Greetings! First, I must thank Dr. Theresa Choate (Theater Department) for her great job as Interim Director of Women’s Studies last spring when I was on leave. I know just how over-extended she was with her own departmental responsibilities, and yet she directed Women’s Studies with her usual good cheer, competence, and panache! Thank you! We miss you and Elysa Hammer, our graduate assistant of two years. She married and found employment. Congratulations Elysa!

I welcome Elizabeth Lherrison, our new graduate assistant. Elizabeth’s work experience (registered nurse in dialysis treatment at Beth Israel Hospital) and general concern for women’s issues are great assets to our program. She was superb in publicizing Women’s Studies at the Campus Awareness Festival in September, and has assisted in coordinating events, organizing program development and updating our website. Elizabeth graduates in May and has accepted a great managerial position. Again, it is with reluctance that I steel myself to bid fond farewell to a member of our group.

The 2002 Women’s History Month Program, is exciting and was planned by Robyn Rajs, Programming Committee Chairperson, and Irene Gnarra, Coordinator of the Sylvia Strauss Scholarship Essay Contest and Ceremony. Please encourage students to submit entries to this contest and attend all events. Support Women’s History Month.

Last semester at our annual Open House, I announced that Women’s Studies would limit organizing events and activities and focus on developing a strong academic component. Our endeavors yielded significant success. We are in the final stages of writing our Program Revision document and developing our Capstone Seminar; enrollment has increased; and recruitment and advisement efforts continue. We received guaranteed funding from the Kean Foundation to award three prizes to students who win the Sylvia Strauss Memorial Scholarship Essay Contest. Thanks to Lindy Foreman (Grants Office) and Gail Fraser (President’s Office) for securing the scholarship contest funds.

Coming this Fall 2002, (to a classroom near you!), is the newly piloted introductory seminar to Women’s Studies, ID 1300. This interdisciplinary shell course has assembled a teaching team of five rotating faculty members: one from each of the four colleges. They include Ellen Cromerford (Economics and Business), Janet Yedes (Communication) Polly Ashelman (Early Childhood), Silvina Ituarte (Criminal Justice), and myself, Nira Gupta-Casale, (English). The faculty will change each semester. ID 1300, the foundation course for Women’s Studies, is being launched as a Paired Reading Course in the new GE Program. It should attract a wide range of students and greatly improve student recruitment in our program.

As we continue to look forward to the fall semester, I am proud to make two announcements: (1) Women’s Studies will host the NJ Project Fall Conference on Oct. 18, 2002 and (2) the Women’s Studies capstone course is progressing under the supervision of Dorothy Rizzo, Curriculum Committee Chairperson. I strongly encourage interested faculty to develop new courses that will enhance the offerings of Women’s Studies.

MARCH IS WOMEN’S HISTORY MONTH

Women’s History Month/Sexual Assault Awareness Week Programs

Women in History
Dr. Carole Shaffer-Koros
March 12, 2002 from 12:30pm-1:30pm in UC-228
Co-sponsored by Women’s Studies and Counseling Center

Women’s Studies Scholarship Award Ceremony
Dr. Irene Gnarra
March 20, 2002 from 3:30pm-5:00pm in J-135

Take Back The Night
Ms. Katie Koestner
March 21, 2002 at 5:00pm in the Little Theater
Co-sponsored by Counseling Center, Student Organizations, Women’s Studies and Office of Student Life and Leadership

Clothes Line Project
Sexual Assault Awareness Week (March 21 to March 28)
University Center Atrium

Families in Crisis: Protecting Our Families
Dr. Sharon Boyd-Jackson, Dr. Michael Knight, and Ms. Felice Nathans
March 26, 2002 from 11:00am–12:30pm in the Little Theater
Co-sponsored by Prevent Child Abuse-NJ and the Kean University Community Involvement Committee

Day of Silence
Dr. Silvina Ituarte
March 27, 2002 at 3:30pm in the Little Theater

