



MSCA and MTA Boards of Directors Recommend O'Brien, Gabrieli

Patricia Markunas, MSCA President

At its meeting of October 4th, the MSCA Board of Directors voted to support the MTA recommendation of Shannon O'Brien for Governor and Chris Gabrieli for Lieutenant Governor in the upcoming election. Given O'Brien's support for public higher education and our experience with twelve years of Republican governors, it was an easy decision to recommend to the MSCA membership.

As Governor, Shannon O'Brien will understand and act on the belief that public higher education is an investment for the Commonwealth, not a cost item. She and Chris Gabrieli know that, while many graduates of private institutions leave Massachusetts after graduation, 75% of those who graduate from our public institutions remain here and significantly contribute to the state's workforce and tax revenues.

A large part of the O'Brien/Gabrieli commitment to public higher education is to establish stabilized budgets for our colleges and universities. While the annual budget process would be preserved, long-term budget planning would be established as a way to avoid dramatic cuts or elimination of programs such as those we have seen during the past.

MSCA will enter into negotiations in January for new contracts for both of our units. MSCA leaders and members were shocked by the failure of the state to fund the contracts for our fellow union members in higher education, as this failure portends badly for our own future as unionized state employees.

O'Brien and Gabrieli believe that direct and timely contract negotiations with all state employees is the responsibility of every administration, and that a contract negotiated in good faith should be funded in a timely manner. An O'Brien/Gabrieli administration will focus on what can be done to support higher education faculty and staff in their responsibility to prepare students for a new knowledge-based economy. Part of that support is the timely negotiation and funding of contracts.

O'Brien has a strong record of supporting higher education. As Treasurer, she worked to establish the U. Fund, a tax-deferred college investment program that is helping 60,000 Massachusetts families prepare for the cost of a college education. While in the Legislature, she supported increased funding for the state's public colleges and their libraries, as well as additional funds for scholarships and no-interest student loans. She also supported bills to create jobs and stimulate economic development.

On MCAS, O'Brien and Gabrieli would work to improve it so it is fair for all students. They believe that making sure that students are prepared to graduate from high school should be a higher priority than tax cuts. O'Brien and Gabrieli are also on record in opposition to Question #2 (see column, below). Once in office, O'Brien and Gabrieli's highest priority will be to re-energize the Massachusetts economy and attract good jobs so that everyone can find the right opportunity for his or her talents.

On other issues of significance, O'Brien is pro-choice, is opposed to the death penalty, supports an increase in the minimum wage and, while in the Legislature, supported numerous policies to improve human services in Massachusetts.

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Shannon O'Brien

Vote NO on Question 1: Income Tax Elimination Means Chaos for State

Ben Lieberman

On November 5, you and every other voter in Massachusetts will be asked in Ballot Question 1 to eliminate the state income tax. Supported by a misleading campaign, this ballot question, if passed, would have extraordinarily destructive consequences. It deserves to be taken seriously as a real threat to the state and its future. As such, the MSCA Board of Directors has voted to urge members to vote NO on Question 1.

If adopted Question 1 would cause the state to lose \$9 billion—some 40 percent of all state revenue. To get some idea of the magnitude of this sum, realize that \$9 billion almost equals the total amount for Medicaid, by far the largest single item in the state budget at close to \$6 billion, plus Chapter 70 K-12 school aid at more than \$3 billion. (For comparison, the total budget for the nine state colleges is around \$200 million.) The actual losses from Question 1 would be higher, since any reduction in state spending for Medicaid would result in loss of matching federal funds. If Question 1 passes we can expect budget cuts of between 30 percent and 60 percent in all state programs. Such cuts would make it impossible for Massachusetts to continue to fund health, pensions, education, including both K-12 and higher education, public safety, and transportation.

Given such consequences, some might ask whether the Legislature would repeal such a measure if it passed. It is impossible to say what the Legislature would do, but one thing is clear: the Commonwealth would be plunged immediately into an immense financial, political, and social crisis.

Unfortunately, this destructive ballot question has received considerable publicity through a campaign waged by Libertarian gubernatorial candidate Carla

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Vote NO on Question 2: Preserve Choices in Bilingual Education

Ellen Rintell

"Don't make the same mistake as California." That was the warning issued by Delaine Eastin, the California State Superintendent of Public Instruction, at a recent conference at Harvard on *Bilingual Education: What's at Stake for Massachusetts? Results from the Unz Initiative in California*. She cautioned that Proposition 227, or the "Unz initiative," hasn't worked in California.

