

## MSCA Members Elect Markunas, O'Donnell, George and Pavlicek

Seven hundred and fifty five members voted in the MSCA Officer elections, electing **Pat Markunas** to a fourth two-year term as president, **Nancy George** to a second term as secretary, and **Glenn Pavlicek** to a first term as treasurer.

In the only contested position—for vice president—**C. J. O'Donnell** of Mass Maritime edged out **Frank S. Minasian** of Worcester State. Minasian has served as MSCA vice president since 2000.

Based on unofficial returns—not certified at press time—O'Donnell, MSCA director and chapter president, received 390 votes. A charter member of the MSCA Board, Minasian received 348 votes. Vote tallies for all the candidates appear below.

**Deb Foss**, chair of the Elections Committee, called the unofficial results to *Perspective* on April 7. The votes were counted and will be certified by the Labor Guild, which has conducted balloting and processing of returns. Foss will formally present the election results to the Delegate Assembly April 29 at Bridgewater State College.

Markunas, a psychology professor, and George, librarian, are members from Salem State College. Pavlicek teaches mathematics at Bridgewater State, and fills the position vacated by **Gail Price**, also of Bridgewater State, who has served as MSCA treasurer since 2000. The new officers take office on June 1 and will serve two-year terms.

Thirty-four percent of eligible voters returned ballots, an increase of five percentage points from the return rate in the 2004 MSCA officers election. In the contested position, O'Donnell received 51.6 percent of the votes. Minasian received 46 percent. Ballots in the contested race were recounted, said Foss.



Pat Markunas



C. J. O'Donnell



Nancy George



Glenn Pavlicek

### MSCA Votes: Results of the 2006 MSCA Officers Election

On April 7th, the following results were tabulated in the 2006 MSCA Officers Election. Those presumed elected are indicated with an (\*). These results are tentative, pending official tabulations by the Labor Guild and final certification at the 2006 MSCA Delegate Assembly.

|                    | Markunas*<br>President | O'Donnell*<br>Vice President | Minasian<br>Vice President | George*<br>Secretary | Pavlicek*<br>Treasurer |
|--------------------|------------------------|------------------------------|----------------------------|----------------------|------------------------|
| Votes Received     | 681                    | 390                          | 348                        | 676                  | 668                    |
| Write-In Votes     | 15                     | 2                            |                            | 6                    | 9                      |
| Blank/Void Ballots | 59                     | 15                           |                            | 73                   | 78                     |

Total Ballots Cast: 755

Total Ballots Mailed: 2,325

Thank you for your participation in the election.

Deborah Foss, Chair, MSCA Nominations and Elections Committee  
Supervisor, MSCA Elections

## Convene, Confer, Report, Debate, Vote, Resolve

### Delegates Prepare for Annual Meetings of MSCA, MTA and NEA

Faculty and librarians from the nine state colleges in Massachusetts will converge on Saturday, April 29, at Bridgewater State College for the MSCA's Annual Delegate Assembly. For the first time in several years, they will do so with a funded contract for the day unit.

Even so, there is much important work to be done, states **Pat Markunas**, MSCA president, including establishing a new budget, receiving the results of the MSCA officer elections, and acting on resolutions. Delegates will be updated on post-tenure review, DGCE contract negotiations, and important legislation, including bills affecting funding and health insurance benefits for part-time faculty.

Delegates will hear from MSCA standing committees. At the luncheon, the Association will recognize individuals for their outstanding contributions, including the recipient of this year's Friend of Education Award.

"We look forward to a full and lively session in Bridgewater," Markunas said. "Delegates make a lasting contribution to the progress and success of our union, and the Assembly gives us all a chance to help set the course for the future."

The Assembly will open with coffee, tea, fruit and pastries at 9:30 a.m. in the Moakley Technology Building. The business meeting will begin at 10:00 a.m.

Any MSCA member may attend the Assembly, although only delegates may vote. Through delegates, members may submit resolutions for consideration. For information about serving as a delegate or about submitting a resolution, contact your chapter president.

### MTA Annual Meeting May 5 & 6

MSCA delegates will join their colleagues and staff from the university and community colleges, preK-12 teachers and support professionals at the MTA's Annual Meeting on May 5 and 6 in Boston. The MTA's Higher Education division serves over 10,000 members in the university, state and community colleges in Massachusetts.