Violation of Women’s Rights: An International Perspective
Dr. Arati Rao
March 28, 2002 in UC-228
9:00am-Continental Breakfast; 9:30am-11:00am-Lecture
Co-sponsored by Counseling Center, Women’s Studies and Affirmative Action Programs
Underdiagnosis of Females with Attention Deficit Hyperactivity Disorder

By Beverly Kling
Department of Special Education and Counseling

Attention deficit hyperactivity disorder (ADHD) is a disability that affects 3% to 5% of the school-aged population. Conservative estimates place the male to female ratio of diagnosis at 5:1 while clinical referrals and treatment show a male to female ratio of 9:1. Although this disorder is most prevalent in males, professionals have recently begun to question whether males are truly at greatest risk, or whether females are merely undiagnosed. Research on ADHD almost exclusively utilizes data from male subjects (Biederman, as cited in Reuters Health, 1999).

A diagnosis of ADHD is determined through criteria established in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV, 1994). In order to qualify for diagnosis, individuals must exhibit specific symptoms in inattentiveness and distractibility and/or impulsivity and hyperactivity. If individuals show significant symptoms in both domains, they are classified with the combined type. Stanford (1998) noted the criteria for ADHD in the DSM-IV were determined through a norming population of 80% males and 20% females and concluded that females are being viewed through a male perspective. At a meeting of the National Institute for Mental Health, it was suggested that a new or different scale be normed exclusively for females. A new scale would identify females who do not exhibit enough symptoms to receive the ADHD diagnosis based on current criteria. For example, a widely used school rating scale contains 53 external behaviors (e.g., angry outbursts, defiance and impulsivity which are typical male behaviors), while only seven internal behaviors were included (e.g., timidity, depression, forgetfulness which are typical female behaviors) (Carpenter, 2000).

Another explanation of underdiagnosis of females is that symptoms may not emerge in females until adolescence. In the present DSM-IV criteria, symptoms must emerge by age 7. Concerned researchers suggest that the threshold age should be increased to age 13 (Carpenter, 2000).

Nadeau, Littman and Quinn (2000) categorize subtypes of ADHD in females. They state that active females may appear to be tomboys. They may prefer to socialize with males and participate in impulsive activities. Some ADHD females may be very loquacious and socialize excessively. In contrast, other girls with ADHD may fade into the background. They may be dreamers, shy or inattentive. They may have few friends and are at high risk for depression. Hartmann (2001) characterizes these females as “right-hemisphere avoiders” who act out their ADHD differently and internally. Instead of interrupting others, they interrupt themselves. Their attention is interrupted by their daydreams and unwanted thoughts. Outsiders are unaware of the anxiety and effort these females experience in order to compensate for their inattentiveness, yet they have the potential to surmount anxiety and “hyperfocus”. This group often escapes diagnosis and may appear to be anxious and self-effacing (Watkins, 2002).

Because females with ADHD do not cause disturbances in the classroom as frequently as males, they are often overlooked. Teachers are likely to refer students who are “disruptive”, a characteristic that is seen mostly in males with ADHD. Kingsley (as cited in Carpenter, 2000, p. 1) notes “noisy boys get most of the attention. These girls tend to be diagnosed later, or not diagnosed at all, because they’re quiet”. When females with ADHD sit quietly in the classroom, interact little and dream, teachers and parents may view them as well behaved, introverted and average achievers. In the home environment, these girls tend to be more cooperative and attempt to please others than their male counterparts with ADHD (Zukas, 1999).

Females with ADHD tend to cluster in the category of inattentiveness. They often cannot follow directions, have difficulty listening, and are disorganized, anxious and overwhelmed by life’s daily demands. They do not merely have messy rooms. Chaos in their minds results in immobility of actions. When teachers notice them, they are often chided for not trying hard enough. These females often learn to look at the teacher, although they may not be paying attention (Carpenter, 2000).

There are consequences to a missed diagnosis. Often these ADHD females who have not been diagnosed are treated as anxious, worrisome or depressed by physicians when they complain of feeling overwhelmed or disorganized. Many times they are considered “obsessive-compulsive” by clinicians, and the true diagnosis is missed. They often feel inadequate, are self-critical and have distorted self-images (Solden, 1997).