The Massachusetts Teachers Association and the MSCA Board of Directors ask you to vote NO on Question 2. Let me give you some good reasons why. If Question 2, the "Unz initiative," were to pass:

- It would take away the rights of parents, teachers, and school administrators to make important educational decisions concerning how to best serve English language learners in public schools.
- It would allow teachers to be sued for instructing a student in any language except English.
- It has no sound research behind it, and experience with similar laws passed in other states has shown that its basic premise—that all instruction in a child's native language should be avoided—has not led to more effective education.
- It turns an educational decision into a political one, without regard for students or education.

California businessman Ron Unz came to Massachusetts last year to gather the necessary signatures to get his initiative on the ballot, as he did in California and Colorado. With the help of his paid campaign workers, he succeeded. Stationed in front of Wal-Marts and supermarkets all over the state, the workers stopped passersby to ask, "Do you think immigrant children should be taught English in school?" When the answer was yes, and usually it

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We Need Your Help to Help Shannon and Chris

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Vote No on Question 1*continued from page 1*

Howell. By now, hundreds of thousands, if not millions, of voters have seen full-page ads in the *Boston Globe* or read Howell's statement in The Official Massachusetts Information for Voters, mailed by William Galvin, Secretary of the Commonwealth.

Howell's misleading campaign omits mention of the programs to face cuts—she speaks of waste and bloat, not of teachers and nurses. In a promise reminiscent of an elementary school class candidate pledging candy to her supporters, Howell claims that “3,000,000 working people in Massachusetts would each get back \$3,000 every year.” In fact most would receive far less. She exaggerates past growth in spending by claiming that “Massachusetts state government spending” rose from \$10 billion in 1991 to \$23 billion today. In fact, the budget that Governor Dukakis signed for 1991 was \$13.4 billion.

The decision of the Secretary of State's office to print, publish, and distribute incorrect information at taxpayer expense should arguably be the subject of an investigation. We might rename the voter's guide “The Official Massachusetts Information and Misinformation for Voters.” A senior staff member at the Secretary of State's Office said that the Secretary of State had to publish 150 words by Howell as long as she said that she possessed relevant, accurate information. However, a letter from the Office of the Attorney General explained that “the Secretary of State exercises some, but not unlimited, authority over the content of the ‘for’ and ‘against’ arguments on ballot questions.”

Given the vigor of Howell's campaign and the failure of most elected officials to speak out on this issue, MSCA members and other concerned citizens need to make the case against Question 1. This may well be more than a short-term challenge. Recent polls show support for Question 1 at close to 40

percent, an alarmingly high figure. Those voters who think they support Question 1 need to know the truth.

How many realize that their town may well derive 30 percent, or in some cases as much as 50 percent, of its budget for paying teachers from the state? How many realize the role of Medicaid as a revenue source for hospitals and nursing homes? How many have any idea about the number of students who graduate from public colleges and universities and stay in the state?

It's time to fight the smear campaign with accurate information, and to vote against Question 1 on November 5.

Ben Lieberman is Associate Professor of History at Fitchburg State College.

Vote No on Question 2*continued from page 1*

was, the workers directed the citizens to sign the petition. The implication, of course, is that teachers do not teach English now. The Republican candidate for governor, Mitt Romney, uses the same false approach. He states in his television ads that he will “replace” bilingual education programs with programs that will “teach English.” But our schools already have had programs to help immigrant students learn English for over thirty years. We don't need a ballot question to dictate to local school committees, administrators, and teachers the best method for teaching students.



Many language acquisition programs come under the general heading of bilingual education. The goal of these programs is bilingualism for the students, which means proficiency in speaking and writing two languages, the native language and English. English is always taught in those programs. In fact,

the majority of students who enter school without knowing enough English to succeed in a monolingual English classroom learn enough English within two years in a bilingual program to be “mainstreamed” into all English classrooms.

The goal for all immigrant students is to learn English. But that is not what this ballot question addresses. A yes vote on Question 2 would make it illegal to use an English language learner's native language in school for any instructional purpose. It would ban not only bilingual education programs, but also brief translations for clarification of any academic content. It will allow teachers who choose to use a child's native language, however briefly, for any instructional purpose, to be sued if that child eventually should not do well! That teacher could lose his or her license and teaching position for at least five years, and, under this proposed law, no third party could pay any of the expenses that accrued as a result of the lawsuit. Thus, neither the teacher's own insurance nor his or her union's insurance could be used to pay any of the expenses! It is unbelievable but, yes, it is true.

