession is his textbook *Introduction to Audiology* (1975). Revised eight times, it remains the most popular audiology textbook published in the United States.

Ernest Zelnick

Ernest Zelnick received his bachelor's degree from Brooklyn College in 1942. After his military service, he received a law degree from St. John's University. He practiced for a while and then converted a surgical supply company to a hearing aid sales and service business. I met him when he decided to take courses in hearing disorders and rehabilitation at his alma mater. Zelnick received a master's degree in speech and hearing in 1967 and went on to the Graduate Center of the City University of New York for a doctorate in hearing sciences.

At this time ASHA considered it unethical for its members to sell hearing aids. Audiologists were regarded as specialists who could test hearing and prescribe hearing aids but not dispense them. Ernest Zelnick, to my knowledge,

was the first dispenser with a doctorate in audiology in the United States. ASHA later reversed its policy and, along with the American Academy of Audiology and the Academy of Dispensing Audiologists, decided that only audiologists were qualified to prescribe and dispense hearing aids. Zelnick was hired to give courses in hearing aid selection and evaluation at the Technical College of the City University of New York, where he taught for sixteen years. The November 1997 issue of *The Hearing Journal* cited him as one of the ten most influential people in causing hearing aid selection and evaluation to become a recognized discipline, licensed by New York and many other states.

In the early years of hearing aid use, it was common practice to place a hearing aid only on the impaired ear. By the 1950s, research to gauge binaural hearing aid effectiveness was under way. Zelnick made this the topic of his dissertation and his research appeared in the *Journal of Auditory Research* (1970). He later edited and wrote the first two chapters of the textbook *Hearing Instrument Selection and Evaluation* (National Institute for Hearing Instrument Studies, 1987), making a convincing argument for using binaural hearing aids to achieve maximum speech discrimination and to determine sound directionality.

In Sum

While writing this article, I experienced renewed appreciation for the ways in which Brooklyn College has encouraged our professional growth. The faculty and graduates of the Program in Speech-Language Pathology and Audiology have made many positive contributions. I know that the current Brooklyn College faculty and graduates will keep the Audiology River flowing. We look to Shlomo Silman, Rochelle Cherry, Adrienne Rubenstein, Michele Emmer, and Michael Bergen to continue to bring speech, language, and reading to all deaf and hearing-impaired people.

