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John Hazen White School of Arts & Sciences Newsletter, March 2009, Vol. 14, Issue 2

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NEWSLETTER

March 2009

Volume 14, Issue 2

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Student Affairs and A&S Collaboration: An Alcohol-Related Curriculum Infusion Project

By Mary Javarey

It is well-documented that students learn both in and out of the classroom during the college experience. Moreover, learning is deeper and more lasting when it is multidisciplinary, relevant, and connected to real world issues. Additionally, Focus 2011 stresses the importance of collaboration among all JWU constituents to improve the quality, depth, and lifelong learning that graduates need for professional and personal growth and success.

Late in the summer of 2008, Dr. Renaud conducted a meeting to explore ways for Student Affairs and A&S to collaborate on a meaningful, thematic project. Tanya McGinn Paolo, Joe Barresi, Elsa Larson, Dameian Slocum, Christine Thompson, and Mary Javarey met to discuss the possibilities. They agreed that Student Activities would sponsor a speaker while faculty members developed papers/projects that explored the chosen theme in depth. The group chose alcohol use and abuse as its focus.

Faculty members from A&S volunteered to represent each department and developed objectives, specific assignment requirements, and evaluative criteria from each discipline's unique perspective. Participating faculty members were Cal Collins, Science; Nancy Jackson, Social Sciences; Marian Gagnon, English; Gail St. Jacques, Mathematics; Fred Pasquariello, Humanities; Karen Shea, ESL; and Mary Javarey, Social Sciences. Students completed written and visual projects from nutritional, ethical, cultural, biopsychosocial, mathematical, and international perspectives of alcohol use and abuse. Selected student work was displayed outside Xavier Auditorium before and after the speaker's presentation. Projects and written assignments were also displayed in the White Center, and some of the work will be submitted for consideration in the Academic Fair.

The presentation portion of the collaboration featured Mark Sterner, a former JWU student, who spoke to a full house in Xavier Auditorium on January 26, 2009. One could hear a pin drop as he related the story of a fatal night in March 1994 when he drove intoxicated, and the resulting accident claimed the lives of Aaron Ebbert, Jim Smith, and Peter Scott, his fraternity brothers and best friends. Sterner was hospitalized and near death, but he recovered and was immediately arrested. He eventually served three years in a Florida maximum security prison rather than 45 years as the law prescribed since the families of the deceased young men petitioned for a lesser sentence.

His presentation included a straightforward chronology of events that occurred as five close

In this issue:

<i>Institute for Parent Leadership</i>	4
<i>African American Read-In</i>	6
<i>Awards Galore</i>	10
<i>Musings</i>	12
<i>Inauguration: Two Views</i>	
<i>Jack Olsen</i>	16
<i>Donna Thomsen</i>	21
<i>People in the News</i>	23

(Continued on page 9)

A Raisin Still Ripe and Relevant

By Geraldine Wagner

In “Harlem,” Langston Hughes asks, “what happens to a dream deferred?” This short, but incisive, poetic contemplation on the need for racial justice inspired Lorraine Hansberry’s brilliant 1959 Broadway success, *A Raisin in the Sun*, for which she won the New York Drama Critics Award (the first African American to do so). “Harlem” ends with Hughes questioning whether a dream deferred “sink[s] like a heavy load/ or does it explode?” Well, history has answered those questions in a multitude of ways, but, on stage, at least at Trinity this season, that dream explodes into powerful drama in an inspired revival of Hansberry’s masterpiece, an explosion that fortunate students in English classes, through the generosity of Dean Ron Martel, were able to witness.

This intellectually and emotionally rich drama, set in Chicago’s inner city, focuses on a working-class, black family trying to realize their dreams of a better life at the inception of the civil rights movement. The play’s raw intensity and occasional humor are deftly managed by director Brian McEleney, whose vision remains true to its original historical moment while emphasizing the continuing relevance of many of the play’s issues and conflicts. Although the desire for racial equality and an authentic identity (both African and American) are historically specific themes, they continue to resonate for contemporary audiences, especially in light of present political and social events (particularly, the election of President Obama and numerous civil wars on the African continent). In fact, what touched me most was the almost prophetic quality of Hansberry’s insights regarding the future, especially of Africa but also for African Americans.

The story is one of competing notions of success and personal fulfillment. The Younger family has just come into \$10,000 worth of life insurance after their father’s death, and each of them has different plans for the money. The matriarch, Lena, wants to put money down on a house for the family so that they can finally achieve middle-class comfort after having lived in the same small, two-bedroom apartment since she was first married more than two decades earlier. Her daughter, Beneatha, wants to become a doctor, an uncommon profession for women to aspire to in 1959, especially black women. The money could fund her education. Beneatha is a feminist and atheist who dates two men: George, the son of a wealthy, black businessman, whose assimilation to white social norms she finds distasteful; and Asagai, a Nigerian student, to whom she is attracted for both his idealism and as a means to rediscovering her “lost” African identity. Her brother, Walter Lee, the male protagonist of the play, wants to live the ultimate American dream of being a wealthy businessman. He imagines that money will buy him the status and respect he has been denied while working as a chauffeur who cannot even afford to support his wife and son on his own. (They live together with his sister and mother in the mother’s apartment). His recently pregnant wife is beginning to view him as a hopeless dreamer, and his son is starting to be aware that they are poor. Perhaps because his situation is rather desperate, Walter dreams big and wishes to become rich fast. His big dreams, however, hinge on the acquisition of a liqueur store partnership with friends, one of whom turns out to be less than trustworthy. The conflicting desires, beliefs, generational mores, and gender roles of the Younger family threaten to pull them apart, especially when financial ruin challenges their inner strength and racial pride. It turns out that the house Lena purchases is in an all-white neighborhood, and the “welcoming” committee is prepared to pay them a large profit if they agree to sell it and not move in. How all of this is resolved should be seen, not told, but the play is so much more than the sum of its multiple plots; it’s a dramatic encounter with issues of race and social justice that offers no easy answers or non-contested perspectives on politics and personal identity.

The performances were simply outstanding. This is an ensemble piece in which there is not one weak link. Although I have not seen every production at Trinity in the last few years, I have seen almost all of these actors in other roles, and, for my money, these were, by far, their best performances. Perhaps I just love this play most. It’s a powerful vehicle for showcasing an actor’s range, and Joe Wilson, Jr. was superb as Walter Lee; I didn’t once find myself comparing his performance to Sidney Poitier’s classic screen portrayal — which is saying a lot. From the moment he walked on, he was Walter Lee for me. Moreover, the play is not the movie. It’s true to the Hansberry text from start to finish and gives characters like Asagai and George their full stature and complexity. Actors Jude Sandy and Charlie Hudson III, respectively, played these roles with a mix of bravado and subtlety that beautifully brought both men to life. Barbara Meek, who plays Lena, made the role of Momma both strong and endear-

(Continued on page 24)

Teachers and Technology

by Tom Pandolfini

Do you feel that “change is good?” Technological advances, at the very least, should be designed to make our lives easier and to enhance what it is we do. Acquiring these benefits through the use of technology was precisely the goal of two in-services given on February 3 by Lucy Ligas and myself. A group of approximately 25 A&S faculty attended Lucy’s presentation, “The Electronic Grade Book,” and my session, “Advanced PowerPoint Techniques.”

For years, Lucy has used an EXCEL spreadsheet to record absences, calculate course averages, and assign letter grades. At her presentation, she shared a ready-made and ready-to-use template that others could adapt simply by modifying the weights and quantities of the assignments, quizzes, and exams it contained. Participants had the opportunity to customize the template and experiment with some of EXCEL’s features such as creating formulas, adding and deleting rows and columns, and formatting data, all under the guidance of Lucy’s step-by-step directions.

Specific instructions were also provided at the PowerPoint in-service. I demonstrated how to use several of the program’s features such as text and background color and animation/slide progression, as well as the ability to incorporate image, audio, and video files into a slideshow. Directions on how to obtain these types of files from the Internet were also given and demonstrated. The in-service concluded with a brief discussion of current copyright laws and the legalities behind obtaining and using Internet resources.

It is hoped that those in attendance got an appreciation of how PowerPoint can truly and conveniently enhance lectures (and, as a result, student learning), and how the electronic grade book is a great (“EXCEL-lent”?) help to the record-keeping part of our jobs.

Outcomes Assessment – Looking Good By Mary Barszcz

(Editor’s note: As space allows, the A&S Newsletter will include conference reports by faculty to highlight the wide-ranging types of professional development opportunities in which faculty participate.)

Attending the NEEAN Fall Forum 2008, *How Assessment Improves Teaching and Learning*, was an opportunity to hear how other institutions are approaching the complex task of assessing student learning. Such discussion always leaves me feeling that Johnson & Wales is far ahead of the pack when it comes to assessment.

The first session was “Library Assessment: Student Success and Learning Outcomes,” which offered a fascinating glimpse into the way one particular institution assesses the effectiveness of libraries in contributing to student learning. In particular, the matrix presented, which is in the process of being translated into a database that can be used across institutions, provided a sobering insight into the complexity of assessment. It was interesting to imagine what the results would be if Johnson & Wales entered information for all outcomes into a database such as the one that was discussed at this session.

Another session, this one about portfolio assessment, also made me appreciate JWU’s outcomes assessment procedure. While the presenters of this session made very strong cases that, indeed, portfolio assessment can improve teaching and foster collegiality, the evidence to support their contention that portfolio assessment really does boost student achievement was, based on the assessment data they shared at this conference, suspect. This was especially so since their data showed that approximately 93% of students enrolled in a remedial portfolio class and approximately 84% of those enrolled in a basic composition portfolio class pass the assessment, with, on average, 85% passing the first time. What was most interesting about this session was the idea that classes involved in portfolio assessment had a dramatic reduction in cap size, with the cap for remedial writing classes reduced by almost half.

Finally, for the third session, Donna Thomsen, Mare Davis, Wendy Wagner, and I presented “Rethinking Writing Assessment: An Educational Imperative.” This session detailed the performance transcript tool used at Johnson & Wales to assess our students’ writing competencies. Beginning with an overview of this program and tracing its

(Continued on page 13)

The Institute for Parent Leaders: Arts & Sciences in the Community

By Laurel Lapane

The Institute for Parent Leaders (IPL) is a program designed to develop parents and family members as leaders who are empowered to act as educational advocates, supporters, decision makers, and first teachers of their children in their school communities. Sponsored by the John Hazen White School of Arts & Sciences' Leadership Development Center, the institute has been operating at the Cranston Child Opportunity Zone (COZ) for several years.