Question 2 would replace bilingual programs with a “one year English immersion” program for immigrant students. The nature of such a one-year program is not clarified in the language of the ballot question or anywhere else. In fact, many students in California have not learned enough English or academic content in the one-year program to move on, and are being retained for another year, at least.

Many teachers and administrators have been frustrated with the existing law that mandates transitional bilingual education be implemented wherever there are at least 20 students with the same native language in a given community. It is sometimes difficult to find qualified teachers who are speakers of the language, and many object to the segregation of linguistically and culturally diverse students in bilingual classes. Sometimes those classes are offered in only one school in the community. In response to the constrictions of this law, a new law was passed this year that gave school superintendents and families more flexibility in providing for children who need to learn English. But if Question 2 passes, the one-year immersion program would be the only option for any and all English language learners in the state.

If you want to preserve the ability of teachers to make and implement educational decisions, if you want to retain the ability of parents to decide on the best programs for their children, and most importantly, if you want to allow the most research-based and effective programs for bringing about academic success for children who are learning English in school, then be sure to vote No on Question 2.

Ellen Rintell is Associate Professor of Education at Salem State College.

MSCA Perspective

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www.mccc-union.org

DGCE Arbitration Victory at MCLA

On September 12, 2002, Arbitrator Joseph Daly issued an arbitration decision in a DGCE case at the Massachusetts College of Liberal Arts that represents a significant victory for the MSCA. The case involved a professor who had taught at MCLA for over 23 years. On November 10, 2000, the professor was sent a letter stating that the College did not intend to reappoint her for the following semester because of her “performance on student evaluations . . . over the past year.” The MSCA's case relied on a decision from 1993, which established that under the DGCE contract, a College “must have ‘cause’ to discipline or suspend or ‘just cause’ to terminate a DGCE professor whether the discipline occurs during the term of an appointment or after” [MSCA/DGCE & Higher Education Coordinating Council, May 10, 1993 (Arbitrator James Cooper)].

Arbitrator Daly first found that the College's decision was clearly disciplinary in nature and then went on to determine whether just cause existed for this “constructive discharge” by MCLA. He found three reasons why just cause did not exist. First, the

professor was not afforded the minimal due process required under Article VI(E) of the contract. Second, the professor was not afforded adequate warning and time to improve her performance. Not only was she never evaluated by her chair, she was never given an opportunity to be heard before the decision was made. Finally, Arbitrator Daly found that the College's determination that the professor exhibited poor job performance was based on incomplete evaluative materials. The College reviewed only three semesters in the professor's entire 23 year teaching career.

The professor was awarded lost earnings from the Spring 2001 semester to the date of the Award. MCLA was ordered to reinstate her to the DGCE Pool immediately, with eligibility for appointment in DGCE as any other active member of the Pool.

Attorney Sandra Quinn, from MTA's Legal Division, litigated the case on behalf of the MSCA-DGCE. Recognition is also due to Ed Miano, former Grievance Officer at MCLA, for developing an extremely thorough record of the case.

In the Association

MSCA Committees Appointed for 2002-2004 Term

At its meeting of October 4th, the MSCA Board of Directors appointed the MSCA members listed below to the MSCA Standing and Ad Hoc Committees indicated. Members will serve a two-year term from that date. On October 11th, all committees, except for the Credentials and Resolutions Committees, were convened to elect a chairperson to serve for the same term. The names of those members elected as chairs appear in italics below.

Vacancies remain on several committees. If you are interested in filling any committee vacancy listed for your chapter, please contact the chapter president on your local campus. All members in good standing (full-time, part-time and DGCE) are eligible to serve on MSCA Committees.

On behalf of the MSCA, we thank those members who have volunteered their time and energy to represent their colleagues in the important work of the MSCA.