What can be done? The fact that underdiagnosis of ADHD for girls is receiving recognition is a first step. Some females who received a diagnosis of ADHD late in life can look back and recognize that their symptoms were impediments in school. One female graduate student walked into support services at her university and requested an evaluation. She stated that her parents were too busy tending to the needs of her hyperactive, disruptive brother to pay attention to her inattentiveness and distractibility. We must view females with ADHD in their own light. As long as we continue to use measures based primarily on male behaviors, girls with ADHD will continue to be overlooked. We must be vigilant and advocate for early diagnosis and treatment. This is crucial and may prevent the low self-esteem, depression and extreme anxiety that accompany ADHD in females who do not understand their struggle.

References

(Continued on page 8)
**Does Bulimia Exist in Romantic Relationships?**  
*By Danielle Castellano, Graduate Student  
Department of Special Education and Counseling*

Bulimia is characterized by secret, episodic binge eating to satisfy an insatiable appetite. The eater ingests food voraciously, not having objectivity about what or how food is consumed and consumption is accompanied by a fear of insatiability. Following the food binge, feelings of shame and disgust persist. To rid these horrid feelings and thoughts, the binger must robotically purge the excessive consumption, toxicity and emotional distress by vomiting; overusing laxatives, diuretics and/or enemas; fasting; and/or excessive exercise (DSM, 2000). Thus, even though food is used to nurture, the relationship with food is ambivalent (i.e., love-hate relationship). Bulimia occurs primarily in women with 5% of women experiencing bulimia at some point in their lives (Grange, Telch & Agras, 1997).

Although bulimia is an eating disorder, is bulimia associated only with food? Can this intense and uncontrollable binge/purge cycle of behavior manifest itself into romantic relationships? Preliminary research is suggestive of a correlation between the binge/purge cycle of bulimia and the “binge/purge cycle” in romantic relationships entered into by some women who experience bulimia. They tend to transfer their emotional baggage and unresolved binge/purge issues (i.e., unhealthy coping strategies) into romantic relationships. In the binge phase of the relationship, the woman “binges” her partner and the relationship with the same intensity that she consumes food. That is, she devours her partner in the same “hungry” and compulsive ritual while setting few, if any, boundaries and without evaluating the appropriateness (Wiederman & Pryor, 1996). Repetitively, these women seek stimulation, approval and symbiosis while sacrificing autonomy and boundaries for the new “perfect partner” (Young-Eisendrath, 1999).

Women with bulimia are inclined to choose men that are insecure and dependent. The women lack confidence and their own self-awareness to express their thoughts and feelings as well as the tools for effective conflict resolution. Hence, what sense of self they have is often displaced as they merge into a symbiotic relationship with their partner. Typical statements include, “I can’t make it on my own”, “I need my boyfriend to function, I have no personality of my own”, and “I must swallow my own feelings and be pleasing to other people since I need them so much” (Baird & Sights, 1986, p. 499).

They emotionally distance and isolate themselves, yet paradoxically are lonely, habitually seek approval and yearn for sexuality, sexuality and intimacy. Typically, healthy sexuality within the relationship is absent because they are uncomfortable with or ashamed of their distorted body image. They prohibit the establishment of intimate, lasting relationships. Instead, women with bulimia may engage in a series of short-lived, unfulfilling and frustrating relationships or may withdraw into sexual abstinence (Mitchell & Eckert, 1987).

In the purge phase, the relationship tends to end abruptly and typically without appropriate closure. The absence of healthy closure may incite unhealthy responses in women with bulimia or in her partner. Unhealthy responses such as abusive and/or foul language, harsh criticism, guilt, threats of suicide or homicide and/or stalking are typical. Purging of relationships may

**Fibromyalgia**  
*By Josh Palgi  
Department of Physical Education, Recreation, and Health*

You hurt; you are chronically exhausted; and doctors cannot diagnosis and treat the problem accurately. You may have *fibromyalgia*, a condition that affects an estimated 6 to 8 million people. Eighty percent are women.