Through the efforts of former director of the Leadership Development Center Professor Gretchen Guertin and Dean Angela Renaud, the Rhode Island Foundation awarded the Leadership Development Center a grant in the amount of \$50,000 in January 2008 to expand the Institute for Parent Leaders program to five additional communities and to assess the effectiveness of the program. As always, the School of Arts & Sciences faculty and staff members rose to the challenge.

The most notable success of the IPL grant was that we were able to provide five additional communities with a quality leadership seminar and reach 106 participants. We provided executive-level leadership development to parents who don't typically have access to this type of information or personnel. We learned that parents in the Rhode Island community are eager to learn skills that will enable them to become better parents and leaders in their families and communities. We also learned that the information that is often taught in corporate training environments to managers with "high stress" jobs is also valuable to the clerk working in a call center or the machinist working in a factory — workers who are living "high stress" lives. Our participants embraced the information and were excited about participating in future seminars.

Assessment of the IPL program showed that participants understood the information, were able to apply the information in their personal and professional lives, will attend more seminars in the future, and found value in the seminar. Assessment scores revealed positive change in all areas evaluated.

Information obtained from the COZ coordinators and trainers tells the true story of the quantitative data collected through the surveys. During the Bristol/Warren seminar, three parents all discovered they were having problems with the same teacher and decided to work together as a team to make some changes. One of the mothers in Woonsocket was upset about a landlord not screening prospective tenants carefully enough. The landlord had rented a couple of units to people with drug involvement. This mother organized her family and friends and took it upon herself to find appropriate tenants for her housing complex. Another woman reported that she was practicing her written communication skills by writing letters to her husband who was incarcerated. Another was using the stress and relaxation exercises learned through the institute in order to help her to deal with a husband with drug addiction problems.

Finally, Maureen Greaves from the Cranston COZ has kept in touch with the IPL participants in her community and reports, "The sixteen Cranston graduates have impacted the school community since graduation last March. Four have become members of their child's school Parent Involvement Committee, and one graduate has joined the District Parent Involvement Committee. Two other graduates used what they learned to get new jobs. Aside from the Leadership Institute, twelve of the graduates have become active in Family Center programs including parent-child activities, parent workshops, and the Family Center and COZ Advisory Board. One graduate is a PTO president. Some of the numbers are duplicative as some parents participate in more than one area noted. All in all, I believe the institute gives the parents the needed confidence to believe that they can influence decisions made that affect their children."

Thanks to Geraldine Wagner, Candice Simmons, Donna Thomsen, Louise Marcus, Scott Palmieri, Laurel Lapane, Anice O'Connor, Jackie Gounaris, Deirdre Newbold, Katie MacLean, and Jennifer Rowan who are all Arts & Sciences faculty and staff members who have taught IPL sessions in the community.

JWU Players presents: *Dinner and Death: Partying with the Macbeths*

By Mari Dias

Dinner and Death, a rollicking, bawdy, fast-paced comedy, written by Geraldine Wagner, premiered on Wednesday, February 4, 2009, at Xavier Auditorium. The script, fraught with both obvious and subtle sexual innuendos, allowed the audience to experience the parody of “what if” Shakespeare’s tragic characters all dined together at Lady Macbeth’s dinner table.

Diners included King Duncan (Frank Fusaro), a misogynistic, sexist pig who paws and grapples an all too willing Gertrude (Marielle Wagner) under the table and under the eye of Claudius (Peter Oakes). Hamlet (Laura Goddu) whines and pouts throughout the meal since his primary concern is putting on his play, *The Mousetrap*. King Lear (Shaughn Earle) is also in attendance along with his daughters Goneril (Carrie Vail) and Reagan (Kristy Morris). Several other characters, most notably the Ghost of King Hamlet (Jack Olsen) and the ghost of Banquo (Steven Marsh), who woos Lady Macbeth (Alicia Albernaz) much to the distress of her husband (Patrick Caron), “float” in and out of the scene.

King Duncan is alternately poisoned and revived by the Weird Sisters’ (played by Jewell Ailes, Felicia Rubin, and Patrice Tortorelli) “soup” until viewers hear a familiar sound and realize that Duncan’s problem was just a very bad case of flatulence. Duncan is determined to bequeath his crown, and, as he considers his options, none other than Othello (Quintin Brown — always a commanding presence on any stage) arrives to gain Duncan’s crown; however, after ingesting some of the Weird Sister’s “soup,” Othello falls for Mary, Weird Sister 1. She, in turn, is given the crown and thus becomes the Queen of Scotland. The play ends with the idea of moving to the “Americas” to establish a Scottish Culinary Delight.

Several of the actors in smaller roles deserve mention. Karen Labonte, who played the role of the Porter, was “spot on” in both her characterization and translation of the physicality of the character as was Jeremy Bodden who played the role of “Fool.” Jeremy’s character, the one-eared, homosexual eunuch, was delightful and believable. The roles of the soldiers were also well-played by Ryan Mathews, Eli Rosenberg, Courtney Landheer, and Megan McCurley.

Despite some technical snafus with lighting and music and the fact that the audience missed many of the subtle innuendos, the production proved to be quite entertaining. Kudos to Geraldine Wagner for conceiving this hilarious parody, laboring through the rehearsal process, and delivering it to us on stage.



In the Name of Philosophy

By Paulette Levy

“The true medicine of the mind is philosophy.” (Cicero)

Plato’s Café members enjoyed a highly spirited winter session, discussing spiritualism — the soul; truth and reality; how life is cyclical; and the question, “Who is the I when I refer to ‘I’?”

What is especially remarkable is how Café members never do answer the question they begin with but rather come up with new and, sometimes, more probing questions. What is also remarkable is how committed the students are! Dedicated students — the Plato’s Café members — trekked over to the Intercultural Center through rainstorms, cold, ice, and snow — all in the name of philosophy.

Obviously, the members genuinely enjoy each other’s company; this is one self-evident truth.

Extending a Holiday Helping Hand to Fogarty School

by Gwenn Lavoie

With direction from the Feinstein Community Service Center, the faculty and staff of the John Hazen White School of Arts & Sciences once again stepped up to the plate to make Christmas a bit merrier for the students of the Fogarty School. There have been many initiatives undertaken on our campus to benefit the Fogarty School community since we “adopted” the school several years ago, but the holiday campaigns are perhaps the most special. Realizing that many Fogarty students may not receive Christmas gifts without our help, faculty and staff pitch in provide gifts of food, clothing, and presents to children whose families are in need.

It would be impossible to name all those who made important contributions, both in time and funds, to this effort, but several initiatives should be mentioned here.

Honors, under the leadership of Dr. Jim Brosnan, held a toy drive for the fourth and fifth graders of Fogarty School. A Wednesday Bread and Soup program, spearheaded and supported by Mark Duston of the Math Department, brought in enough additional income to provide every child in these two grades with a gift.

Eight cases of non-perishable food items, hundreds of dollars in cash contributions, and two cases of clothing and school supplies were also collected thanks to the generosity of Arts & Sciences faculty and staff.

The A&S family on the Harborside Campus adopted 24 Fogarty students and presented each child with a gift from his or her wish list and a photo album at a special Christmas party held on December 17. Professor Russ Chabot played Santa and was ably assisted by A&S student assistants, staff, and Feinstein staff members. It was a wonderful, heartwarming day for all involved!

The ESL Department adopted a family and provided gifts to a single mother and her four children and then delivered the gifts to the Fogarty School in a child’s sleigh!

December was also the month during which the Math Department held its annual Math Night at Fogarty School. This game-based event is designed to entertain, instruct, and inform the children and their parents about the mathematics curriculum at the school. Professors Mark Duston, Gail St. Jacques, and Tom Pandolfini were on hand to make the evening a great success. The Math Department also supplied a carton of school supplies that were used as prizes for each activity.

English Department Embraces Black Literature

By Thomas Gaines

For 20 years, the National Council of Teachers of English (NCTE) has sponsored the African-American Read-In, a program designed with the goal of making literacy a traditional part of Black History Month activities. This is the third season that Johnson & Wales University (Providence) has participated in the read-in, and we are pleased with the increased involvement, institution-wide. The Charlotte and Miami campuses joined the effort this year, and, with their help, we reported that over 1900 students and employees were engaged in reading or listening to selections penned by a number of African-American literary figures.

A random sampling of the selections and names of authors reported reads like a who’s who and has the harmonic ring of a jazz theme: Harlem Renaissance Unit including the period, itself (1922-33), and authors Lorraine Hansberry, W.E.B. Dubois, Zora Neal Hurston, Gwendolyn Brooks, James Baldwin, and Langston Hughes.

Dr. Martin Luther King’s speeches; *Dutchman*; Hurston, Wright, Walker, Himes, and Baraka. “Dream Variations,” “The True American,” “Harlem,” “Sadie and Maude,” “Cousin Vit,” “The Negro Speaks of Rivers,”

(Continued on page 11)

Homeless Memorial Sheds Light on Pressing Issues

by Michelle Pugh

“I never really thought about what would happen after they died....” JWU Practicum student

As snow fell quietly on the city of Providence, nearly 200 of the city’s service providers, clergy members, and homeless citizens gathered at Beneficent Church to light a candle and celebrate the lives of those whom we so often forget. On January 28, the 13th Annual Homeless Memorial Service and Luncheon was hosted by the Rhode Island Coalition for the Homeless in conjunction with Johnson & Wales University’s Feinstein Community Service Center and Amos House’s More than a Meal. The service memorialized the 31 homeless or formerly homeless who died in 2008.

During the service, members of the homeless community were asked to light candles in remembrance of those they knew who had died. Rabbi Alan Flam, President of the Board of the Rhode Island Coalition for the Homeless, asked, “How can we properly commemorate these members of our human family who have passed on? What tribute shall we give them? ...One way to honor the dead is to bring life and hope to the living... We must gather, as we are today, to grieve the loss of these loved ones and to reaffirm our shared humanity with all its wonder and weakness... We must continue our efforts to provide direct support and care for people experiencing poverty and homelessness in our midst... We honor the dead by working for justice — the kind of justice that enacts fairness and basic rights.”

Following the ceremony, a nutritious lunch of turkey sandwiches, salads, sweet potato and corn chowder, and granola bars was prepared and served by practicum students from culinary arts, baking & pastry, and hospitality. The students had the opportunity to transfer theoretical and classroom learning to a real-life setting that helped them understand the needs of their community. They could recognize that individuals and families have a right to housing, quality medical and mental health care, food, clothing, education, and sustained income and/or employment.