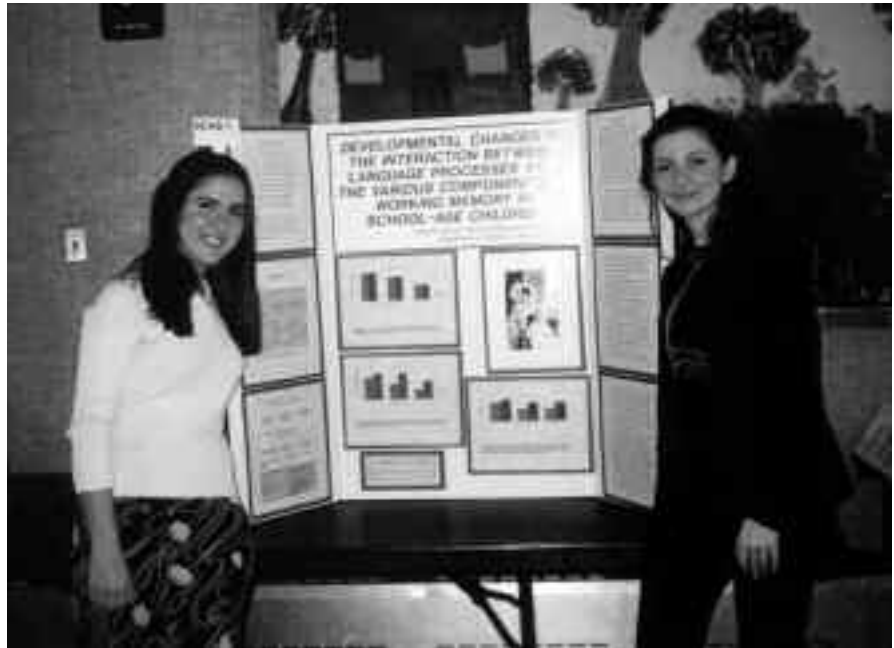
Graduate Students Honored for Service

Patti Bottino, director, Speech and Hearing Center

The Graduate Speech and Hearing Association was honored at the annual Student Union Building Organization (SUBO) awards ceremony and dinner on June 5, 2002. Roy Becker, assistant director of evening and weekend operations at SUBO and adviser of fraternities and sororities, commended the Graduate Speech and Hearing Association for its outstanding leadership in student activities and for the breadth of its service to the Brooklyn College community. Joy Geraci, the outgoing president of the association, and Sarah Fisch, the incoming president, attended the event. Gail Gurland, deputy chairperson and program director, and Patti Bottino, director of the Speech and Hearing Center, who were also present, noted that this industrious group of students sponsors all of the program's conferences and symposia. The association also schedules all FOCUS and SHHH meetings. "We are proud of the Graduate Speech and Hearing Association," Professor Gurland said, "and so pleased to have it recognized as a valuable part of the Brooklyn College community."



Left to right, students Rivkie Newman, Elisheva Cohen, and Michelle Perl, Professor Gail Gurland, and students Lillian Gnyp and Chanie Garbulsky.



Shlomit Azimov and Valeriya Katsnelson, winning contestants in the Brooklyn College Science Research Day, May 10, 2002.

Student Research

Klara Marton, assistant professor

The pool of speech-language pathology students interested in conducting research has grown during the last few semesters. Not only has the number of students changed, their status has as well. More undergraduates are eager to participate in research projects initiated by graduate students. This type of collaboration enables the more advanced students to mentor the less experienced. By sharing research work, graduate students gain experience in tutoring, while undergraduates benefit from ready access to role models. These comfortable, cooperative working arrangements have resulted in presentations at various forums, including a recent international conference.

Shlomit Azimov and Valeriya Katsnelson won first prize in the undergraduate student section at the annual Brooklyn College Science Day

with their poster, "Working memory and language processes." They presented data on the interaction between cognitive processes, focusing on the relationship between language and memory development in school-age children.

Sophomore Brocha Abramoff and graduate student Linda Gershovich presented the results of their study, "Social pragmatic skills of children with specific language impairment," at the prestigious joint meeting of the International Association for the Study of Child Language and the Symposium on Research in Child Language Disorders held in Madison, Wis., last July. The presentation of the students' findings was well received by the scientific community. Abramoff's participation was made possible by a grant from the National Institutes of Health (NIH); National Institute on Deafness and Other Communication Disorders (NIDCD) for "Working memory capacity in children with SLI," Klara Marton, principal investigator.

Graduate student Susan Faivish reported on her study, "Young children's use of social registers," at the annual Brooklyn College Graduate Colloquium. This forum invites each department to select one student to discuss research or artwork. Susan's successful presentation introduced the Brooklyn College community to some of the work of the Department of Speech Communication Arts and Sciences.

In case you missed the story, there is a photograph and interview with some of the Student Research Group participants and myself on page 16 of the spring 2002 issue of the *Brooklyn College Magazine*. In the article, the students express the feelings of achievement and competence that they derived from their work.

With a steady stream of students eager to pose interesting research questions, we hope that our efforts to find further financial support will succeed, enabling us to broaden the scope of clinically relevant research options open to our outstanding students.

Faculty Achievements

Michael Bergen was elected to the New York State Speech-Language-Hearing Association (NYSSLHA) Board of Directors as a member-at-large in audiology for the 2003-2004 term. He was appointed to the American Speech-Language Hearing Association (ASHA) Professional Practices in Audiology Coordinating Committee through December 2003.

Patti Bottino collaborated with the State University of New York (SUNY) Downstate Medical Center and the Institute for Basic Research, and coordinated our November 2002 conference, "New Frontiers in Pediatric Rehabilitation: Challenging Cases." She coordinated the 2002 PRAXIS Review course attended by students from the tri-state area.

Roberta Chapey moderated the session "Can Aging in the Brain Be Reversed? From Basic Science to the Clinical Arena" at the New York City Speech Language Hearing Association (NYCSLHA) conference on aphasia in January 2003.

Rochelle Cherry received a Professional Staff Congress–City University of New York (PSC-CUNY) grant with Adrienne Rubinstein to study monaural versus binaural scores in the Selective Auditory Attention Test (SAAT) that she developed in 1980. She was named a Murray Koppelman Professor for 2003 to 2005 for outstanding service to Brooklyn College and its community. Professor Cherry is cochairperson of the Audiology Committee, a cooperative universitywide effort.