Chapter	AA/EO/ DIV	Credentials	Day Bargaining	Day Bargaining Alternate	DGCE Bargaining	DGCE Bargaining Alternate	Elections	Grievance	Legislation	Resolutions	Salary Database
Bridgewater	Joanne Newcombe		Gail Price	Jean Stonehouse	Victoria Bacon	Jean Stonehouse	Sandra Faiman-Silva	Sandra Faiman-Silva	Jean Stonehouse		Glenn Pavlicek
Fitchburg	Alan Bernstein		Peter Hogan		John McKeon			Jan Alberghene	Mike Fiorentino		John McKeon
Framingham			Mark Seiden	John Ambacher	Rene LeBlanc			John Ambacher			
Mass. Art			Sam Schlosberg	Nancy Cusack	Ben Ryterband		Ellen Shortell	Meg Hickey	Sam Schlosberg		
MCLA	Joseph Ebiware		Leonard Paolillo	Maynard Seider	Leonard Paolillo	Maynard Seider	Ben Jacques	Joseph Ebiware			Norreen Oppen
Mass. Maritime			C.J. O'Donnell	Gerald Concannon	C.J. O'Donnell		Malcolm MacGregor	Gerald Concannon			<i>C.J. O'Donnell</i>
Salem State		John Otieno	Paul F. McGee	Nancy George	Thomas Luddy	Stephen Matchak	Amy Everitt	Margaret Vaughan	Chuck Gould	Nancy George	Patricia Markunas
Westfield	Stanley Jackson		<i>Brad Art</i>	Gerald Tetrault	Stanley Jackson	Gerald Tetrault	Tilia Fantasia	Gerald Tetrault	Gerald Tetrault		
Worcester	<i>Lori Dawson</i>	Bruce Cohen	Frank S. Minasian	David Twiss	<i>David Twiss</i>	Donald Bullens	Donald Bullens	<i>Frank S. Minasian</i>	<i>Frank S. Minasian</i>	Jacqueline Brennan	Marshall Kotzen

MSCA Chapter Presidents



The hardest working group of people in the MSCA: Chapter presidents pictured above include (back row, left to right) Paul F. McGee (Salem), John Ambacher (Framingham), Peter Hogan (Fitchburg), David Twiss (Worcester), and C. J. O'Donnell (Mass Maritime); (front row, left to right) Jean Stonehouse (Bridgewater), Gerald Tetrault (Westfield) and Sam Schlosberg (Mass Art). Not pictured: Maynard Seider (Mass. College of Liberal Arts).

Boards Recommend O'Brien, Gabrieli

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Though Chris Gabrieli comes from the private sector, Shannon O'Brien has been in Massachusetts politics most of her adult life. She has a track record of consistent political convictions and fiscal responsibility as a state legislator and state treasurer. O'Brien and Gabrieli are committed to resolving those education and social problems that have been ignored or exacerbated in three consecutive Republican gubernatorial administrations. Neither one is likely to abandon the challenges of state leadership, as did two recent Republican governors.

We desperately need a change of political philosophy and leadership in Massachusetts. Please support Shannon O'Brien for governor and Chris Gabrieli for lieutenant governor.

Appreciation is given to Susan Sturgeon, who researched the positions and policies advocated by the O'Brien and Gabrieli campaign for this editorial. An alternative version was published by Sturgeon in the student newspaper at Salem State College, the Log.

—PVM

MSCA Board Meetings Academic Year 2002-2003 10:00 a.m. - 3:00 p.m.

- September 6 Framingham State College
McCarthy Center/Fireplace Lounge
- October 4 Worcester State College
Campus Center/Foster Room
- November 1 Framingham State College
McCarthy Center/Fireplace Lounge
- December 6 Worcester State College
Campus Center/Foster Room
- January 3 Worcester State College
(tentative) Campus Center/Foster Room
- February 7 Framingham State College
McCarthy Center/Fireplace Lounge
- March 7 MTA - Auburn
Large Conference Room
- April 4 Framingham State College
McCarthy Center/Fireplace Lounge
- April 25 Fitchburg State College
Miller Hall/Oval Room
- April 26 Delegate Assembly
Fitchburg State College
Conlon Building/Kent Recital Hall
- June 6 Massachusetts College of Art
Tower Building/Trustees Room