For many, this event shed light on the ever-growing problem of housing and homelessness and the need for comprehensive solutions created by advocacy, education, and collaboration by the Rhode Island Coalition for the Homeless, elected officials, and the community-at-large. As the students discovered, everyone deserves to be treated with dignity, experience a quality of life, and be named; for they were a son or daughter, mother or father, grandparent, partner, or beloved friend to someone in this world: Walter Bennett, Martine Bonsante, Robert D’Ambra, Diane Derosier, Chris Diehl, Karen Holloway, Ita Keaverney, Armand Landry, Paul Langlois, John Miller, Carlton Bruce Newkirk, Dominic Paola, Bob Pangborn, Nikailee Claire Pearson, Steve Perry, David Raymond, David E. Spears, Billy Spencer, Peter Silva, Chris Thweat, Donald Wall, Jeff Wells, William Matthew Wilds, “Hippie George,” Bobby J., Matt, Chris, Brenda, “Chief,” “Chihuahua,” and “Sparky.”

The Campus Art Exhibit

by Sue Hirst

The Campus Art Exhibit, held at the end of January at the Harborside Campus, featured 74 pieces of art from JWU students, faculty, and staff. The 2 day event, sponsored by the Cultural Life Committee, showcased the artistic talents and imaginations of multiple exhibitors.

Response to the event, which featured photography, paintings, drawings, ceramics, sculpture, fabric, and more, was overwhelmingly positive.

Congratulations to staff member Stephen Spencer and student Daniel Bruce who tied for 1st place, sharing the combined 1st and 2nd place prize of \$400. Student Molly Butz won \$100 for her 3rd place win.

At the Crossroads of Science and the Arts

By Dave Mello

Both Johnson & Wales students and faculty experienced a real treat when Professor Alan Lightman gave a fascinating presentation on the common threads joining practitioners of science and the arts.

Dr. Lightman has a very unusual background. He previously held a faculty position at Harvard, where he taught both physics and astronomy, and he is now at M.I.T., where he holds a dual appointment in science and the humanities. He has authored many scientific articles in the area of theoretical physics and has written several works of fiction and non-fiction.

His non-fiction works include *A Sense of the Mysterious* and *Discoveries: Great Breakthroughs in 20th Century Science*, while some of his fictional works include *The Diagnosis*, a finalist for the National Book Award, and *Einstein's Dreams*, an international bestseller.

Professor Lightman began his talk by pointing out some of the salient differences between these two cultures. For example, scientists normally seek mathematical precision in their investigations; they usually seek problems that have objective answers, and most scientific writing is, by its very nature, expository in style.

On the other hand, most artists do not concern themselves with artistic precision, but they deal with the subjective world of human emotions and sensuality; thus, they do not demand definite answers in their object of study, but they celebrate uncertainty.

Professor Lightman, however, seemed to indicate that the similarities between these two cultures may far outweigh their apparent differences. Whether we are engaged in creative writing or physics, we are searching for meaning and struggling to establish some basic truth.

Similarly, both the scientist and the artist may freely create works which they hope will possess some inherent degree of beauty, permanence, and conceptual simplicity. While the scientist's musings must be tested in the laboratory, the artist's creation must be tested in the court of informed public opinion. Consequently, we see that both the scientist and the artist work within an implicit set of constraints. In short, a scientist's predictions must agree with laboratory results, and an artist's characters must ring true with human nature.

Near the end of his talk, Professor Lightman marveled at the beauty of the creative process. He pointed out that both scientists and artists are highly compelled to do what they do; and, for anyone engaging in the creative act, time, itself, ceases to exist.

Cathy's Story: Soc 2001 Documentary

By Mari Dias

The sociology students are at it again! In the spirit of art as a qualitative research method, a team of Mari Dias' Sociology 2001 students are working on a documentary on homelessness, entitled *Cathy's Story*. This Community Service-Learning project follows the life of Cathy A., who was drug addicted for over 30 years and homeless for five years. (See Musings for further details). This is the third documentary, and it follows *RI Voices on Violence, Perspectives on Peace*; and *The Effectiveness of Mentoring Fatherless Boys: Big Brothers of RI*.



A Student Affairs and A&S Collaboration... *(Continued from page 1)*

friends and fraternity brothers set out to make spring break carefree and fun on Sanibel Island, Florida. To preserve the memories, the young men taped themselves drinking, dancing, and driving at speeds of 100 mph and higher. Each evening, the least intoxicated of the five was chosen to drive. The last night before flying back to Providence, Sterner was driving. Driving too fast and under the influence of alcohol, he went off the road. Three friends were killed instantly; miraculously, one walked away from the wreck. Sterner's presentation included pictures of the demolished car, pictures of his deceased best friends, and his mug shot taken in the hospital. At one point in the presentation, he appeared in a prison jumpsuit and spoke about conditions in the maximum security facility. What he didn't say was far more powerful than what he did. He talked about the devastation to his own family and the families of the bereaved and of awakening every day for the rest of his life knowing that he had taken the lives of people he loved. Sterner now speaks, nationally, to high school and college students.

Participating students attended the presentation well-versed on alcohol from the perspective of one or more disciplines. Karen Shea's students compared and contrasted alcohol use in the United States with its use in a variety of cultures while Marian Gagnon's class wrote researched-based commentaries/op-eds about alcohol abuse. Students in Nancy Jackson's class designed posters that displayed parodies and false messages in alcohol advertising, and Fred Pasquariello's ethics students examined alcohol use and abuse within the context of the six spheres of influence. Cal Collins' nutrition students researched risks and benefits of alcohol use and presented them in poster form while statistics students, under the guidance of Gail St. Jacques, conducted action research. They statistically analyzed data and presented it visually. Lastly, Mary Javarey's class researched the effects of growing up in an alcoholic home and designed posters to convey the characteristics of adult children of alcoholics. Those students fortunate enough to be in two or more participating classes received multiple educational benefits.

Tanya McGinn Paolo arranged Sterner's visit and introduced him to the audience. Joe Barresi visited Javarey's class to educate students about resources available in the counseling center; Patricia Cross assisted with planning; Michele Forand made tickets for the event, and Student Activities and Residential Life staff members took care of the million little details that added up to a successful evening. The collaboration was phenomenal! Working with other departments within the university raises awareness and heightens appreciation for the many talented professionals JWU is so fortunate to have.

Students whose papers/projects were displayed include:

Dr. Gagnon's class: Haakon Weinstein, Makeda Streete, Damian Clute, Zach Ragonese-Coskren, and Brion Nelson. **Professor St. Jacques' class:** Christine Bramante, Patrick Curran, Domonic Higgins, Matthew Blackey, Amanda Alosco, Leah Desjardins, Megan Quinn, Ashley Vutech, Farrah Perl, Maytal Avrahami, Danielle Lampron, Denise Gettermann, Lauren Beland, Bridget Buyna, Kayla Couture, and Ariana Neal. **Professor Javarey's class:** Eric Weingarten, Alyssa Hudson, Melissa Blatti, Tyler Forese, and Nicholas Melikian. **Professor Shea's class:** Thuy Le, Jack Bunnag, Peng Luo, Yunpeng Gao, JiHye Jung, Trang Thi Thanh Nguyen, and Kaer Jia. **Professor Pasquariello's class:** Stephen Croteau, Michael Vachon, Sierra Connolly, Youghlin Han, Yvonne Carol, Jade Flynn, Jessica Deppe, Michael Mayors, Kayla Burroughs, and Carolyn Maloney. **Dr. Jackson's class:** Sierra Blakeslee, Andre Geoffroy, Victoria Deane, Shauna Parsons, Curtis LeBarron, Kelly Niemaszyk, Tory Renaud, Marletta Patterson, Crisandra Gray, Janet Teves, Ashley Constantino, Alicia Rodriguz, and Geordana DelRosario. **Professor Collins' class:** Alessandra Andonie Larach, William Blackwell, Emily Blanchard, Michelle Bono, Heather Brown, Michael Brunetti, Danielle Burka, Stacy Cabello, Sheila Cantres, Falon Chow, Erika Cijntje, Stephanie Davis, Ashley Duffield, Courtney Felton, Christa Fiore, Stephanie Fischbein, Molly Flynn, Waldis Garcia, Jessica Hagman, Danielle Kigler, Michelle Melhado Rodriguez, Stephanie Moore, Patrick O'Rourke, Meghan Oakley, Chloe Petretti, Nicholas Powers, Andy Quach, Brittany Quinn, Kavinea Ramnarain, Sherise Rogers, Walkiria Rosendo, Jon Sheren, Katelyn Spurr, Brittany Tufts, Melissa Voles, and Emily Weinberg.

Congratulations to all participants for a memorable and successful collaborative effort!

Awards Galore!

By Susan Connery

For the third consecutive year, Johnson & Wales University's Providence campus has been named to the 2008 President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. This year, 635 colleges or universities received the award. In 2006-2007, the Providence campus was honored with distinction.

Sponsored by the U.S. Departments of Education and Housing and Urban Development and the President's Council on Service and Civic Participation, the Honor Roll is a program of the Corporation for National and Community Service that recognizes colleges and universities nationwide that support innovative and effective community service and service-learning programs. The President's Honor Roll differentiates JWU as a frontrunner in community service and service-learning. It serves as a recruitment tool for students considering applying to JWU and an invitation to new community collaborations. The award demonstrates our commitment to the community and Johnson & Wales University's civic mission.

Thank you to all students, faculty, staff, and community-based organizations and local schools that contributed their time and skills to help JWU attain this award.

The Carnegie Foundation for the Advancement of Teaching recognized Johnson & Wales University's Providence Campus for a Community Engagement Classification for Curricular Engagement and Outreach & Partnerships among 118 institutions of higher education throughout the nation. Johnson & Wales University was the only Rhode Island institution selected. Carnegie defines community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

Institutions vying for the classification must provide exhaustive documentation of community engagement that shows service is embedded in the mission, culture, leadership, resources, and practices of the university. The classification is the most all-encompassing of the foundation's three-tiered rating that includes Curricular Engagement, which recognizes institutions where teaching, learning, and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution. Outreach & Partnerships recognizes institutions that provide compelling evidence of one or both of two approaches to community engagement: dedicating institutional resources for community use with benefits to both campus and community; and collaborating with community for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources.