Fibromyalgia is a chronic condition that is not progressive, crippling or life threatening. It is characterized by fatigue and widespread pain in the fibrous tissues in the muscles, tendons and joints. The pain is not associated with muscle, nerve or joint injury, inadequate muscle repair, or any serious bodily damage or disease. The pain is usually worse when relaxing or sleeping and is less noticeable during busy activities or exercise. Other symptoms include sleep disturbance, depression, daytime tiredness, headache, weakness and irritable bowel syndrome. The intensity of the symptoms may vary and probably will never disappear.

The exact cause of fibromyalgia is unknown. One leading theory is that fibromyalgia is caused by a disregulation or imbalance of neurotransmitters in the brain. Neurotransmitters such as serotonin ease physical pain. Some scientists believe an unidentified infectious agent, such as a virus, may trigger fibromyalgia in some people. Extreme stress and trauma are also believed to trigger the syndrome.

**Treatment of Fibromyalgia**

Experts recommend an adjustable, multi-faceted approach for the treatment of fibromyalgia. They advocate establishing and maintaining a healthy lifestyle. Sufferers should try many treatment options in search of the most efficacious; not everyone responds to all treatments. Exercise seems to be effective in managing fibromyalgia. Exercise prevents muscle atrophy, increases a sense of well being and, over time, reduces fatigue and pain. Aerobic exercises are the most helpful because they raise the pain threshold. Desirable exercises are walking, swimming, stationary bikes, stretching and flexibility exercises. Other treatments are cognitive psychotherapy to increase one’s psychological capacity to cope with specific conditions; stress reduction techniques to manage chronic pain; biofeedback; massage therapy; acupuncture; and magnet therapy.

Those who are able to continue working and fulfilling their social obligations, despite their pain, cope best with fibromyalgia and improve their quality of life. 

**Bulimia, Continued**

(Continued on page 7)
Reducing Sexual Assault on Campus
By Juneau Mahan Gary
Department of Special Education and Counseling

Sexual assault on campus is not a new phenomenon or recent crisis. Behaviors resulting in date or acquaintance rape have occurred on campuses for decades. When a crisis of date rape occurred in the past, no one knew that a response was necessary nor how to respond nor where to seek help. There are at least three differences between campuses of past decades and campuses of the present: (1) attitudes about male and female roles and responsibilities have changed; (2) a term, “date rape” or “acquaintance rape,” is now attached to the behavior; and (3) society is reframing perceptions of responsibility and blame and moving from “he just took advantage of me” to “date rape” and from “why were you wearing that skimpy outfit?” to “he violated you.” Consequently, new laws and campus judicial procedures reflect contemporary thought. Social, medical and legal services exist on many campuses and in the local community (Gary, 1994).

No Campus is immune from sexual assaults. They occur on campuses located in suburban, rural and urban areas; at private and public colleges; at Ivy League, city and state universities; and at two-year and community colleges. In fact, the incidence of sexual assault, is increasing on campus, yet, date rape is greatly under-reported and remains a significant but rarely visible problem on campus. Furthermore, most victims tend to avoid campus services such as counseling, health services and campus police in seeking help. They prefer to disclose to their friends or relatives, if they disclose at all. When they do seek help, they tend to do so during the crisis phase.

Sexual assault, in the most general sense, is unwanted and non-consensual sexual contact, including stranger and date rape or attempted rape. Date rape is the most prevalent type of sexual assault on campus, occurring when the offender (such as a classmate, friend, mate or study partner) is known to the victim, and when sexual contact is perpetrated against her will. Women between the ages of 16 and 24 years, the age range of the traditional college student, are at highest risk for sexual assault, according to the FBI. First year women, in particular, are vulnerable because they are in transition from the structured environment of home and high school to increased freedom on campus and are developing skills to balance independence and personal safety. Furthermore, the campus culture is such that many male students traditionally perceive first year women as vulnerable and naïve.