The MSCA is allocated 46 delegates at large. For delegate information, contact your chapter president. For program information, including workshops and conferences especially relevant to higher education, look in this month's MTA Today, or on the MTA website at <[www.massteacher.org](http://www.massteacher.org)>.

The MTA advocates in support of public education on a wide range of issues and legislative proposals, from funding to health care.

In recent developments, the MTA Board of Directors endorsed a constitutional amendment to require the state to guarantee health care coverage for all Massachusetts residents. The MTA also recently joined a coalition of over 40 organizations calling for major reforms in public education. Titled The Campaign for the Education of the Whole Child, the coalition charges that "current state policies have led to an increase in students dropping out, too much emphasis on drilling for the MCAS tests and a failure to provide a well-rounded education for low-income children" (*MTA Today*).

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Convene *continued from page 1*

NEA Representative Assembly in Orlando

Representing 2.7 million members throughout the United States, 9,000 delegates will convene for the National Education Association’s 144th Annual Meeting and 85th Representative Assembly (RA) June 30 through July 5 in Orlando, Florida. The delegates are chosen by ballot through their affiliates.

Members will attend pre-RA conferences, such as the Joint Conference on Concerns of Minorities and Women, attend workshops, including those geared to higher education issues, and convene to elect officers and vote on a wide range of resolutions.

The NEA recently announced a partnership with the AFL-CIO “that will allow local affiliates of both organizations to work together to meet the needs of working families” (*MTA News*).

The agreement brings together the nation’s largest independent union representing almost 3 million education professionals with a federation of unions representing 9 million workers.

NEA and the AFL-CIO will remain independent organizations. For the first time, though, NEA locals may become affiliated with the AFL-CIO. The locals must apply through NEA, and once approved may participate in the AFL-CIO’s community labor councils (*MTA News*).

MSCA delegates to the NEA Annual Meeting include **Len Paolillo** and **Joseph Ebiware**, both from the Massachusetts College of Liberal Arts.

Procedures for Election of MSCA Alternates to the 2006 MTA Annual Meeting

All delegates for the MTA Annual Meeting are allocated by the MTA to the MSCA in general. However, the MSCA apportions its delegation among the nine chapters, based on a one-person, one-vote principle, for nomination and election. The MSCA Board of Directors has adopted the following procedure to elect alternate delegates for the 2006 MTA Annual Meeting.

- 1) All chapter presidents must report the names of the delegates elected by the membership of the chapter, plus the list of alternates with the number of votes received by each alternate, to the MSCA President’s Office no later than Tuesday, April 18th at noon.
- 2) After all of the delegates elected by the chapters have been reviewed for good standing and seated as delegates, all remaining vacancies will be filled by the alternates elected by the chapters. If the number of remaining vacancies is equal to or more than the total number of alternates, then all alternates will serve as delegates.
- 3) If the number of remaining vacancies is less than the total number of alternates, vacancies will be filled by alternates, in voting order by chapter, in proportion to the number of MTA members in the chapters that have elected alternates. In the event of a tie between or among alternates, a drawing by lot will be used to fill the vacancy.
- 4) Whenever a vacancy occurs among a chapter’s elected delegates, the vacancy will be filled by the next alternate that was elected by that chapter. If the alternates elected by that chapter have been exhausted, the vacancy will be filled in accordance with the procedure in #3, above.
- 5) Chapter presidents will be responsible for the prompt notification of the MSCA President’s Office whenever they become aware of a vacancy in the chapter’s delegation.

Post-tenure Review Results to be Posted on the MSCA Website

As we go to press, post-tenure review decisions for Alternative One, Year One are being released on the campuses. A summary of the decisions by campuses is posted on the MSCA website. Once all decisions have been released, more substantive analyses of them will be conducted and distributed to all faculty and librarians.

Fiscal 2007 Budget Proposal to the MSCA Delegate Assembly: Recommendation of the Board of Directors