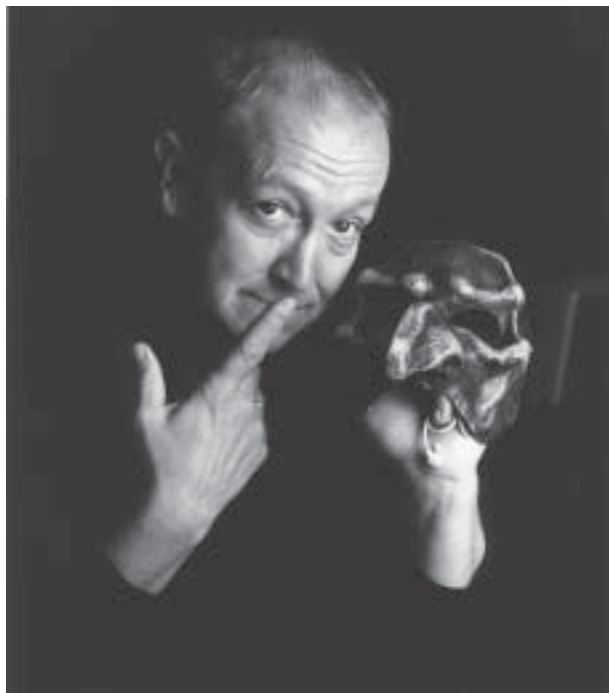
MSCA Board meetings and the Annual Delegate Assembly are open to all members in good standing. Time is set aside at each meeting for visiting speakers. If you wish to attend a meeting or address the Board on an issue of concern, please contact MSCA President Pat Markunas at 978-542-7282 or <Pmarkunas@aol.com> for further information.

Faculty/Librarian Spotlight

Send your suggestions for colleagues to spotlight to the contributing editor on your campus, or to me directly at <patricia.johnston@salemstate.edu>.

McElvain Leads Active Theater Program at Fitchburg

Now in his fifth year on the faculty, Professor of Theater Richard McElvain is working with faculty members, students, and staff to build a thriving theater program at Fitchburg State College.



Richard McElvain

Active in theater for some 35 years, McElvain brings a wealth of experience to bear on his teaching and work in theater at Fitchburg State College. Among his many parts as an actor, he has performed St. Nicholas at the Boston Center for the Arts and the American Repertory Theater. Of McElvain's performance, Ed Siegel of the *Boston Globe*, observed: "It was obvious something extraordinary in Boston theater was happening last fall as soon as the lights went down and you heard the foreboding footsteps of Richard McElvain enter the theater in Conor McPherson's *St. Nicholas*." Other highlights as an actor and director include performing Malvolio in *Twelfth Night*, directing Peer Gynt at the Boston Conservatory, and translating and directing Moliere's *Le bourgeois Gentilhomme* at MIT.

Building a theater program at Fitchburg State College has brought new rewards. McElvain notes a "sense of turning water into wine with the students and them seeing that they are doing this." Students have responded to the challenge of theater. Performances include *Twelfth Night*, *Hard Times*, and *The Drunkard*. A group of students visited the world-famous Edinburgh Festival where they performed *The Tempest*. Close to 100 people helped to make the trip possible by donating funds as "Angels of *The Tempest*," and it was well worth the effort. At Edinburgh, McElvain said of the students' performance, "it was magic watching them transform . . . into citizens of the world."

McElvain looks forward to unifying the performing arts on campus, continuing to develop the theater major, and creating a performing arts center on Main Street in downtown Fitchburg. This site signifies a further aim of the theater program: building connections between Fitchburg State College and the Fitchburg community. As McElvain said, "Fitchburg State College is a place where the community can come together and affirm its identity and grow in its understanding of this region of the world."

—Ben Lieberman, Fitchburg State College

Contracts Available

Copies of the 2001-2003 MSCA day unit contract and the 2000-2003 DGCE unit contract are available for all members from the local chapter offices. If you want a copy of either or both contracts, please contact your local chapter president. Both contracts are also available on-line through the MSCA Webpage at <www.mscaunion.org>.

A Scholar's Best Friend

Whether she's helping a student research river ecology on computer data bases, or leading another to the lexicographical wit and wisdom in Samuel Johnson's 1775 dictionary, Massachusetts College of Liberal Arts reference librarian Linda Kaufmann's enthusiasm is contagious.

"Some students give you a funny look when you're showing your excitement," Kaufmann says. "But others really like the hunt, really enjoy the process of research and learning."

Public services librarian at the college's Freel Library, Kaufmann is the sole librarian in the local MSCA chapter. She joined the college in 1993 after working as a librarian in Pittsfield. She holds a Masters in Library Science degree from SUNY-Albany. Now she oversees library collections, supervises all reference services, and maintains the library web site so that students can access EBSCO data bases via "home" computers.