We are proud to say that Johnson & Wales University's Providence Campus received the award because of substantial commitment in both curricular engagement and outreach and partnerships. The Carnegie classification is one of the highest designations in the country for institutional dedication to civic engagement. It carries the weight of the organization's endorsement for admissions' recruiting, grant applications, fund-raising, and advancement initiatives. It is used by a wide range of researchers, administrators, and policymakers to analyze and develop accreditation standards, conduct scholarly research, and determine association membership qualifications.

A special thank you to the Johnson & Wales University Carnegie Engagement team who gathered information and worked diligently over a six month period: Susan Aubin, Executive Assistant to the President; Angela Renaud, Dean, John Hazen White School of Arts & Sciences; Susan Connery, Director, Laurel Lapane, Assistant Director, and Deirdre Newbold, Community Service-Learning Coordinator, all of the Feinstein Community Service Center; Gretchen Guertin, Department Chair and Associate Professor, Department of Management, College of Business; Michele Forand, Executive Assistant, Academic Affairs; Karen DelSesto, Compliance and Civic Liaison, University Office; and Eileen Richardson, Data Analyst, Institutional Research. Also, kudos to faculty, students, staff, community-based organizations, and local schools for their civic engagement efforts both on and off campus.

Extending (to) Hospitality: The Collaborative Learning Program Adds Another Cohort

By Eileen Medeiros

“We should teach a thing not for its own sake but for what lies beyond.” Mary T. Wales

That, essentially, is the mission of the Collaborative Learning Program (CLP) here at Johnson & Wales. Directed by Dr. Terry Novak, the Collaborative Learning Program is in its seventh year. The program started with the business cohort, then grew to include entrepreneurship, and, this year, added another cohort, hospitality. This newest cohort offers first-year students majoring in hospitality the opportunity to explore the field a little more through a collaborative approach to their required, first-year classes: The Hospitality Field, Front Office Operations, English Composition, and Advanced Composition and Communication. Leslie Kosky and Bob Wahl, from the Hospitality College, teamed up with Paulette Levy and Eileen Medeiros, from the English Department, to collaboratively teach these introductory classes.

In addition to joining the current CLP faculty in the planning meetings and the annual retreat, the four new faculty worked with each other to create joint assignments for their classes. The first term, students worked in groups of four on a research project that required them to trace the evolution and current status of a particular travel destination. Ariela Lamb McCaffrey, Instruction Librarian at the University Library and also a CLP faculty member, worked closely with the students in their research. They then presented their findings in both an academic research paper and an oral presentation. Las Vegas, Maui, New York City, Boston, Dubai, the Bahamas, and even Providence were just some of the destination cities and areas that students researched. Also during the first term, the CLP students learned about and practiced business correspondence by writing to both of their faculty members in business letter and memo format.

The projects during the second term also included business correspondence and another research project, but, this time, students worked in pairs to design and create their own hotels. This comprehensive project required students to consider floor plans, amenities, food services, mission statements, as well as other components involved in the designing of a hotel.

However, in the spirit of collaboration, the learning went beyond the classroom and out into the community. The students in the hospitality cohort visited Hotel Nylo in October and learned about the greening of the industry. They received back-of-the-house tours of the Westin and Renaissance Providence Hotel. They heard from Eric Zuena of DiLeonardo Design about designing award-winning hotels and from Karen Fagnilli and Andrea Bushweiler, co-owners of the family-run Lakehouse Inn in Geneva-on-the-Lake, Ohio, about starting and running a bed and breakfast. The larger hospitality community was an important component of the collaborative learning project.

The 2008-2009 year wrapped up with an awards ceremony and pizza party on the last day of classes of the winter term. All the CLP students and faculty from the various cohorts gathered in the Pepsi Forum to celebrate the students' achievements in the program. This new cohort looks forward to more opportunities to “extend hospitality” by collaborating with each other, the other CLP faculty, the students, and the community in the years to come.

English Department Embraces...*(Continued from page 6)*

“Alone,” “Still I Rise,” “Sweat,” “Everyday Use.” Langston Hughes' "Theme for English B," “I Too Sing America,” “Mother to Son,” and “Dream Deferred.” Alice Walker’s “Everyday Use,” Booker T. Washington’s *Heroes in Black Skins* as well as the children’s book *Hope* by Isabell Monk, “We Real Cool” by Gwendolyn Brooks, and “Sonny’s Blues” by James Baldwin.

Twenty-nine faculty communicated participation, and we hope to increase that number next year. Thomas Gaines from the Providence campus submitted the final numbers to the NCTE national office responsible for compiling the data for this year’s final report card.

Musings

Midnight Cry

by Mari Dias

It was 11 pm on a damp, cold, dark, November evening: one of those nights where the wind-swept rain makes it nearly impossible to see anything. We were looking for Mabel. We were looking for anyone who needed a bowl of hot, homemade soup, a cup of hot chocolate, a bagged lunch to quell tomorrow's hunger, or clothing to keep them warm and dry. I was on a ride-along with Midnight Cry, a group of individuals led by a former drug addicted, homeless woman named Cathy (who will be featured in a documentary currently being worked on by a team of students in my Sociology 2001 class). Midnight Cry travels the streets of Providence every Tuesday and Sunday evenings, looking for homeless in need. Despite the poor visibility, Cathy knew where to find them; she was a drug addict for 30 years and homeless for five. Now in recovery, it's time for her to pay it forward.

Cathy took us through a neighborhood of abandoned houses, each eerily dark, with front yards strewn with broken rocking chairs, discarded refrigerators, microwave ovens, and furniture. Outward appearances seem to indicate a ghost town. Not so, according to Cathy. These abandoned structures house hundreds of Providence's homeless. Mabel lives in one of them. We stood in the front yard, calling out, "Mabel, it's Midnight Cry! Are you hungry? Do you need some warm clothes or blankets?" No response. Cathy was concerned, as she had recently taken Mabel to detox. She wanted to know how she was doing. "Mabel, are you home?" Still no response.

The front door was open, so we took a chance. Armed with only three tiny LED lights on the visor of my baseball cap, I led the group into "Mabel's house." The living room was ominous: dark, freezing, and reeking of recent inhabitants. Wind and rain swept through broken windows despite the haphazard attempts made at boarding them. Ironically, a three foot tall, smiling, stuffed bear, holding a sign that proclaimed, "Welcome!," greeted us; he was posing on the floor that was littered with crack paraphernalia and puddles of urine. We never did find Mabel. Instead, we found a gun sitting on the top shelf of a door-less closet. We quickly left and called the Providence Police to report the finding.

Our next stop was a popular homeless domain: the Huntington Avenue overpass. At first glance, it appeared to be a group of abandoned campsites. Used condoms, shards of glass, razor blades, women's panties, children's books and broken toys along with large tarps littered the mud-soaked landscape. On this particular night, the overpass offered no protection from the elements as the rain swept in sideways. We meticulously lifted a small corner of each tarp, while asking, "Anyone under here? Are you hungry? Do you need blankets?" No response. It seemed everyone had left this space for somewhere drier, warmer.

Upon further exploration, we noticed a three foot pile of blankets and comforters, soaked and muddied. We repeated our refrain: "Anyone under here? Are you hungry? We are Midnight Cry."

A young man in his late 20s appeared from under a corner of the covers. "No, I just want to sleep. Leave me alone."

"How about a couple of bagged lunches for tomorrow?"

"NO. Leave me alone."

In an attempt to respect his wishes, we moved away.

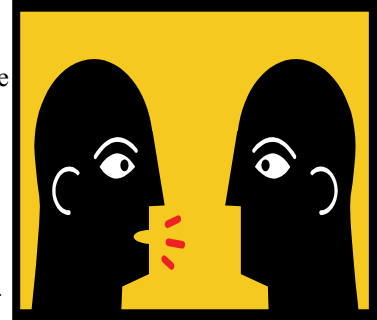
Then, we thought we heard a whimper. We returned to the three foot pile of rain-soaked blankets and found a young child sharing the same protection. He (or she, as it was too dark to determine gender or age. We guessed around six or seven years old), popped his head out of the bottom corner. As quickly as the young child's head popped out, the man's feet emerged and pushed the child back under the blankets. We left and called the 1-800-CHILD hotline. As a CASA volunteer, I am a mandated reporter. We learned later that the child was no relation to the young man, and the child was remanded into DCYF custody.

(Continued on page 17)

Intend to Listen: Learning Center Visits ESL Department

By Emily Spitzman

Meryl Precourt from the Learning Center graced the ESL Department with her presence on reading day. Ann Schroth had stopped by one of Meryl's workshops for our ESL students and was excited to see that the content of the lesson was note-taking, a big focus in our ESL communication classes. Ann thought we could benefit from learning about Meryl's strategies for teaching note-taking, active listening, and memory skills to university students so she invited her to come speak to us on reading day.



We definitely benefited! I'm going to incorporate some of her tips into my lessons for my ESL students. Note-taking is an integral part of our oral communications courses, and we are always looking for ways to improve listening skills in the classroom. Having to wake students up from a deep sleep has happened a couple times in my classroom, and it's not pleasant — neither for me nor for the student. Meryl's tips on active listening incorporated cartoons that made us all laugh and reminisce about our experiences either teaching or learning in the classroom. She shows these cartoons to students and has them discuss strategies for listening. Meryl emphasized that we should always intend to listen and teach our students to do so, as well. It is a life skill, not just a school skill, but only 20% of our communication is spent listening.

Meryl shared her insights about the Cornell Method of note-taking, which we already use in our ESL classes. Her ideas have made us think about strategies to integrate mapping and outlining into the Cornell Method and work with the individual student depending on his/her specific learning needs.

Meryl also highlighted the different learning styles and strategies our students use to remember. She emphasized that our students need to become more familiar with how they learn best, and then they can choose the memory strategy that works for their needs. Particularly interesting were her thoughts on left brain and right brain functioning and how to integrate these to achieve peak performance.

Thinking about how to improve my students' listening skills has guided me to think about how to improve my own. I knew Meryl had been effective when I was reflecting on my own experiences in the classroom and whether I used the strategies she so eloquently and clearly articulated for us. I walked away with a great goal for myself and my students: to intend to listen.

Outcomes Assessment – Looking Good....*(Continued from page 3)*

history, we shared information with attendees about the graduation writing assignment and ENG0001 Writing Workshop. Additionally, handouts, including copies of pretest preparation materials given to students, the rubric used by PT readers, the instructions given to faculty, and the sheet, including the prompts used for the PT assessment at JWU in Fall 2008, were shared with attendees. The feedback to this session indicated much interest in this very innovative PT writing assessment tool used at JWU.