|  | 2005-2006<br>Budget | 2006-2007<br>Budget Proposal |
|--|---------------------|------------------------------|
| 9010 Office Maintenance                            |                     |                              |
| Telephone  | 8,000               | 8,000                        |
| Supplies   | 10,000              | 12,750                       |
| Postage  | 10,000              | 12,750                       |
| Equipment  | 5,000               | 0                            |
| Insurance  | 4,000               | 4,000                        |
| Archives   | 500                 | 0                            |
| Printing   | 5,000               | 5,000                        |
|  | <u>42,500</u>       | <u>42,500</u>                |
| 9020 AdministrativeSalaries/Payroll Taxes          |                     |                              |
| President  | 16,355              | 16,845                       |
| Vice President                                     | 7,499               | 7,724                        |
| Secretary  | 7,499               | 7,724                        |
| Treasurer  | 12,233              | 12,599                       |
| Grievance Chair                                    | 10,005              | 10,306                       |
| Negotiations Chair                                 | 6,565               | 6,762                        |
| Negotiations Chair DGCE                            | 2,596               | 2,673                        |
| Editor   | 6,997               | 7,207                        |
| MSCA Webmaster                                     | 1,575               | 1,622                        |
| Taxes  | 22,000              | 35,000                       |
| Secretarial Services                               | 133,971             | 142,079                      |
| Negotiations Scribes                               | 7,499               | 7,724                        |
|  | <u>234,860</u>      | <u>258,266</u>               |
| 9023 Professional Services                         | <u>1,000</u>        | <u>1,000</u>                 |
| Archives   | <u>1,000</u>        | <u>1,000</u>                 |
| 9030 Board of Directors/Delegate Assembly Meetings | <u>25,000</u>       | <u>30,000</u>                |
| 9040 Negotiations/Labor Management                 |                     |                              |
| Sessions   | 3,000               | 20,000                       |
| Employee Relations Committee                       | 2,500               | 4,333                        |
| Printing Contracts                                 | 15,000              | 0                            |
|  | <u>20,500</u>       | <u>24,333</u>                |
| 9044 Data Base                                     |                     |                              |
| Data Base Supplies/Meetings                        | 1,800               | 1,576                        |
|  | <u>1,800</u>        | <u>1,576</u>                 |
| 9046 Ad Hoc Committee/Librarians Concerns          | <u>1,000</u>        | <u>1,000</u>                 |
|  | <u>1,000</u>        | <u>1,000</u>                 |
| 9050 Contract Administration/Grievance             |                     |                              |
| Committee Expenses                                 | 6,500               | 7,200                        |
| Arbitrators’ Fees                                  | 14,500              | 16,974                       |
| Stenographers’ Fees                                | 3,000               | 3,700                        |
|  | <u>24,000</u>       | <u>27,874</u>                |
| 9060 Legislative                                   | <u>1,000</u>        | <u>1,100</u>                 |
| Committee Expenses                                 | <u>1,000</u>        | <u>1,100</u>                 |
| 9065 Affirmative Action Committee                  | <u>1,000</u>        | <u>500</u>                   |
|  | <u>1,000</u>        | <u>500</u>                   |
| 9070 Communications                                |                     |                              |
| Publication & Mailings 7 Issues                    | 16,250              | 17,050                       |
| Related Expenses                                   | 2,150               | 2,950                        |
|  | <u>18,400</u>       | <u>20,000</u>                |
| 9080 Conventions/Workshops                         |                     |                              |
| MTA Annual Meeting                                 |                     |                              |
| NEA-RA   |                     |                              |
| NCHE/Membership                                    |                     |                              |
| Williamstown                                       |                     |                              |
|  | <u>22,100</u>       | <u>23,000</u>                |
| 9085 Elections                                     | <u>10,000</u>       | <u>500</u>                   |
| 9090 Auditor’s Fee                                 | <u>5,000</u>        | <u>5,700</u>                 |
| 9100 Discretionary Fund                            | <u>1,000</u>        | <u>430</u>                   |
| 9110 Local Support                                 | <u>15,000</u>       | <u>16,000</u>                |
| 9600 E-mail  | <u>1,000</u>        | <u>1,570</u>                 |
| TOTAL  | <u>\$426,060</u>    | <u>\$455,350</u>             |

Anticipated Income Worksheet

Current Dues Structure

| Local Dues              | Members | Dues  | Total            |
|-------------------------|---------|-------|------------------|
| Full Time               | 1,445   | \$230 | \$332,350        |
| Part Time               |         |       |                  |
| 9-11 Credits            | 100     | \$115 | \$11,500         |
| 3-8 Credits             | 800     | \$70  | \$56,000         |
| 1-2 Credits             | 60      | \$20  | \$1,200          |
| Total Dues Income       |         |       | <u>\$401,050</u> |
| Total Projected Members | 2,405   |       |                  |