Working with other library staff and faculty, Kaufmann is developing the college's archives of local historical and cultural materials—valuable primary-research documents and art for students, faculty and community historians. The collection ranges from a 5,000-print collection of local photographer Randy Trabold to ledger books from North Adams mills and businesses. Kaufmann can tell you that North Adams once had the largest population of Chinese east of the Mississippi, who were brought in to break the strike at the mills—or show you college yearbooks picturing graduating women in elegant white dresses from 1911, when MCLA was a "normal school."

Kaufmann serves on college governance committees, Academic Policies and Curriculum. "In Curriculum I learn about new courses and can get a head start on gathering library materials." She represents the academic library in the community as a member of the Berkshire Library Legislative Breakfast group, an association of regional librarians and supporters.

For Freel Library, as for libraries throughout public higher education in Massachusetts, support has been spotty at best. This past year libraries took a huge and disproportionate cut when the state slashed funding for state colleges. "This year we've had a 65 percent cut in our budget," Kaufmann says. "We're not buying any books."

The library's development of database services reveals a trend in small colleges. When she arrived in 1993, Freel Library had 500 newspaper and journal subscriptions. Now, students and faculty can access 4,000 full-text journals on line. "Databases have helped level the playing field," she notes. "But if we can't have money, we fall back again. We've seen a lot of lean times. We need a steady, reliable source of funding and more professional staff."

She notes trends in the way students do their research. Today they are less book oriented, and more likely to start their research on the Internet. But often students find Web resources inadequate, and come in for help. She then leads them to focused database searches or book research. "I'm still very fond of good, old-fashioned books."

Although many students do not begin with good research skills, they develop both skills and appreciation in the process. She is thinking about History Professor Dan Connerton's class, Research and Bibliography, in which students research library resources on a weekly basis.

"When they're here, they're tearing their hair out," Kaufmann chuckles. "But when they finish the course, they often have nice things to say about the professor, and about the Library as well." They have found what scholars have long known: a reference librarian can be your best friend—especially when it's someone with a love of knowledge and learning like Linda Kaufmann.

—Ben Jacques, MCLA



Linda Kauffmann

MCA Professor Wins NEA's 2001 Art of Teaching Award

Lisa Rosowsky, Assistant Professor of Graphic Design at the Massachusetts College of Art, is the winner of the National Education Association's annual competition "The Art of Teaching Award." Her essay, "Nothing Without Joy: A Parable of Learning," will be published in the Fall 2002



Lisa Rosowsky

issue of *Thought & Action: The NEA Higher Education Journal*. Rosowsky learned about the competition when she read the essay by Henry Abramson, winner of the award in 2000, on the impact of his Talmudic studies on his teaching, particularly his discussion of the importance of the relationship between teacher and student. Rosowsky, who runs Blue Studio, a firm specializing in design for arts and non-profit organizations, decided to use the NEA competition as an opportunity to give a narrative form to her experiences with Emily, an undergraduate design major.

Rosowsky recognized a potential in Emily, unrealized in the student's lackluster progress through the design major until (as Rosowsky writes), "in one of those quietly miraculous moments of educational synthesis," Emily learned to join her passion for papermaking (an activity outside the usual design program) to a demanding design assignment. From this moment, her "design work improved immensely as what was in her head at last rose to meet what was in her hands." Rosowsky's recollection of the student's development does not draw to a simple happy ending with graduation, but continues with Emily's difficulty in finding her place within a design profession that claims to value innovation, but doesn't offer jobs to innovators.

Emily's success and struggles provoke Rosowsky to recognize what she values in her own work as a designer and how she will engage students to realize their potential. "If a student can experience even just a taste of his or her own passion through one of my assignments, or through work of my own or of others which I have brought in to show, or a technique I have demonstrated—then I have helped to set into motion a transformation so pronounced that it will thrill and inspire not only me, but every student who witnesses it." Working from this understanding of their strengths, students will be guided by their own values to realize their place within the profession. While details of "Nothing Without Joy" are specific to the profession of graphic design, Rosowsky's well-told parable gives clarity and purpose to experiences that will resonate with faculty in many disciplines.

—Joanne Lukitsh, Massachusetts College of Art

SSC Professor Honored by APA



Martin Krugman, Chairperson of the Psychology Department at Salem State College, received a Presidential Citation from the past-president of the American Psychological Association, Norine Johnson. Krugman was one of nine psychologists nationally to be honored for his enormous contribution in facilitating efforts of the APA's Disaster Response Network in the aftermath of the September 11th terrorist attacks.