

NEWS & VIEWS

OF THE

MAINE COUNSELING ASSOCIATION

FALL 2005

A CALL FOR LEADERSHIP AND INPUT . . .

From MeCA President, Ben Milster

The Maine Counseling Association is a vibrant and healthy organization, and one that consistently looks forward to serving the counselors in Maine in the best manner possible. We offer a large, comprehensive and energetic professional conference every spring, which is keynoted by speakers of national prominence. What the organization is really about though, is people. What I have discovered during the past year and a half, first as president-elect, and now as president, is that this organization has some of the most professional, competent, genuine and gracious people with whom I have ever had the pleasure of knowing and working. They are also a lot of fun. Right now we have leadership vacancies in both the Eastern and Southern Maine regions. Neither region has a president, and we are in dire need of people who are willing to come forward and take a role in the administration of this organization. We are sincerely interested in anyone who is willing to explore the possibility of taking this responsibility, and are also especially interested in leadership representation from counselors who work in settings other than high schools and college admissions. If a leadership position within MeCA sounds even the least bit interesting, consider yourself asked, and contact me ASAP.

On another note....As you know, Education Commissioner Susan Gendron has announced officially that the MEA for juniors will be replaced by the SAT, beginning this April. Most counselors with whom I have had

discussions regarding this subject have expressed fairly strong opinions, mostly in opposition to this plan. I am very interested in hearing from our membership your opinions/thoughts/questions about the MEA/SAT issue. As this newsletter goes to print, the MeCA Executive Committee is discussing ways in which we can respond to this decision. I urge you to contact me with your thoughts regarding this issue, as it is a critical development in secondary education throughout Maine. Please go to our website for updates.

And on a final note.....In a conversation I had recently with Chief Professional officer David Kaplan at ACA regarding the counselor volunteer efforts for hurricane Katrina, he expressed his thanks on behalf of ACA and The American Red Cross for the overwhelming response that they had received to their request for assistance (Posted on our website 9/16/05). This effort brings to mind just what a tremendous group of dedicated professionals can do when the need arises. Thanks to all of you who volunteered, or tried to do so. And for all who read this, please remember to take care of yourselves as well as you take care of others....Please contact me @:

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DO 75% MAINE STUDENTS REALLY TAKE THE SAT?

by MeCA President Ben Milster

Both Education Commissioner Susan Gendron and Great Maine Schools have used this 75% figure as part of the supporting rationale for the SAT/MEA switch for high school juniors. The inference being that since 75% of Maine high school students take the SAT for college admission purposes, the vast majority of juniors will take the test seriously.

This 75% figure comes from The College Board's Special Report for States and Secondary Schools – August 30, 2005. In this report, The College Board reports a 75% participation rate for **all Maine students** in the class of 2005 and a **public school** participation rate of 66%. The numbers used for the calculations in this report come from two sources. The actual numbers for **all Maine students** and **Maine public high school** students who took the SAT at least once during their high school experience come from tables 1 and 8 of the College Board's Maine State Profile Report of 2005 College Bound

Seniors, and are 10,985 and 8,424 respectively. The figures for the total number of Maine high school seniors (14,635) and the number of public high school seniors (12,751), used for this percentage calculation come from a report by the Western Interstate Commission for Higher Education (Projections of High School Graduates by State, Income, and Race/Ethnicity – December 2003) and are **projected graduation figures** (not actual numbers), based on calculations of the last year for which they had hard data, which was 2002. This information was confirmed by a conversation with Brian Wescott of WICHE, and was originally submitted to me by Arthur Doyle of The College Board.

The **actual** percentage (using real, not projected data), of Maine **public high school** seniors who took the SAT can be

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ANNUAL SUMMER ADMISSIONS MEETING

by Carlena Bean

This year we held the Admissions meeting at the Hutchinson Center in Belfast on August 16, 2005.

We had about forty people in attendance which is twice what we have had the past couple of years.

We had presentations done by Buzz Kastuck, DOE, Home Schooling, Kay Dietrich, College Board, and Jon Henry on a proposed Student Mentor program.