2006/2007 Projected Income

|                                  |                  |
|----------------------------------|------------------|
| Dues Income                      | \$401,050        |
| Local Support Reimbursement      | \$45,000         |
| Data Base Reimbursement from MTA | \$9,300          |
| Total Projected Income           | <u>\$455,350</u> |



# Look at More than Graduation Rates, Paolillo Tells Federal Higher Ed. Commission

*Among area educators who testified March 20 before the Secretary of Education’s Commission on the Future of Higher Education, convening in Boston, was Len Paolillo, chair of the NEA’s Legislative Committee. A sociology professor at Massachusetts College of Liberal Arts, Paolillo warned against using unqualified college graduation rates as an indicator of success, and suggested a more fruitful approach. Here are excerpts from his testimony:*

## An Injection of Reality

I want to be sure that reality is injected into this conversation, specifically the reality that the student population at post-secondary institutions has moved away from what was once largely a homogeneous cohort of young people fresh out of high school pursuing post-secondary education on a full-time basis.

Forty percent of students enrolled in postsecondary education are part-time. The average age of students at community colleges is about 29, with 50 percent more years lived than a “traditional” student at 18 or 19. These additional years are full of life-altering events like having children, learning the ins and outs of different areas of the world of work, and maturing in one’s sense what kind of education is needed to accommodate family needs and career goals.

Every step they take in postsecondary education, according to Department of Labor data, will help them to have greater earning power over their lifetime. Sure, it’s greatest if they actually complete their education, but each step helps and is not discounted if they never make it into a cap and gown.

## Learning Path Not Always Straight

[The] NEA asserts that the current requirement regarding graduation rates... assumes that a student has a clear degree goal and follows a straight-line trajectory toward that goal. In many instances, that is not how students make their way through their education. NEA’s study . . . shows that a larger share of students in public colleges continues enrollment after the six-year . . . window than students in private colleges. It also shows that the factors with greatest impact on graduation rates are average student income levels and the “traditional” vs. “non-traditional” nature of the student population.<sup>1</sup>

## Concerned with Labeling

[I am concerned with] the labeling of an institution as somehow better or worse based on its graduation rate without regard to the impact of key student characteristics on that rate. More students with characteristics negatively affecting completion are attending the more affordable post-secondary institutions, namely public four-year institutions and community colleges.

Older students face greater demands from family, employment and community activities, all of which tend to compete with college and extend the time to graduation or reduce the chances of graduating. ...However, NEA asserts that it is not age, per se, that accounts for the higher drop-out rate. Instead, it is the factors associated with age that increase the likelihood of not completing college, such

as part-time enrollment, having children, being a single parent, being financially independent of parents, or working full-time while enrolled.

## Drop-outs? Or Persistent and Dedicated?

[The American Federation of Teachers] makes the astute distinction that focusing on college graduation rates confuses two separate issues—the issue of dropping out of college and the issue of simply taking a long time to get a degree. AFT states:

Students all over the country are persevering in college up to and beyond the six-year snapshot period, even if they have not graduated yet. For example, some students are staying in college even though they had to switch from full-time to part-time attendance. Others have had to drop out for a while to tend to a child or sick relative and then return. Both these situations show up as failures if the focus is on the six-year graduation period, but such students are actually profiles in dedication and persistence.<sup>2</sup>

## Focus and Resources

Discussion about what makes up graduation statistics and what student characteristics contribute to them is not beneficial unless we garner information that helps us direct our focus and resources to helping students stay in and complete college. An interesting study out of the University of California . . . examines student persistence at post-secondary institutions.<sup>3</sup> Through a method of “controlling” for student characteristics, the study discerned how well colleges were doing in retaining those students who normally bring down graduation rates. . . .

For example, one private four-year institution might have an expected rate of 70 percent, but an actual rate of 50 percent, indicating that it is not doing enough to address the needs of its most vulnerable students. Another institution serving more non-traditional students might have an expected rate of 30 percent, but an actual rate of 50 percent, and would be considered to be quite successful in improving the persistence of its most vulnerable students.

Whether it is this type of analysis or another method, I want to convey to you that my experiences have taught me that it is how we reach out to non-traditional and lower-income students that helps to bring educational success for them. Focusing our efforts on support programs and better financial aid packages is what will improve graduation rates, no matter the details of calculating them.

1 “Rethinking Graduation Rates As Accountability Measures,” NEA Higher Education Research Center, January, 2004.

2 *Student Persistence in College: More than Counting Caps and Gowns*, American Federation of Teachers, August, 2003.