It is always worthwhile to have the opportunity to hear how colleagues at other institutions are approaching the complexities of teaching at the college level. This is particularly true when the topic is assessment and the sessions you attended make you appreciate how well your institution assesses student learning. When compared to many other colleges and universities, Johnson & Wales does a very good job, indeed. While we should not rest on our laurels, we should be proud of our accomplishments when it comes to outcomes assessment. Judging from the NEEAN Fall Forum, we seem to be doing many things very well.

Dorothy Abram Awarded Grant from RI Council for the Humanities

by Gwenn Lavoie

Few of us ever have the chance to transform a passionate interest into a performance which many can see, savor, and learn from. Dr. Dorothy Abram of the Social Sciences Department, however, can delight in having just such an opportunity.

Years of community service with the International Institute of Rhode Island has opened Dr. Abram's eyes to the suffering of the refugee populations that have made Rhode Island their home, but this experience has also made her very aware of the inner strengths of these people, strengths that have made it possible for them to overcome enormous assimilation problems in order to survive in a new land with its strange language and even stranger cultural traits. The International Institute is the social service agency responsible for settling refugees in Rhode Island. Working with this agency, as well as with the World Foundation for Asia, Dr. Abram became interested in three vastly different ethnic groups, namely the Cambodians, the Africans from Burundi/Rwanda, and the Bene Israel, one of Israel's lost tribes, which has lived among the Hindu and Muslim populations of India for 2000 years, all the while managing to maintain a strong connection with its Jewish roots.

What do these cultures have in common? Where do they derive their inner strength to face the demons of their past lives, to maintain their native cultures, and, amazingly, to come to grips with the struggle to fit into a new and vastly different cultural landscape? These are the questions that Dr. Abram will try to answer through research and personal interviews, the results of which she will share with audiences of all kinds in the form of short theatrical productions. A grant from the Rhode Island Council for the Humanities has made this possible, and it's Dr. Abram's hope that these short productions will not only inform and entertain the public but will bring a deeper sense of pride to the ethnic groups on which the productions will focus.

A great deal of work lies ahead for Dr. Abram over the course of the next few months as she delves into cultures very different from her own, but the end result will be enlightening for all those who get to witness the fruits of her labor. Watch for the announcement of the first performance in the fall of 2009!

It Ain't Easy Being Green, But It's Profitable

By Ryan Tainsh

On February 4, in an event entitled, "The Green Plate Special," the Focus on Green Committee welcomed four panelists to campus to share their experiences in companies that practice sustainability as an integral part of their business models. Each panelist represented a different position in the food chain, the path food takes from ground to plate. The panelists were Nicole Vitello, local organic farmer from Manic Organic; Chris Mathis, owner of Benders Caffe; Christine Nevers, general manager of NYLO-Warwick Hotel; and Lee Kane, EcoCzar/Forager from Whole Foods Market.

Participants shared how their company promotes green business practices, environmental responsibility, and affordability of green products and discussed the challenges that a green business faces. They emphasized that their companies and, indeed, their positions, not only practice sustainability but have it as a main tenet of their business models. In essence, without it, their companies would not be what they are, and they thrive not in spite of their green practices but rather because of them.

The session ended with a lively question and answer discussion where both panelists and audience shone. The audience provided insightful questions, sparking a true conversation among the panelists and the audience. Throughout the discussion, the central tenet was clear: sustainability in business practices, although a challenge to implement, are necessary, affordable, profitable, and demanded by many consumers. It is up to the businesses of the future to be willing to hear this demand while making these practices both economically and environmentally successful.

Do you want to learn How to Succeed in Business? ...Without Really Trying?

By Mari Dias

The JWU Players will close their 2008-2009 season with a production of the musical *How to Succeed in Business Without Really Trying*, with music and lyrics by Frank Loesser. The musical is based on Shepherd Mead's 1952 book of the same name.

According to the *Moonstruck Drama Bookstore*, the musical "... tells the story of J. Pierpont Finch, a window washer at the World Wide Wicket Company. But the ambitious young Finch is not content to remain a window washer, forever. He has discovered a life-changing book entitled *How to Succeed in Business Without Really Trying*, and, certain that this particular guide is his ticket to success, he devours it ravenously. Following the book's instructions, Finch soon lands a job in the mailroom and catches the eye of a pretty, young secretary named Rosemary. With the help of his instruction manual, Finch stages a miraculous climb up the corporate ladder: from the mailroom, to junior executive in Plans and Systems, to Head of Plans and Systems, to Vice President in charge of Advertising: all the while outwitting his enemies, particularly Bud Frump, the jealous nephew of J.B. Biggley, the president of the company. At each step along the way, Finch's instruction manual seems to predict Frump's backstabbing plans before they develop, but, when Finch is tricked into backing a disastrous ad campaign, the handy how-to guide suddenly runs out of ideas, and the former window washer will have to rely on his own wits if he wants to salvage his job!"

Be ready for show-stopping music, dance numbers, and many laughs as the JWU Players stage this classic musical.

Xavier Auditorium: free admission, seating is limited.

Friday, April 24, 2009: 7 pm

Saturday April 25, 2009: 2 pm and 7 pm

Sunday, April 26, 2009: 2 pm

Go Red for Women

By Michelle Pugh

Women cloaked in red stormed the State House on February 5. They banded together for the American Heart Association's Leading Ladies of Rhode Island event, which was organized to raise awareness about heart disease and stroke, the #1 and #3 killers of women.

The Leading Ladies event united over 100 top female executives from the corporate, medical, and political communities. Women wore shades of crimson to show their solidarity and support for heart disease prevention and research. Nearly eight million women in the US are currently living with heart disease. Tragically, for many women, the early warning signs of a heart attack are very similar to the flu — many women feel no chest pain, at all. Because of this, medical professionals are often challenged to respond to women's milder symptoms due to a lack of sufficient guidelines for treatment.

The leading ladies of Rhode Island assembled in the State Room and networked as well as discussed the development of new ways to advocate for the heart health of women, everywhere. In keeping with the theme, Johnson & Wales University's Practicum Program's culinary, baking & pastry, and hospitality students from the CSL "Nonprofit and Careers in the Common Good" rotation made and served refreshments — a heart-healthy spread which included dark chocolate dipped strawberries; fruit salad with couscous, raisins, and poppy seeds; fresh vegetables with yogurt and hummus dips; dark chocolate cherry oatmeal cookies; and a cranberry-lime signature drink. For JWU students, events such as this help to reinforce skills learned in the classroom and introduce students to a life of active citizenship.

Following the speaking program, the leading ladies assembled on the State House steps to take a group photo in order to bear witness to their solidarity for this worthy cause.

For more information about heart disease and its effects on women, visit GoRedForWomen.org.

Eyewitness to History

by Jack Olsen

We awoke at 4:30 am on January 29, 2009, to prepare to witness the inauguration of Barack Obama as the 44th President of the United States. Both my wife, Mily, and I donned thin, black, thermal suits, which promised not only to keep us warm but to change any moisture into heat. After that, I put on my pajama pants and then my suit pants. Over my upper torso, I covered myself with four layers of clothing. Departing shortly after five, we arrived at the Metro train station and boarded the first of two trains that would take us to the National Mall. Shortly after, we arrived at Union Station. Having been warned repeatedly that suitcases and large bags would not be permitted on the mall, we joined a long line to check our baggage. It was the first of many lines we were to encounter throughout the day.

By shortly after seven, we set out to find the Silver Gate, which was our entrance as indicated on the fancy invitation my wife had won in a state lottery conducted by the office of Senator Jack Reed of Rhode Island. The day before the inauguration, my wife had mapped out the path we were to follow, and we had found it to be easily navigated. But, overnight, the security forces had erected barricades and set up detours, which turned our jaunt into a very arduous and frustrating journey through a maze guarded by police officers and guards who were unhelpful whenever we sought directions. Finally, after about an hour of wandering, we saw the banner on the gate as we turned a corner into a mass of humanity stretching across the street and halfway down. Somewhat disappointed, we fell in line with the crowd. Soon though, the crowd, the faceless strangers of various hues and creeds, became our comrades, our countrymen and countrywomen united by our faith in Barack Obama and our desire to stand before him and be counted — to show him and others we were with him in his efforts to rescue America from its economic and diplomatic crises.

Every half hour or so, like a tidal wave, the crowd surged forward toward the entry gate. One time, a grizzled, black bus driver rolled down his window and shouted, "Helloo, America," and we shouted back our approval for we were America. Each of us, from country and city, ghetto and suburb, of every color, belief, age, and ability, were ready to roll up our sleeves and get to work. We were there to say that government by the few, for the few, of the few, was finished. Our government would echo the famous words of Lincoln in his Gettysburg Address, and we will not perish from this earth.

Finally, we surged through the gate waving our treasured tickets in the face of a police official to prove that we belonged, and we counted. Just as suddenly, our joy vanished as we suddenly stopped just yards from the mall. Confusion and concern swept through the crowd. We had come so far and waited so long in the freezing cold, and now we stopped. Several people, myself included, peered over the heads of those in front to see what was happening. After a few minutes, I concluded that the screening we had been warned about must now be taking place ahead of us. When an announcer instructed us to move to the left and added that it was not due to our political leanings, I knew my guess was right. I took Mily's hand and moved quickly to the left. And, shortly after, my decision was rewarded when we ran towards the security gate where we were patted down before finally being released onto the cherished mall.

We plowed forward, determined not to stop until we were arrested. Soon, we were on the other side of the frozen reflecting pool, just a football field distant from the stage and the podium where the swearing-in would take place. Standing still in the frigid air, I started to feel my extremities tingle so I began dancing up and down. We took pictures while we waited and searched for better vistas to view the occasion. Growing tired, I sat down on a wall circling the reflecting pool where some brave boys slid on the ice in a futile attempt to play hockey. Finally, Justice Stevens arrived and swore in Joseph Biden as our Vice President. Now, it seemed like the entire million or more on the mall held their breath waiting for Barack Obama to be sworn in and then sighed when Chief Justice John Roberts swore in Barack Obama as the 44th President of the United States. We now eagerly awaited the speech by President Obama. In the distance, I could barely make out the tall figure of our president against a backdrop of a dark red curtain. Suddenly, a stranger offered me his binoculars, and I got a good look at President Obama as he began to speak.

To me, he seemed to synthesize the best words and ideas of former presidents. He compared the crisis facing

(Continued on page 19)

New Math Buddies Program at Charles N. Fortes Elementary School a Great Success!