This is the third time we have had Buzz speak to us over the last ten years. The updates are always very helpful and it seems we are all becoming more comfortable about dealing with the home schooled students, requirements and other issues that had concerned us in the beginning.

Kay had some great information on the current SAT and we discussed how each college would use it. Most seem to be taking a 'wait and see approach' before changing the minimum SAT requirement and just using the Critical Reading and Math scores for this year. Several are using the Writing sample for placement.

Jon discussed a proposal being discussed at the state level for a student mentor program. It is currently used in twenty-five states and would be for Maine college information only. High school students could access the information for career planning, financial aid and scholarship information, college information and there would be a common application that would be used by all Maine colleges. This program is pricey to develop and maintain and may lose momentum where all sophomores taking the PSAT will have access to My Road. It has similar information, but is not Maine College specific.

We met briefly as a group to discuss next year's meeting— suggestions for the meeting place and topics.

CENTRAL MAINE

by Bob Pederson

Director, Center for Human Development

Hi, I want to take this opportunity to introduce myself as a new member of the Executive Board representing the Central Maine Region. My name is Bob Pederson and I am Director of the Center for Human Development at the University of Maine at Farmington. My responsibilities include daily operations of the CHD, such as program management, supervision and evaluation of staff and student workers, and long-term planning for organizational and staff development. A licensed professional counselor, I also help students meet their career, academic, and personal growth goals. I work with the Peer Advising Program as part of ongoing efforts to assist first-year students. I am past Chairman of the Board of Trustees for the Healthy Community Coalition, a comprehensive, community-based health promotion, education, outreach, and prevention organization serving West Central Maine. One of my primary interests in serving on the Executive Board of MeCA is to increase the connections between University Counseling and Career Services Centers and high school guidance counselors. I can be reached at 778-7036 or pederson@maine.edu.

FROM OUR EDITOR - Deanna Hartel

Please do not hesitate to send articles for our next newsletter. As a counseling organization, I believe it would also be exciting to hear from some of our students of any age. Additionally, if you would like to submit an advertisement, send or email a camera-ready ad. Your advertisement will run in 3 consecutive issues of News and Views. Please send your check for \$100.00 (made payable to MeCA) to: DeAnna Hartel, Dexter High School, 12 Abbott Hill Road, Dexter, Maine 04930. If you have any ideas, articles or questions please contact me as soon as possible. My email address is dhartel@msad46.org.

ACA/NAR REPORT - Fall 2005

by John F. Parkman

Over this past summer ACA and the North Atlantic Region have both been very busy trying to provide the best opportunities for Professional Counselors to access information and training on Diversity, Cultural Heritage, and Inclusion into the professional life of Counseling. To this end the next National Convention is truly an International one. See below for the official announcement regarding the 2006 Convention. If you have never been to an ACA Convention, then Montreal could be a "once-in-a-lifetime" event. The Professional Development is unbelievable, and the chance to meet and hear counselors from all over the world talk about the same issues, problems, and joys that our profession gives us daily, no matter the work environment or type of client you work with. Go to: www.counseling.org and link up with the "convention" icon.

ACA/CCA 2006 ANNUAL CONVENTION

Congress annual de l'ACA 2006

March 30 - April 3, 2006

Du 30 mars au 3 avril

MONTREAL, QUEBEC CANADA

[Convention Theme]

**Culture-Centered and Diversity
Counseling Empowers All Families**

*Le counseling axé sur la culture et la diversité
facilite le pouvoir d'agir de toute famille*

*La consejería centrada en la cultura y en la diversidad
fortalece a todas las familias*

This missive is a short review of this past ACA convention. I was in there along with Terry Mitchell, MeCA's President, Gene Oakes, Membership Chair, and Deb Drew, Professor at USM, and an Executive Board member of MeCA. There may have been others from Maine, but I did not run into them if they were there.