Whether an assault was perpetrated by an acquaintance, mate or stranger, alcohol consumption by the victim and/or offender is often involved. Alcohol abuse reduces the sense of personal responsibility, reduces inhibitions and decreases judgment for the victim and the offender. Among students, it is of special concern because the offender can easily gain sexual control of the victim by entrapping her (i.e., getting her drunk). When a victim drinks, it reduces her ability to disengage or to defend herself, and it reduces the likelihood of positively identifying the offender. It also decreases the likelihood that her objections would be believed by the offender and others. When the offender drinks, it reduces his judgement and sense of personal responsibility. His lack of good judgement allows him to engage in inappropriate behaviors, which he may have avoided when not under the influence of alcohol. As he walks away from the incident while intoxicated, he feels less responsible and makes statements such as “I was too drunk to remember my actions.”

What Can We Do?
Reducing sexual assault on campus should not be limited to what women should or should not do for self-protection. This traditional focus places undue burden on women, implicitly communicates the condoning of inappropriate behaviors of men, and combats only half of the problem. Reducing sexual assault will not be effective unless some programs are focused on potential offenders, who are almost exclusively men. Scant attention is traditionally given to prevention awareness programs focusing on men as potential offenders. Most men are not likely to change their behaviors, values and attitudes until they examine and label them as aggressive, inappropriate and violent.

The following proactive examples represent interventions ranging from personal changes to institutional changes. Some of the most important changes require little or no expenditure of funds.

An Intervention Requiring Little or No Cost. Encourage faculty to incorporate sexual assault issues into the curriculum. An English professor may assign novels or short stories about sexual assault or literature written by victims, for instance, Maya Angelou.

An Intervention Requiring Some Financial Cost. Compile a resource library composed of videos, films, books and pamphlets for training, classroom, and personal use; locate them together; and advertise them.

A Personal Intervention. … For men … Accept the woman’s decision that “no” means “no”.
… For women … Know basic information about your date including his full name and where he lives. Use a “safety plan” by telling others where you expect to be, with whom, and when you expect to return.
… For everybody … Maintain a sexual assault prevention bulletin board and post prevention tips and helplines (800-333-SAFE). Encourage others to assist and make it a class, residence hall and/or sorority/fraternity project.

Conclusion
Sexual assault is an under-reported and serious issue on campus. Increasing the campus community’s awareness of sexual assault for women and men is the answer to reducing and preventing assaults.

Reference
Dr. Kate O’Donnell, Chairperson of the Sociology Department and Co-founder of the Women’s Studies Program at Harwick College in Oneonta, NY, spoke at Kean University in November 2001 on *Poco a Poco: Women Weaving Social Justice*. The program was co-sponsored by the Dept. of Communication, Women’s Studies Program, and the Office of the Dean of Arts, Humanities, and Social Sciences.

O’Donnell talked about indigenous women’s lives and their struggle for linguistic, cultural and economic survival. These Mayan women, from a variety of communities in Chiapas, Mexico, organized a Weaving cooperative of 250 members in Tzotzill called Jolom Mayaetik (“Women Who Weave”). Their “cooperativa” is supported by a sister advisory NGO, K’inal Antzetik (“The Land of Women”). As O’Donnell stated “Central to this organization has been the work of Mayan women, who with international groups and national NGOs, are creating a global network challenging the continuing economic exploitation, political repression, and rising militarization in the state of Chiapas.” Some key points include the following:

- Mayan women’s resistance to maquiladoras/U.S.-Mexican border sweatshops, low intensity warfare, and pervasive poverty as they relate to North/South policies and realities.
- Mayan women’s weaving to keep families alive.
- K’inal Antzetik’s economic organization of women’s cooperatives are critical to economic autonomy and survival in the face of what some view as “Muy Gringo Economico”.
- March of about 9,000 mostly Mayan women on International Women’s Day 2000 in San Cristobal de las Casas, Mexico.