By Deirdre Newbold

This year, the Feinstein Community Service Center launched a new Math Buddies program at Charles N. Fortes Elementary School. Deirdre Newbold, CSL Coordinator, in collaboration with the school principal and the math coach at the school, began offering the program in the fall term. Five math buddies volunteered in the fall and 10 in the winter term. JWU has been working with Fortes for over three years, now, so it is very exciting to start this new program and to hear that the teachers are so happy with the work of the JWU CSL students.

A quote from one of the Fortes teachers:

I love the collaboration with these students working with our second graders on math. They are playing the SRA math games from the units and they have learned to reinforce the previous and recently learned math skills from the program. Having them work with small groups of students fosters positive relationships between them. Having the students provides an extra hand for practice and teaching besides [those of] the classroom teachers... They are good role models and can provide the second graders with opportunities to promote good social skills and communication.

Feeding a Cause

By Shannon Hull

On February 4, the second Casual for Community day for the 2008-2009 school year raised \$487.00 for the Rhode Island Community Food Bank. Through their network of certified member agencies, the Rhode Island Community Food Bank provides quality food to people facing hunger. They also provide leadership and information to promote citizen action, advance government nutrition assistance, and promote private efforts aimed at developing effective solutions toward the elimination of hunger in Rhode Island. At the food bank, Johnson & Wales students sort and package food to be delivered to soup kitchens and food pantries throughout Rhode Island.

The Casual for Community program is designed to enable staff and faculty to partner in the valuable work done by the Providence area nonprofit agencies that serve as Community Service-Learning (CSL) sites for our students. Casual for Community days are scheduled once a term, with the proceeds benefiting one of our CSL partner sites. Faculty and staff buy a \$3 badge that allows them to dress down on the specified day.

This term's Casual for Community day was very successful! Thank you to all the faculty and staff from many departments who participated on both campuses.

Musings—Midnight Cry... *(Continued from page 12)*

It was now 2 am. We were drenched, tired, and worn. We decided we would head to Kennedy Plaza as our last stop. We were looking for Gina. Cathy heard Gina was taken to detox the night before and wanted to check on her. We made a brief stop to talk to a homeless prostitute, recently discharged from the ACI. Cathy gave her a hug and some hot chocolate and asked the young girl if she had seen Gina that evening. The young girl's eyes filled as she told Cathy that Gina had been killed less than an hour before by a hit and run driver, about two blocks from where we were. We forgot about Kennedy Plaza. For a somber moment, we forgot about the countless people we fed and clothed that evening: David, an energetic, charismatic young man who needed a jacket and some socks; his girlfriend who grabbed a few sweaters for "layering;" the older, blind man who was so thankful for hot lentil soup.

We only thought of Gina and headed back. I returned home, grateful and guilty for my hot shower, warm bed, full belly, my life.

Two days later, I attended a memorial for Gina, held on the corner where she was struck down. Over 50 people, including Gina's boyfriend and son, gathered to memorialize her life and death. Channel 12 news covered the event. To date, the driver of the vehicle that killed Gina has not been found.

Fogarty Update

By Kaitlin Blake

The winter term at Mary E. Fogarty Elementary School brings a renewed sense of purpose to the collaboration with the John Hazen White School of Arts & Sciences. The many JWU-sponsored programs and initiatives that fill the halls of Fogarty during the cold winter months create an atmosphere of gratitude, humility, and holiday cheer. From donations to Santa Claus to exciting new programs, the hopeful energy generated throughout the winter term leaves us highly anticipating the promise of continued growth in the spring.

Holiday Happenings!

The School of Arts & Sciences kicked things off for the holidays with a generous quantity of food, clothes, toys, and monetary donations for the families of Mary E. Fogarty Elementary School. JWU faculty, staff, and students also visited the school during the very high-energy week before school vacation dressed as Santa Claus and his elves. They brought candy canes, gifts for sponsored classrooms, and more! One of the children wrote the following letter of thanks. (Please note that all grammar and spelling errors were left intact):



Dear Johnson and Whales employees,

Thank you for the gifts you gave us...you gave me Chinese Checkers and my family loves it they was proud of you and I was too. Tell Santa I'm gonna stay wide awake for him and he has to use the front or back door because I don't have a chimney. Tell the elves I have been nice and I want a High School Musical CD and DVD...I'm just so happy it's almost Christmas and you gave me the Chinese Checkers. again, thank you and I hope I see you again on the next Christmas. Bye.

(For more information on the JWU holiday happenings at Fogarty, see the article Extending a Holiday Helping Hand to Fogarty School by Gwen Lavoie).

Community Service-Learning!

Community-Service Learning programs continued to thrive at Fogarty this winter. English and math students spent time tutoring children who were struggling to keep up with their classmates during five Friday mornings and afternoons. Leadership students picked up where the fall term volunteers left off with the Leadership Mentoring Program in all three fifth-grade classrooms. ESL students from Russia, China, South Korea, and Vietnam worked with a third-grade classroom to educate the Fogarty students on the home countries of the JWU students and teach important lessons about global and cultural awareness.



Mayor Cicilline and Dr. Schneider Visit USA HOORAY!



Finally, the USA HOORAY! program, piloted in a Fogarty second grade classroom during the fall term, was recognized by Mayor David Cicilline this February. As part of a lesson on democracy, the USA HOORAY! curriculum calls for JWU volunteers to help the children write letters, which voice their concerns, to the mayor. Mayor Cicilline not only responded to each of the letters written by children during the fall term but decided to join our own Irving Schneider, Ph.D., in visiting the program on Friday, February 13, 2009. 11 JWU mentors helped the children to prepare a presentation on one historically significant person or event and guided them through singing “Yankee Doodle!” Both the children and the JWU mentors, alike, were thrilled to host such important visitors as it validated the essential, relevant nature of the program and what it hopes to accomplish.

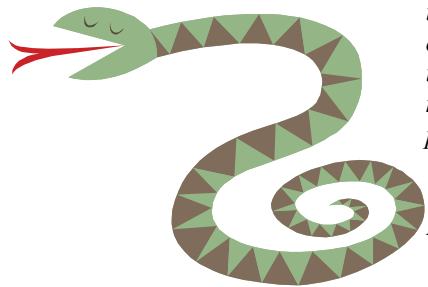
Mark Your Calendars for this Year's Cassola Conference

By Eileen Medeiros

Last month, I received this email:

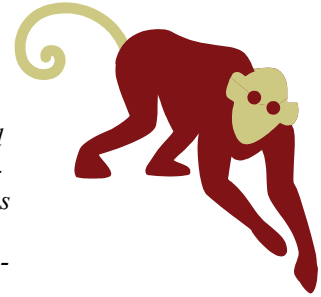
Dear Eileen-

I'm in Trivandrum, in the far south of India at the moment. I am not enjoying cold and snow. I almost wish I were. On the contrary, the temperature here today (and most days) is 90 degrees and 85% humidity. A nightmare. It's a real jungle here. Yesterday I was conducting a class for eight completely blind people outside on the campus here when suddenly I realized a very large snake was coming toward us out of the grass. I told all the participants to stand up and move off quickly. Then the snake actually reared its head at us, and I realized it was a cobra. Never seen one in real life before. And today a monkey showed up on the roof of the school. So, that should tell you how much snow we're having here.



I'm here teaching English to a group of twenty-four blind social entrepreneurs from 18 different countries. The program is the first of its kind in the world. It's a very interesting situation. Most of the participants have never set foot out of their own countries before, let alone had to live with people from another culture. And to top it all, they are blind.

And I think I have it tough in the classroom!



Come hear more about what Rosemary Mahoney has to say about her adventures as a traveler, writer, and teacher at this year's Cassola Conference, which will be held at the Harborside Campus on April 3. In addition to Mahoney, during the breakout sessions you'll also hear other faculty from various high schools, colleges, and universities address such issues as bilingualism, the impact of media on identity, assessment, poetry, miscommunication, reading, and visual literacy, among others. And, as always, you'll be served a delicious, hot lunch in the Cintas Dining Room.



For more information or a registration form, please contact me via email or X2439.

Eyewitness to History ... (Continued from page 16)

General Washington and his troops in that winter to the winter of crisis we now faced but reminded us that we should not fear. That crisis was met with victory and so will we meet our crisis if we remember that the same virtues that led them to victory in that war remain in us, today; and we just have to get back to work with hope and optimism.

After the ceremony was over, Mily and I started walking back to Union Station by way of a rather circuitous route necessitated by security precautions in advance of the parade. After waiting in more lines and being crushed by a mob, we finally boarded the train back to Providence. Now, I looked forward to sleep and junk food. Trying to fall asleep, I heard a family behind me evaluating their day. They were very disappointed that they had to watch everything on a giant screen in a hotel lobby nearby because they were too late to gain entry to the mall. I felt a little sorry for those people. Missing the ceremony was a cruel blow, but the whole experience was about something else, too. Something which made the freezing, the waiting, the running, and the climbing worthwhile. I met America and am the better for it. Jammed together, suffering together, laughing together, we formed the mosaic which is America. I know none of their names, but I do know we are all Americans. That was the essence of what the family behind me had missed; that was the essence of my experience at the inauguration of Barack Obama.

Child Soldier from Sierra Leone, Ishmael Beah, Speaks at Cultural Arts Event at Xavier Auditorium

By Dr. Dorothy Abram

On rare occasions, a speaker is more than informational or educational. At extraordinary moments, a talk becomes inspirational. Ishmael Beah spoke with presence and power and offered us a vision of peace in our war-torn world on February 10, 2009, at the Johnson & Wales' Xavier Auditorium.

To a full house, the Cultural Life Committee hosted Ishmael Beah, author of *A Long Way Gone: Memoirs of a Boy Soldier*, to speak about his experiences as a child soldier during the civil war in Sierra Leone in the 1990s. Ishmael reminded the audience that such atrocities against children are still happening in countries such as Columbia, Sri Lanka, and elsewhere, and we need to respond. In fact, he wrote his memoir to help others to realize that this very experience could happen to any of us or our children.

Recruited at 13 years old to be a mercenary for the rebel army, Ishmael was forced to commit murder, ingest mind-altering drugs, and endure psychological intimidation and indoctrination. In a single second, Beah's life had changed from a simple existence in a rural village that had no electricity or adequate schoolhouse to a member of a violent militia. Growing up in Sierra Leone, children are expected to be so polite and respectful to parents that they do not even look elders in the eyes; now, Ishmael was forced to murder adults of his village. In this violent world, killing one's own family marked your initiation into the ranks. Beah described how such an unthinkable transformation could be managed: "you start your life where you are" — and he found himself in a world that was permeated by violence.