3 Alexander W. Astin, “To Use Graduation Rates to Measure Excellence, You Have to Do Your Homework,” *Chronicle of Higher Education*, October 22, 2004.

—Professor Paolillo’s complete testimony can be read on the MSCA website at <www.mscaunion.org>.

# Ayers’ Book Teaches for a Just Society

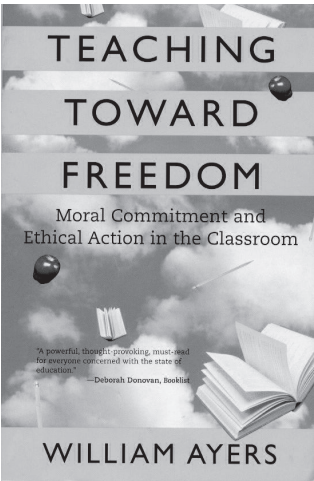
Dana Rapp

Recently our education department endured a long and frustrating process of program certification. Licensing was held up at one point because my syllabi contained “the role of teacher education is at once to illuminate the potential of state policy while, at the same time, point out its oppressive and inhumane effects.” I refer to this incident to provide a context for responding to William Ayers’ latest book, *Teaching Toward Freedom: Moral Commitment and Ethical Action in the Classroom* (Beacon Press, 2004).

In making this short and accessible book, Ayers consults the ideas of Foucault, Friere, Macedo, Kristamurdi, Habermas, Counts, Hooks and Banks. He portrays teaching as a process whereby people become “powerfully and self-consciously alive” and “more fully human” as a means for transforming their lives. Ayers presents short references to a variety of novels, poems, and professional anecdotes to enhance the notion that ethical teaching is fundamentally an act to counter dehumanization.

Throughout his book resounds the notion that you can’t be neutral on a moving train, especially when schools are designed to “miseducate as a means to manufacture consent” (Chomsky, 2002). Instead of creating or responding to institutional demands that often lead to “flat” and “opaque” students, Ayers asks educators at every level to become immersed in questions like: “What is society for? What are we teaching for? What is the existing social order? What does it mean to be human? And what shall we bequeath to the next generation?”

Ayers, like Jonathan Kozol, is one of the few US



academics in education who illuminates the collateral damage of radical capitalism and the systems of public education and teacher training that serve it. But what makes this book important is its timing, not its originality.

Across the country the activities of students and educators are increasingly governed and sanctioned by the irrational criteria of efficiency, profit, and quick returns, rather than being inspired by a vision for a just society. State departments of education are forcing educators to accept a system whereby students are regarded as “administered subjects” and “resources to be developed rather than human beings who are valued in themselves and who are encouraged to shape their own future” (Morgan, 1997; Rapp and Slattery, 2003). Educators’ research and opinions are rejected if they contradict the ideology of No Child Left Behind (NCLB), while shallow indicators like test scores rise, and levels of poverty, disparity of wealth, hunger, ecological destruction, federal deficits and military budgets soar. And more and more teachers and professors fear intimidation if they speak out to expose the horrors of NCLB and state oversight (Ohanian, 2006).

These are the cards my department and almost all of the teachers I work with have been dealt. Who knows what the future holds. As Ayers notes, there are no simple answers for educators who want to engage in ethical behavior in an educational system that too often dehumanizes its students.

Chomsky, N. (2000). *Chomsky on miseducation*. Lanham: MD: Rowman and Littlefield.

Morgan, G. (1997). *Images of organization*. Thousand Oaks, CA: Sage.

Ohanian, S. (2006). *http://www.susanohanian.org*

Slattery, P. & Rapp, D. (2003). *Ethics and the foundations of schooling: Teaching convictions in a postmodern world*. Boston, MA: Allyn and Bacon.

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### MSCA Perspective

A publication of the Massachusetts State College Association, the faculty and librarian union for the nine state colleges in Massachusetts.

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## MEMBERS MAKING NEWS

## Professor Finds 1933 Strike Relevant to Labor Issues Today

Researching the 1933 wildcat strike at the Pequot Mill in Salem, **Avi Chomsky** was impressed by its relevance to current labor issues.

"The same debate is going on globally today," the Salem State College history professor said. "Corporations are racing to the bottom to get cheap labor and more productivity, and workers are making concessions in order to keep their jobs."