Michele B. Emmer presented a paper at the November 2002 ASHA conference. She was reappointed senior researcher for Shlomo Silman's National Institutes of Health (NIH) grant and is the principal investigator for a PSC-CUNY grant, "Relationship Between the Magnitude of Transient Evoked Otoacoustic Emissions and Acoustic Reflex Threshold for Broad-Band Noise." She has been invited to review a new text by Jackson Roush.

Gail Gurland received a collaborative grant from the New York State Education Department to develop a curriculum for an autism-spectrum disorders specialization. She will work with Kathleen McSorley, School of Education, and Sima Gerber and Fredda Brown, Queens College, on this project. Professor Gurland was named to serve on the Brooklyn College Teacher Education Advisory Panel and the collaborative Committee for Research and Practice in Special Education.

Susan Longtin was a panelist at the November 2002 SUNY Downstate Medical Center conference, "New Frontiers in Pediatric Rehabilitation: Challenging Cases."

Klara Marton presented "Working memory and language comprehension in American and Hungarian children with specific language impairment" at the Conference on Linguistic Socialization, Language Acquisition, and Language Disorders and a coauthored paper at a joint meeting of the International Association for the Study of Child Language and the Symposium on Research in Child Language Disorders. She has had two articles accepted for publication and received a 2002-2003 PSC-CUNY grant to study lexical influence on working memory performance in children with specific language impairment.

Adrienne Rubinstein received a grant to compare monotic versus diotic selective auditory attention abilities in children. She organized a conference on infant hearing screening and follow-up in collaboration with Catherine Littlefield, M.S., CCC-SLP, Coney Island Hospital.

Natalie Schaeffer presented a seminar entitled "Clinical Assessment of Breathing: Its Importance in Treating Voice" at the 2002 NYSSLHA convention. She taught the 2002 PRAXIS/NTE Review units on aphasia and motor speech disorders and is developing and coordinating a conference on the treatment of aphasia and traumatic brain injury (TBI) to be held in March.

Shlomo Silman received a one-year renewal of his NIH grant to investigate a nonsurgical technique for the elimination of middle-ear fluid. He coauthored two papers presented at the November 2002 ASHA conference, and was named Presidential Professor.

The Program in Speech-Language Pathology and Audiology thanks the following donors for their generous—and tax-deductible—2001–2002 contributions.

Oren Abramowitz	Nancy Herschberg-Muntner
Beryl Adler	Sadelle Hershey-Miller
Judith Amdur	Trudy Hetzel
Beverly Barzey	Carrie Idler
Laurie Botstein	Miriam Lachman
Ellen Brandel	Sandra Martin
Mela Brandt	Leda Molly
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Dan Flickstein	Susan Pollak
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Diane Gaudin	Arthur Sadoff
Norma Goetz	Ronald Tikofsky
Charles Goldman	Rosalie Unterman
Michael Gorga	Joan Vecchio
Audrey Haimowitz	

Annual Spring Symposium

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Feedback from the two hundred or so attendees confirmed the positive impact of the conference. "It was a unique opportunity to hear John Haskell, a master voice clinician, guide us through his comprehensive functional approach to voice therapy," said one student. "I was impressed with the variety of topics covered in such a short period of time as well as the substantive nature of the lectures. The material was directly applicable to clinical voice diagnostics and therapy," attested another audience member.

The conference convinced our students, faculty, and presenters that teaching and learning in speech and voice science can be dynamic. I would like to thank the faculty and staff of the Program in Speech-Language Pathology and Audiology for their support in the development of the conference and the staff of the Student Center for their assistance with numerous logistical matters.

4400 Boylan would like to hear from you

Let us include news of your professional accomplishments in the next issue of *4400 Boylan*. Please include your phone number or your e-mail address. Send tales of your triumphs to: Patti Bottino, director
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Roberta Chapey, *professor*
Michele Emmer, *associate professor*
Susan Longtin, *assistant professor*
Klara Marton, *assistant professor*
Lucille Nielsen, *assistant professor*

Adrienne Rubinstein,
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Natalie Schaeffer, *assistant professor*
Shlomo Silman, *Broeklundian Professor,
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Simeon Blitman, *adjunct lecturer*
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