Two years later, UNICEF, through the United Nations, sponsored selected boys from these militia to be taken to a rehabilitation center to regain their lives and learn how to live with a family again. In the meantime, the UN attempted to find surviving family members who might take the boys back into a home. Beah was lucky; the UN found the single relative in Beah's family who survived: an uncle who lived in the capital.

As destiny devised, Ishmael was invited to speak at a conference in New York. Later, when his home and life with his uncle came under attack, Beah found himself in the midst of violence, again. This time, however, he had someone to call and a ready passport (from the conference); he telephoned the facilitator of the NY conference, a white, Jewish woman who adopted Ishmael and brought him to the United States. Despite the difficulties of dealing with other students' cultural ignorance or personal discomfort with his life experience, Beah persisted, committing himself to non-violence in the midst of his new age-mates who thought violence was a solution to difficulties. Beah has since graduated from Oberlin College where he began his bestselling autobiography, which was written to "put a human face on what violence does to people" and help them realize that this, too, "could happen to them."

Beah gave us insight that went beyond the specifics of his ordeal. He described what courage it takes to be nonviolent: violence is the easy way to respond to conflict. Even if we support a war, he admonished, we are still guilty because we have simply hired others to "kill for us." Rehabilitation is not easy. Few are able to go past the trauma of their lives as child soldiers. Beah mentioned two crucial components to healing: a stable family and a purpose in life. With these two tools, a former child soldier is enabled to "create new memories to face the world and to replace the old ones." Most children of war do not have those assets and revert to their lives of violence. Beah was one of the fortunate ones.

And so are we — thanks to the awareness that Beah offered us through this disturbing story of war. Ishmael added that western students tend to dismiss African styles of childrearing as constricting because of the emphasis on respect to elders and listening and learning through silence. That method, however, taught him that there is a message in every story, and silence affords the listener the skills to attain the meaning and message of the teller's tale. We heard the effects of those lessons: Beah spoke with wisdom, compassion, and insight of an unspeakable experience of being a child soldier.

A Dream Finally Fulfilled: English Chair, Donna Thomsen, Witness to the Inauguration of President Barak Obama

By Geraldine Wagner

Whether you are a Democrat or Republican, you have to admit that the election of Barak Obama was one of the most significant events in the history of American politics: perhaps the most powerful example of democracy as a force for change and progress that we have had the privilege to witness in our lifetime. When we consider that the civil rights movement began in earnest less than 60 years ago and that Martin Luther King, Jr. was assassinated in 1968 for his non-violent resistance to racial oppression, it is almost beyond belief to think that, on January 20, 2009, Barak Obama was inaugurated as the 44th President of the United States on that same National Mall where King delivered his “I Have a Dream” speech in 1963.

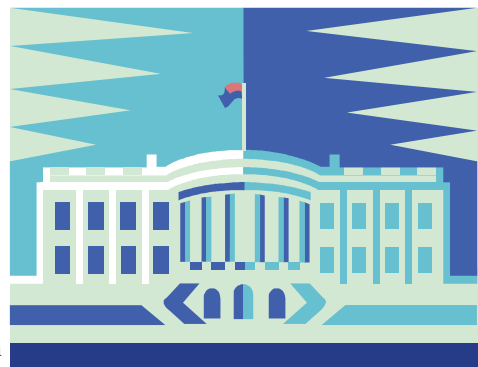
This sense of overwhelming wonder at how far we have come as a nation could be seen on the faces of everyone in the crowd of almost two million who traveled from everywhere across the States (and even beyond) to witness, live, the inauguration of this country’s first black president: a brilliant, dignified man of reason who never made race an issue during his campaign but whose own mixed racial roots led many Americans to reexamine their views on the subject. This wonder was particularly evident when Mr. Obama took his oath and gave his first speech as president. Watching the inauguration with my class here at Johnson & Wales, I noticed, as I sat there silently crying, many students gently wiping tears from their own faces. It was impossible not to get caught up in the spirit of hope, and the feeling of a promise fulfilled, that emanated from that sea of humanity gathered together to be part of history — and we weren’t even experiencing it in person.

My chairperson, Donna Thomsen, however, was part of that massive crowd which convened at the Capitol to witness this inspiring and pivotal moment in American politics. Having worked tirelessly on Obama’s campaign both as a volunteer and fund-raiser, she celebrated his inauguration — as did all who worked toward making his campaign a grass roots success — as the culmination of more than two years of dedicated effort and a belief that change, even in Washington, is possible.

Donna said that, about 10 minutes after Obama’s victory was announced on election night, her husband, Mike, was on their computer making arrangements for her to attend the inauguration with their daughter, Jessica, who lives and works in D.C. Mike realized how much this meant to her and acted decisively at a moment when she really needed him to since, left to her own devices, Donna might not have gone — and would, thus, have missed one of the most rewarding moments in her life.

The festivities for the inauguration actually began the weekend before the swearing-in, and Donna, who arrived in Washington that Saturday, was lucky enough to be invited with her daughter, Jessica, to a number of “Washington insider” cocktail parties. These were great fun and made her feel very proud as a parent. Indeed, in addition to the sheer euphoria of seeing Obama take office, what she most cherishes about the whole experience is that she and her daughter were able to experience it together as two politically engaged women.

Although the parties were a nice way to ease into the excitement of the inauguration, it was the Sunday concertkick-off event that provided the momentum for the next few days. The concert featured artists such as Stevie Wonder, U2, Bruce Springsteen, Beyonce, Josh Groban, and John Legend. It also included speeches by a vast array of celebrities from Tiger Woods to Tom Hanks. Donna described it as a “monster party” with everyone in the crowd singing, dancing, laughing, and crying — sometimes changing from moment to moment. What impressed her most was the great diversity of people who showed up:



(Continued on page 22)

A Dream Finally Fulfilled... *(Continued from page 21)*

not just black and white and old and young, but every demographic was represented there, demonstrating that this truly was a moment in which Americans came together across the many boundaries that once divided us. She also noted the good will and mutual respect with which people in the crowd treated each other. She experienced no pushing or shoving despite the incredible numbers. Instead of becoming frustrated by the wait for events to begin, people got to know one another: they exchanged snacks and stories, shared their hopes for the future and their belief that, if anyone could make a difference in this time of dire need, it was the man they had elected.

The concert was unforgettable, but no moment compared to that when Obama was finally sworn in and gave his speech. It was, as Donna described it, an experience that made her “proud to be an American.” A hush fell over the crowd. Everyone listened intently, many with more admiration than they had ever had for a politician. Clearly, many in the crowd never thought that in their lifetime they would see the day when a black man would attain the highest office in our country. Donna said everywhere she looked people were crying. Jessica put her head on Donna’s shoulder, and they wept together.

Although it did take more than an hour to exit the mall, Donna was still very impressed with how well the events and people were managed. It could have been mayhem but was not. Much of this was owed to great planning and a strong security presence, but credit has to be given to the American people, themselves, who showed their respect for their new leader in the way they treated each other. As to the presidential parade, Donna and her party watched it from the comfort of a local bar over Irish coffees and kept warm after being out in the brisk January cold from early morning until mid-afternoon. On Inauguration Day, Donna and Jessica were also joined by Donna’s two best friends from her college years with whom she had worked on George McGovern’s campaign. None of them had participated so fully in politics again until Obama’s run. His message rekindled their passion for political action and their belief that all of us can have a voice in our government. Ultimately, it also brought all of them together, again, making the moment even more significant for Donna, her friends, and Jessica.

That evening, they attended the Eastern Ball, one of the ten official presidential balls. It was visited by the newly inaugurated president and first lady, but, unfortunately, Donna and her party really didn’t get to see the new first couple have their dance. (The first couple attended all ten inaugural balls, dancing and mingling a little at each). The ball was held in the beautiful Union Station Train Depot, a multi-level complex, which was elegantly decorated for the party. Donna admits that it was great to get all dressed up for such a special night on the town filled with great music, food, and dancing but says that nothing could compare with the official inaugural ceremony. It is a measure of the moment that even the grandest of parties was somewhat anti-climatic by comparison.

For Donna, her daughter, and her two friends with whom she first bonded while campaigning for McGovern, the inauguration was more than a series of spectacular, moving experiences. It marks the beginning of a new era in politics. Barak Obama came to Washington promising an end to the usual partisan politics. In the face of all odds, he dared to believe that “Yes, we can” make a difference by putting power back in the hands of the people.

He has the hopes and dreams of millions of those people resting on his shoulders, now, as he tries to put his plans into action. Everyone will be watching how he handles his first hundred days. No doubt, he will face much partisan opposition despite his efforts to reach across the aisle. No one since FDR has come into office at a time of greater crisis: he must grapple with the worst financial mess since the Great Depression; a war he didn’t start but has to somehow end; and serious concerns over energy, education, foreign policy in the Middle-East; and a healthcare system in desperate need of reform. He is no magician. But he is incredibly smart, patient, level-headed, and dedicated to working tirelessly for the people who put him in office. For those of us who helped elect him — whether by volunteering, contributing funds, or just voting — that is enough.

People in the News

Marian Gagnon (English) has established her avocation as a documentary producer with the creation of her own side business. Marian, whose mission is to produce lost or untold women's stories, has named the company Goodnight Irene Productions: An Indie-Documentary Film Company in honor of her mother, Irene.



In December, **Rory Senerchia** (English) finished "Modern Literature and the Human Condition" at Salve Regina University. This is one more class towards a Ph.D. in Humanities.

Evelina Lapierre (Mathematics) attended the joint conference of the Mathematical Association of America, American Mathematical Society, and the Association for Women in Mathematics held in Washington, D.C. from January 5-8, 2009. Evelina attended the conference with graduate students from the University of Rhode Island, where she is currently pursuing a doctorate in mathematics. "There was a lot of research on biological systems including mosquitoes and disease transmission," she observed. The theme for Mathematics Awareness Month for this year was also announced; it will be "Mathematics and Climate." Evelina also presented "Determining Outcomes and Student Learning," at a conference on outcomes assessment at Denver University and led a breakout session afterwards with Arts & Sciences faculty.