The topic and broad co-sponsorship attracted an interdisciplinary audience of students and faculty from Women’s Studies, Sociology, Anthropology, Africana Studies, and Communication as well as campus administrators. O’Donnell’s informative talk and engaging slide presentation provided a forum for learning and her easy manner encouraged lively dialogue. One student remarked, “We have gotten a chance to not only read about and research the challenges faced by indigenous people, but the important part is having heard first hand about their struggles, particularly the women weavers of Chiapas, Mexico”.

*For information or copies of O’Donnell’s paper, contact Dr. Yedes (908-527-2667 or jyedes@kean.edu).*

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**Women’s Studies Program Announcements**

**Women’s Studies Course Offerings for Fall 2002 Semester**

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<tr>
<th>Course</th>
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<tr>
<td>ID 1300</td>
<td>Introduction to Women’s Studies</td>
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<td>PSY 3340</td>
<td>Psychology of Women</td>
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<tr>
<td>SOC 2100</td>
<td>Sociology of the Family</td>
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<td>HIST 5306</td>
<td>Women, Culture and Power</td>
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**New Course: ID 1300 Introduction to Women’s Studies**

ID 1300 introduces students to women’s issues from a variety of disciplinary and methodological perspectives, and thus is a perfect introductory course to Women’s Studies. It will be taught by a rotating group of five faculty representing the four different colleges. ID 1300 satisfies General Education requirements for interdisciplinary courses and will also be paired with a reading course. There are no prerequisites. It was conceptualized by Theresa Choate (Theater Department) and designed by the Women’s Studies Curriculum Committee.

**Call for New Courses**

Women’s Studies seeks new course offerings on all topics. Curriculum committee members are available for guidance on topics and ideas. Also, we maintain sample course descriptions from comparable Women’s Studies Programs in New Jersey.

**Save the Date: Conference at Kean**

New Jersey Project Fall Conference: October 18, 2002 from 9am to 4pm

Co-sponsored by the Women’s Studies Programs of Kean and William Paterson Universities
Thanks Women’s Studies!
From Kean Student to Professional Woman

By Amy Meckeler
Office of University Relations

As a Kean alumna and someone who benefited from the Women’s Studies Program, it is my responsibility to shine light on several women in the Program when I was a student and who took time from their own endeavors to guide me. One of the reasons I should acknowledge my mentors is related to a statement that Charlotte Bunch, executive director of the Center for Women’s Global Leadership, made when she introduced the women who participated in the Eighth Annual Women’s Global Leadership Institute at Douglass College in June 2001.

Bunch highlighted the great strides that participants made around the world creating and sustaining action for such issues as disability and development in Ghana, unions for domestic employees in Trinidad and Tobago, abolishment of the death penalty in the United States, refugee and migrant protection in Bulgaria, and labor solidarity in Sri Lanka. But, she also pointed to an incredible contradiction. Women everywhere are advancing on many fronts, but their actions have been underreported. I understood Bunch’s statement clearly, especially from the knowledge I gained from the activities and courses offered by the Women’s Studies Program at Kean University.

I was first introduced to Women’s Studies at the age of 28. Before then, I had not learned enough about women in history, literature, science, the arts, economics, social studies, and other disciplines. Women’s contributions were represented subversively, or in the margins. Therefore, I had accepted that women’s voices came second to men and developed a pattern of doubting my own voice. I began to see that by leaving women out of the spotlight, other women who are ambivalent about stepping out of their own comfort zones to take risks that lead to true progress, personally or for the good of others, do not have access to adequate role models and networks.

The Women’s Studies Program helped me develop a level of confidence I had never known, especially in my career. After graduation, a Kean journalist and editor, Gilda Rogers, offered me an exciting assignment as a freelance journalist. I interviewed interesting women for a special edition of YES Magazine titled “Girl Power,” including Fatou Sow (a prominent feminist from Senegal) and female park rangers in Pennsylvania. I also created and facilitated a journalism workshop for young women enrolled in an after-school program at the YMCA in Plainfield, N.J.