DO 75% MAINE STUDENTS REALLY TAKE THE SAT? *Continued from page 1*

calculated by using the number of public high school seniors in the class of '05 who took the SAT, which is 8,424, and the number of seniors who were enrolled as of October 1, 2004. The October 1, 2004 Public School Resident Enrollment By Grade report on the Department of Education website indicates 15,457 seniors. In a conversation with Patrick Dow (Education Department School Enrollment Consultant), he confirmed that this number is the actual publicly funded number of students in the class of 2005. This number includes students attending the "60%" schools (schools receiving more than 60% public funding). However, Mr. Dow indicated that

The annual American Counseling Association Convention met in Atlanta, Georgia last April 7-10. Filled with excellent workshops, exhibitors from every conceivable area of interest, keynote speakers from government, entertainment and education, and vendors from a wide variety of counselor aid products, I was enthralled every minute I was there. The many Divisions and State Branches met for numerous business meetings and made decisions that will effect our profession for years to come. Thousands of counselors in one place—what a chance to connect, collaborate and make friends, new and old.

Other NAR/ACA news:

Phyllis Worthley will now serve as MeCA's liaison between both NAR/ACA and the Office of Public Policy and Legislation of ACA. She attended training and strategy sessions last January sponsored by ACA and she learned how to effectively impact our congressional people and their staff on legislation that directly effects counseling in all arenas. I am proud to announce her additional role along with being the MeCA's Exec. Boards' state Legislative Representative.

On a final note:

The North Atlantic Region, which is made up of representatives from state Counseling Branches from Maine to Maryland, and also Europe, Maritime Canada, the American Virgin Islands, and Puerto Rico will hold its annual Fall Assembly in Stamford, CT from Nov. 3 to 6 this year. Kay Richmond, currently President-Elect will be Maine's Rep. and our 'Emerging Leader'.

Our state organization, along with USM, will host next years' annual NAR Fall Assembly at the Portland Holiday Inn-By-The-Bay. The dates are Oct. 5-8 2006, and will feature workshops and keynotes from a variety of presenters. It is the first national exposure for our state in many years and I am proud there will be counselors from all over the world visiting our coastline on Columbus Day weekend.

Plan to join us at that time. More later.

there are approximately 150 students in this total who are publicly funded but attend private schools that would most likely not test with the MEA, and could be omitted, leaving a number of 15,300.

Using this data, the percentage of **Maine Public High School Students** in the class of 2005 taking the SAT is 55% (8,424 divided by 15,300), which is a very long way from 75%. From this percentage, the inference could be that **forty five percent** of our students may **not** be so invested in taking the SAT.

CROMWELL DISABILITIES CENTER OFFERS ELEMENTARY SCHOOL DISABILITY AWARENESS TRAININGS AND IN-SERVICE STAFF TRAININGS

by Carlena Bean

The Jeremiah Cromwell Disabilities Center – a non-profit organization located in Portland – offers an innovative **Elementary School Disabilities Awareness Training Program** to Maine elementary schools. The Center's program conducts trainings primarily for students in Grades 3 through 6 (although the curriculum is adaptable for Grades 7 and 8). The purpose of the trainings is to demonstrate that persons with disabilities are different from people without disabilities in the same way that every person is unique; that no one can change an immutable difference; and that all differences are entitled to respect.

The trainings cover the whole range of disabilities – developmental, psychological, learning, and physical. Each 1 ½-1 ¾ hour training session includes 20-25 students and involves all students in interactive exercises that convey positive messages and attitudes about persons with disabilities. There is no lecturing or "show and tell" – the activities permit students to discover on their own and to learn from one another.

Three sessions can be conducted per day, and two trainers handle each session. All trainers have significant school classroom experience and have been trained and approved by the Center. At the end of the session, the class receives six copies of an age-appropriate book on disability diversity, which can readily be incorporated into a reading curriculum.

During the 2004-2005 school year, the Center conducted trainings for approximately 4,000 elementary school students. The trainings have taken place in extremely diverse communities from both demographic and socio-economic perspectives. Program reviews from educators and students have been superlative.

A 4th grade student from Brunswick observed that "I loved how you taught us about disabilities! I liked how you listened to me and what I had to say about disabilities. I was the one who was legally blind, so I have to wear glasses, but now I feel special!" A Special Education Teacher from Lewiston wrote, "The trainings offer [students] a chance for personal growth without preaching or the use of maudlin theatrics. Your activities expose current beliefs and discuss alternatives that value individuality, respect diversity and emphasize similarities in people. The issues raised go far beyond seeing the abilities of people with disabilities. The Center deals with fundamental rights for acceptance, disregarding the circumstance of birth."