Chomsky's interest in the Depression-era strike at Salem's only textile mill by 1,900 workers led to the creation of an historical exhibit opened in 2004 in Salem State's Enterprise Center, then at National Park Visitor centers in Salem and Lawrence. It is currently housed through May at Salem's House of Seven Gables.

With grant money from the Essex Heritage Foundation and community assistance, Chomsky scoured



archives in Salem and at Smith College and Harvard University to learn why workers, two-thirds of them women, dared go against not only their employer but their own union bosses.

Pressured by the mill's owners, the Naumkeag Steam Cotton Company, the leaders of the United Textile Workers (UTW) Local 33 had agreed to support productivity "research" at the mill. But when the company demanded speed-up work measures, including adding to the number of looms a weaver maintained, the employees had enough. Against the wishes of their union leaders, and without the benefit of strike funds, they called a wildcat strike. They had one primary demand: no more "research."

With the support of the local Communist Party, which organized relief efforts, the workers held out for 11 weeks, culminating in a settlement. "They were victorious on every count," Chomsky said. Withdrawing from the UTW, the employees formed a new union, the Independent Sheetting Workers of America, Local 1. The mill continued until 1953, when it closed and moved south.

Chomsky believes the exhibit, also supported by a Massachusetts Foundation for the Humanities grant, tells an almost-forgotten story of Salem's industrial era, and of the courage and stamina of its workers in standing up for their interests.



## Fitchburg Professor Nominated for NEA Teaching Award



**Pamela Hill**, professor of education at Fitchburg State College, is the first higher-education member to be nominated by the MTA for the NEA Foundation Award for Teaching. The nomination praises Hill for "her love of teaching and her unbridled enthusiasm for training our future teachers."

Before moving to the college level, Hill taught high school English, drama and speech. At Fitchburg State she established the Exemplary Cooperating Teacher Cadre, a group of professors and teachers focusing on mentoring, examining teacher candidates' progress and applying best practices. She also created the New Teacher Forum, which brings together recent graduates of Fitchburg State's middle school education program for potluck dinners and workshops.

Hill has long been interested in what makes a teacher effective. Next spring during her sabbatical she plans to conduct research on teacher dispositions, to identify traits of effective teachers.

"I believe that 'walking the walk' and demonstrating a deep commitment and enthusiasm for what I do each day is the most powerful way I advocate for the profession and public education," Hill said.

## Paolillo to Chair NEA Legislative Committee

**Len Paolillo**, professor of sociology at Massachusetts College of Liberal Arts, has been selected to chair the NEA's Standing Committee on Legislation. In his three-year term, Paolillo will lead the committee as it supervises the 2.7 million-member association's legislative program and helps shape strategy.

"We work closely with the NEA's Government Relations staff on the types of issues and legislation on which the NEA should focus," Paolillo said.

Those issues include eliminating Social Security



offset provisions that deny benefits to teachers in Massachusetts and other states, reauthorization of the federal Higher Education Act, and fixing and funding the so-called No Child Left Behind Act.

Active in the MTA and NEA in several positions, Paolillo has introduced and led efforts on a range of legislative issues in public education. He has served as an MTA director, MSCA director and chapter president, and is a veteran member of the bargaining team.

## Westfield Professor Leads Support for Baton Rouge Middle School

**Kathleen Itterly**, assistant professor of education at Westfield State College, in January led three of her students and teacher-in-residence **Peggy Sullivan** to Louisiana, struggling in the aftermath of hurricane Katrina. Their mission—to bring supplies and support to Scotlandville Middle School in Baton Rouge.

In March three other Westfield State students spent their spring break in Baton Rouge to continue the partnership with the teachers and students.

Slated earlier for demolition, the school was reopened to serve 440 students and their teachers evacuated from New Orleans. In January the team from Westfield brought over \$2,000 worth of books and supplies donated by the Westfield State community. Ineligible for Title I money and other grants until the coming fiscal year, the school did not even have shelving in many classrooms for the donated books.

"The children seemed shell-shocked," Itterly said. A few students wore their coats in class, despite the warm temperatures, because they didn't want to lose them. Teachers were likewise traumatized. "Take our stories back with you; we need our stories to be told," the displaced teachers said.

Returning home for the spring semester, the three Westfield State students presented a slideshow on their experience and raised additional funds for the Baton Rouge school.

—Editor's note: Thanks to **Jerry Spindel** and **Bob Duffy** of MTA Today for sharing material and photos for the stories on Hill, Paolillo and Itterly.



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