Like the Women’s Global Leadership Institute, Kean harbors many incredible women! Sixty-five percent of the student body is female, and the community would benefit greatly by learning what women are accomplishing. One great advantage is the example these campus women are for others who need resources, connections and validation to fuel the spirit that energizes their own endeavors. As a student, I had the privilege of being involved with the Women’s Studies Program and would like to thank the women who guided me to valuable resources and provided curriculum that broadened my perspective:

- Dr. Jan Balakian may remember me from her playwriting course, but she may not remember directing me to the Women’s History Month Programming Committee meeting. She overheard me inquiring about Women’s Studies and said the Programming Committee would gladly welcome students. I attended the meeting, and although I felt odd being the only student on the committee, I developed key relationships and, most importantly, felt that my voice was heard.
- Ms. Robyn Rajs hired me as an administrative assistant for the Counseling Center, and beyond the skills I developed, I earned much needed income for doing some of the same work I had been doing as a volunteer.
- Dr. Nira Gupta-Casale encouraged students to submit their works to the Sylvia Strauss Scholarship contest and stressed the importance of female writers, even in her non-Women’s Studies courses.
- Dr. Celene Krauss was an informative and patient professor while her students struggled through discussions and readings about gender and society.
- Dr. Sarah Ducksworth guided me and held me accountable for my independent study in African-American women writers of the Harlem Renaissance. From that opportunity, I was awakened to some of the many contributions made by women of color who have been marginalized from the literary cannon and then ignored again by the women’s movement.

For students interested in the Women’s Studies Program, I advise you to enroll in Women’s Studies courses early in your academic careers so that you can incorporate the courses into your majors. I also urge students to become members of the Women’s History Month Programming Committee and the Women’s Studies Curriculum Committee; research what has already been accomplished before reinventing the wheel; network with programs at other universities, especially those that offer bachelor’s, master’s and/or doctorates in Women’s Studies; attend and help to advertise the programs sponsored by Women’s Studies; realize that the experiences of women are not all the same; and, unfortunately, be prepared to experience some resistance when you express and apply the knowledge you gain from Women’s Studies courses. Be prepared to answer the question that I have been asked a thousand times: “But don’t you like it when men open the door for you?” Do not let the question discourage you. Realize instead, that it is a diversion, and a redundant, tired one at that!

To the female faculty and staff at Kean, I have faith that you will market and advertise yourselves and your work so that others can see you and use you as the incredible role models that you are. In my current position as a university relations specialist, I am responsible for writing about the great programs and people at Kean. I see the value of an updated résumé, a program description and mission, and a photograph at hand, ready to share with the Kean and surrounding communities. Use these for feature articles and press releases as a way to highlight your programs and activities. Go ahead; toot your own horns! ♀
Reflecting back on her professional and personal life, DeMartino considers her mother as her greatest influence. Through her mother’s guidance, she was shown drive, ambition and people skills. Personally, while she reveals in the accomplishments of former students, she derives her greatest joys from the successes of her loving, supportive family. Her brother Al, reminisced about her life and career at her retirement party celebrating 38 years in public education. He remarked, “Her mother would have been proud. Her father would have been proud. Job well done!”

For Dr. Angela DeMartino, education was not a job, but a way of life. To me, she was my mentor, my role model, and my source of strength as a female administrator. And this Kean alumna has passed the torch to me, a Kean professor, to educate and mentor the next generation of women in education. Thus, the many facets of the kaleidoscope of leadership are projected through the prism for all to view: vision, mentoring, family, commitment, humanity.

References

Bulimia, Continued
(Continued from page 3)
be characterized by many reconciliations followed by abrupt terminations. And the cycle continues until it is broken with healthy coping strategies if she recognizes the condition and seeks professional and supportive interventions.

What to Do? Food and intimacy nourish physical and emotional health. With new awareness, women are empowered to break the bulimic relationship cycle. They sustain a healthy relationship, eat healthfully, improve self-esteem, and engage in healthy coping skills. New behavior results in physical and emotional health.

References

A Female Educator and Kean Alumna

By Donna Strigari
Department of Special Education and Counseling

In 1909, Ella Young, Superintendent of Chicago Public Schools, made a prediction (McGrath, 1992, p. 62):
In the near future, we shall have more women than men in charge of the vast educational system.
It is a woman’s natural field and she is no longer satisfied to do the larger part of work and yet be denied the leadership.