Dr. Jim Brosnan participated in the Brockton Poetry Series held at the Brockton Public Library on January 17. The day-long program included a poetry workshop led by Danielle Legros-George (Lesley University), an open mike session, and a reading by featured poet, Elizabeth Quinlan, a finalist for RI Snyder Memorial Poetry Prize and author of *Promise Supermarket*. Jim also attended a poetry reading by Marge Piercy (poet and novelist). Additionally, in January, Jim participated in Poetry in the Village held in Rehoboth, MA. The evening program included an open session and a reading by featured poet, Melissa Guillet. Jim has been accepted as a member of NOMAD, a fiction writing group, which meets weekly at the Seekonk Public Library. He continues his membership in the Tidepool Poets, which meets monthly in Plymouth, MA. His recent publishing credits include "Nubble Light" and "Across the Foothills" in *Smile*; "Saturday Morning Sale" in *Mad Poets Review*; and "Lost in the Tetons With You" in *The Maze*, and Jim received the Explorer Prize for "Across the Foothills." His photography was also published in *The Maze*.

During the Martin Luther King weekend, **Gwenn Lavoie** (Humanities) traveled to London as the guest of the American Council for International Studies to attend their annual Global Educators Conference. Fifty educators from all across the United States met to discuss topics relating to international education for students. The weekend also included London sightseeing, a day trip to the Cotswolds, a theater performance, and superb opportunities for networking with teachers who support study abroad initiatives in their schools.

Academic Fair Reminder

By Paul Merluzzo

On Student Awards Day in May, students are invited to present their best work at the Academic Fair, which coincides with graduation weekend.

Prior to that time, professors nominate commendable students from previous terms. Have you seen any exceptional student work these first two terms? Have you nominated anyone? Contact Paul Merluzzo for the necessary form.

The Academic Fair committee has received a few submissions and would like more. Projects can include essays, research papers, speeches, individual and group presentations, science projects, culinary projects, and community service learning or leadership ventures.

Submissions will be reviewed by the respective deans and department chairpersons to reach a final count of six per school or college. Please nominate today. Students selected are expected to be present during Student Awards Day.

Speak Up Your Spirits

by Scott Palmieri

The middle of the middle term in the middle of winter. The dark mornings and the dark evenings. Let's face it. These are the times when we need a little push, a little inspiration to keep up the good fight for the second half of the academic year. For Eileen Medeiros and me, our yearly boost has come in the form of Speak Up!, the A&S public speaking contest. Year after year, winter after winter, students compete for the top prizes, exhibiting their impressive communication skills and inspiring all in attendance.

The fifth installment of this contest took place on February 5, a snowy day and evening that tested the will of this year's participants. The eleven contestants braved the elements and trudged to Chestnut Street to the John Hazen White School of Arts & Sciences building where a crowded classroom served as the setting for this year's contest. Friends, faculty, and contestants filled the rows as audience members for the interesting presentations.

Topics ranged from the local to the global. Attendees heard an argument for a designated study period at Johnson & Wales and a history of the feminist movement. There were moving speeches devoted to loved ones and friends, tributes relating tragic and stirring life stories. The winners, though, were most impressive. The runner-ups were Tonia Mahotiere and Jason Atkins, who shared similar speech topics while delivering them in very different ways. Tonia's was heartfelt, and Jason's was sarcastic, diverging tones that were unified in the purpose of defending the rights of homosexual relationships. The winner was Otto Neubauer, who coolly and clearly argued, in his speech entitled "Swiss Cheese and Climate Change," that man-made factors are not the major causes of global warming. In a very professorial manner, Otto challenged the beliefs made popular most recently by former Vice President Al Gore. Arguing against *An Inconvenient Truth*, given its popularity, was a bold perspective that was rewarded with the top prize of the evening, which was provided by the publishing company Bedford/ St. Martin. The three winners hailed from the College of Business, perhaps proof that there is genuine "speaking across the curriculum."

Special thanks, as always, goes to our judges. Sheila Austin and Rory Senerchia from English joined Charles Mazmanian from Mathematics; all reprised their roles from previous years. We also thank all those who promoted the contest in their classrooms.

Although only three walked away with prizes, there was genuine and well-deserved pride felt by the participants. The same was felt by the judges and the co-chairs. At the end of the evening, the snow was still falling in a very harsh season of snow, but, for a time, the middle of winter was exactly where we wanted to be.

A Raisin Still Ripe... *(Continued from page 2)*

ing. She found all the humor and pathos Hansberry so ingeniously crafted into this role. Angela K. Thomas, relatively new to Trinity Rep, made her mark as Beneatha, while Lynnette R. Freeman, as Ruth (Walter's wife), so fully embodied her character that, even when she was just cooking, cleaning, and ironing, she had the audience mesmerized. Kudos to young Dustin Isom as Travis, who was also very genuine, and to Mauro Hantman, who played the reptilian "welcoming committee" with such wrong-minded self-righteousness that he could easily be mistaken for a news pundit.

The set was very realistic, employing a working stove, running water, and a large, beautifully constructed city backdrop of tenements. The apartment, itself, was multi-dimensional with the bedrooms situated in plain sight behind doors leading from the combination breakfast/living room. The lighting was golden and soft imparting a somewhat sentimental, nostalgic, and embracing glow to the whole drama. The production runs a little short of three hours but never drags. Perhaps the best recommendation I can give this production is to say that it has the power to please both diehard Trinity fans and even those students of ours who are new to serious, live theatre.

The Locavore In Winter

By David M. Rocheleau

It's hard, being a locavore in the winter.

In the summertime, it's no problem. We lovers of locally grown foods have a tremendous variety of farmers' markets, roadside stands, pick-your-own places, and "subscription" veggie baskets (otherwise known as CSAs—community-supported agriculture) with which to satisfy our craving for the freshest, tastiest produce around.

Even the fall is great, adding the last of the sweet corn and vine-ripened tomatoes to the first crisp apples, juicy melons, butternut squash, beets, pumpkins, and much more. And, in the spring, we have asparagus (enough said). But winter? It's a great expanse of nothing.

Or is it? Thanks to Farm Fresh RI (www.farmfreshri.org), which has capitalized on one of the fastest-growing segments of the food market, thousands of Rhode Islanders have gotten their fix of seasonal, locally-produced, sustainable foods.

Last year, Farm Fresh worked to build on the excitement for local foods by opening its first-ever indoor Wintertime Farmers' Market at AS220 in Providence. The first year, even though it was small with only about eight vendors, it was successful beyond anyone's anticipation. This past year, Farm Fresh has found a larger space for the Wintertime Farmers' Market's second season in the lobby of the Hope Artiste Village at 1005 Main Street in Pawtucket. Many of last year's farmers and food producers participated, and many more vendors joined them.



Every Saturday from 11 am to 2 pm, market-goers find a wide variety of locally-raised eggs, pork, beef, chicken, shellfish, greens, heirloom dried beans, root vegetables, apples, honey, maple syrup, and cheese. In addition, the Wintertime Farmers' Market features a variety of locally prepared foods such as applesauce, jams and chutneys, artisan breads and pastries, chocolates, gluten-free desserts, pesto sauce made from locally-grown basil, and locally-roasted, Fair Trade Certified coffee.

Customers at all farmers' markets organized by Farm Fresh may use cash, credit cards, or EBT/food stamps. Patrons wishing to use credit or EBT card can purchase Fresh Bucks — farmers' market tokens — which are accepted by any of the vendors at the market. Fresh Bucks can also be purchased in the form of gift certificates.

The Wintertime Farmers' Market is an impressive step toward a permanent, year-round, indoor market space that will grow and support Rhode Island's local food system. The demand for locally-grown and produced food products is part of a growing national trend, and it offers our state the unique opportunity not only to deliver the food products our residents want but also to preserve our open farmland, build healthier communities, and to lessen the impact of food production and distribution on the environment.

Thousands of Rhode Islanders are committed to the flavor and integrity of local food, and the Wintertime Farmers' Market further cultivates that commitment.

For more information, visit www.farmfresh.org.





JOHNSON & WALES UNIVERSITY

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Note: The Multicultural Center has been re-named...it is now the Intercultural Center

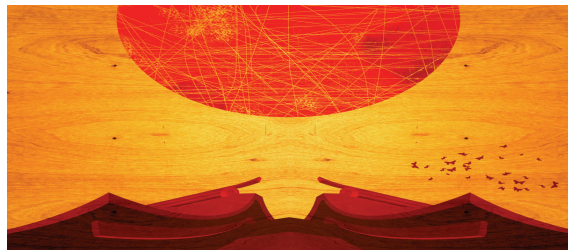
Gallery Nights

By Paul Merluzzo

Thursday, March 19, was the premiere night for the Gallery Night season, which runs from March through November. A possible 19 of the city's hot "art spots" open their doors, inviting all to a visual arts party. Professor Merluzzo toured six Downcity galleries.

The 13th season began at Regency Plaza off Greene Street where there was coffee, wine, savory pastries, and hors d'oeuvres. Big Nazo puppets entertained at a fun-filled, cultural extravaganza.

The next Gallery Night will be held on April 16.



BATA Comes to Johnson & Wales

By Wendy Wagner

On Thursday, February 12, the BATA Players held their first event, a celebration of the Harlem Renaissance titled "Reliving the Harlem Renaissance." The open mike event featured dance, music, poetry readings, and, of course, food!

The BATA Players were formed by Professor Sheila Austin, of the English Department, to provide an opportunity for students to explore the art and cultural expression of peoples across the African Diaspora. The name BATA has two meanings. First, it is an acronym for Black Access to The Arts. Second, "bata" refers to the "talking drum" of Yoruba spiritual culture, a culture that also has spread to Cuba and Puerto Rico.

The event of February 12 was organized and emceed by Brie Walker, a student member of the BATA Players. She introduced a short panel presentation by Professors Austin, Wendy Wagner (English), and Ann Kordas (Humanities) about the art, literature, and history of the Harlem Renaissance. Afterwards, the students of BATA performed with music, dance, and poetry readings. The evening included a performance by Professors Austin and Kordas of Langston Hughes' poem "Madam and her Madam" and a dramatic reading of Hughes' poignant poem, "The Negro Mother." Other highlights of the evening included performances of works by Harlem Renaissance writers Gwendolyn Bennett and Dudley Randall and dances of the era performed by The Dreams.

The BATA Players announced their "adoption" of the West End Community Center and presented a gift of books to the center's Director of Youth Services, Lisa Cardoza.

The well-attended event was the first of many projects planned by the BATA Players. On April 21, the group will present two plays, *Sermons in Women*, by Professor Austin, and *The Hancock Journals* by BATA member, Jon Sebastian. Both events will take place in the Intercultural Center.