From this thought, an image of a specific woman emerged: Dr. Angela DeMartino, a 1963 graduate of Newark State Teachers College (Kean’s former name), recently retired as the principal of Mendham High School. While she has been my professional mentor and cherished family friend, her views on women in leadership positions serve as a framework for all those involved in education.

Greatness is truly driven by vision: a view of the future. For DeMartino, the continued inclusion of women in leadership positions is her vision. Since 1988, she was the first female principal of a high school in Morris County, NJ. She recognizes this important feat. She believes women must know how the game is played with clear understanding of the rules. “If the playing field is to be level, then women may not pull out the gender card.” Once the decision has been made to assume the duties of what is considered “a man’s job”, then women must do the job enthusiastically and to the best of their ability. They must grasp the value of vision, mentorship, importance of family, and strategies for success.

When considering the role of women in leadership positions, DeMartino views the participation of men and women in the same way, except women cannot be part of the “good ol’ boys network.” Women need to be cognizant of this fact. As a result, women may find themselves working harder than men with very little room for error. The key is bonding with men in the workplace and creating a union of trust and acceptance.

With regard to women mentoring women, DeMartino expresses concern that mentoring must become routine. It requires selflessness, which translates to giving of one’s time, effort, and energy. This must be a priority.

DeMartino respects many women leaders. Those she admires most possess the attributes of working hard, functioning well, and making a difference. Her role models are Margaret Thatcher, Golde Meier, and Katherine Graham. Gardner (1995), notes that perhaps Thatcher’s greatest ally in the course that she set for herself was her own self-confidence.

Such women provide great leadership profiles for other women to emulate. Yet, DeMartino recommends the following regime for aspiring women administrators:

1. Know yourself well.
2. Know your staff well.
3. Have a vision.
4. Know how to collaborate.
My Creed (Mi credo)
By Maria del Carmen Rodriguez-Solis
Department of Special Education and Counseling

I am hopeful that after every today,
There is a tomorrow,
That the sun brightly shines
After a darkened night,
That my growing pains
Are purifying,
True winners
Are those who love,
There is a spring
After every winter.
My sorrows have been songs
Of many languages and times
My laugh as well as my tears
Are faces of the same soul.
The meaning of life is crafted in life itself,
Making it better to build than to possess.
Making it better to fight
Than to fall defeated.
Making it better to create than to repeat.
Making it better to search than to receive.
Our identity is engraved
In everything we do.
Our planet continuously turns
Toward new frontiers and challenges.
There is even chain in our own freedom.
Happiness is as slippery as a wet soap bar,
And faith is my guiding post. ♀

Mi Credo (My Creed)
By Maria del Carmen Rodriguez-Solis
Department of Special Education and Counseling

Tengo fé que después de hoy
viene un mañana.
Que el sol sale y brilla
después de cada noche.
Que mi dolor es abismo purificante.
Que los que triunfan
son los amantes.
Que hay una primavera
después de cada invierno.
Que mis lamentos han sido
cantados en variadas lenguas y
diversos tiempos.
Que la risa y el llanto
son caras del mismo ser.
Que el significado de la vida
está en la vida misma.
Que es mejor construir que acumular.
Que es mejor luchar que caer derrotado,
Que prefiero crear que repetir.
Que busco antes que recibir.
Que nuestra identidad está
en nuestro hacer;
Que el mundo gira a tumbos y desvaríos
hacia puntos nuevos, nuevos retos,
Que nuestra condena se llama libertad.
Que la felicidad es posibilidad resbaladiza,
y mi fé es inescapable noche. ♀

Underdiagnosis of ADHD, continued
(Continued from page 2)

IN THE NEWS...........
Jan Balakian (English) wrote and produced a movie, Everybody’s Depressed. It received positive reviews.
Martha Marchena (Music) produced a new CD on Latin American classical music. Kudos!