Similarly, a 3rd grade teacher from Poland proffered "[T]he students benefited from this because some did not know how to interact with students who have disabilities and it made them think that they too are human beings with feelings who have no control over their disability. . . . Thanks for a wonderful day of learning." And from a School Counselor in Topsham, "Very impressive, well-sequenced, thoughtful. THANK YOU."

All schools that have hosted trainings this year have requested the Center to return next year, and requests for the trainings are received daily. Trainings already have been scheduled into November for the 2005-2006 school year. The program has been featured in the *Portland Press Herald*, *Kennebec Journal*, *Times Record*, and *Alpha One* (a Maine disabilities publication), and on Channels 6 (NBC) and 8 (ABC), New England Cable News, and New England Sports Network.

In addition, the Center offers **In-Service Staff Disability Awareness Trainings** for teachers and staff. The in-service training lasts 2 ½-3 hours, including a question and answer period. The training focuses on inclusion, treatment, and understanding of students and all persons with disabilities. All attendees are expected to participate in interactive exercises, several of which are similar to the student training program. Despite this overlap, the training program has a very real impact on participants. At the end of each exercise, trainers comment and respond to questions to explain the particular principles that each activity is intended to convey.

The Center has conducted in-service programs at the University of Southern Maine and the Veterans' Administration Hospital at Togus (as part of the EEO Program). As with the student awareness program, responses to these trainings have been laudatory. A USM Professor wrote, "[We] were in awe of the outstanding work you and the Jeremiah Cromwell Disabilities Center are doing to raise the awareness of elementary-aged students about people with disabilities. A desperate need exists for programs such as yours. Through your efforts, people with disabilities will be . . . treated with dignity and respect." The EEO Program Manager at Togus commented, "You certainly provided our [employees] with much to think about. There was a lively discussion at the latest EEO Committee meeting. . . . They thought the program was excellent."

The fee for an in-service training is \$1,000 per day. If you are interested in either or both of these training programs for your school, please contact Donna Richard at the Cromwell Disabilities Center at 775-9955 or drichard@cromwellcenter.org.

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POSITION STATEMENT

EXECUTIVE BOARD OF THE MAINE COUNSELING ASSOCIATION

REGARDING THE REPLACEMENT OF THE MEA WITH THE SAT

October 19, 2005

Recently, the State Commissioner of Education, Susan Gendron, made the decision to replace the Maine Educational Assessment (MEA) for 11th graders with the SAT. The Executive Board of the Maine Counseling Association recommends that the implementation of this decision be delayed until further study and public input can be considered. This is a tremendous change which affects a significant number of Maine public high school students, teachers, staff and parents, and we believe there are enough viable concerns about this switch that have not been adequately addressed in order for an April 1st, 2006 implementation, as has been designated by the Commissioner. This change has far too much impact on too many people to be made so quickly and with so little public input.

Many concerns have been expressed about this initiative, and two of the primary ones are the questionable validity of the SAT as a curriculum assessment and the viability of attaining a 95% participation rate for all juniors, as is required for average yearly progress by the Federal No Child Left Behind Act.

That there is a question of the appropriateness and validity of using the SAT as a curriculum assessment has been suggested by many, and specifically articulated by UMaine professor Ted Coladarci and Bangor Superintendent of Schools Robert Ervin (9/16/05 Bangor Daily News op-ed article), as well as by the National Association for College Admission Counseling. This association, arguably the group of professionals in the country with the most expertise in the use of the SAT, wrote Commissioner Gendron expressing their

concerns and urged her to avoid using the SAT in the place of the MEA.

In addition, the Executive Board of The Maine Counseling Association has a significant ethical concern regarding the participation of school counselors in the administration of a test for purposes other than for which it was designed. In the American Counseling Association's Code of Ethics, it specifically states "Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these techniques provide." Also, the code states "Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments."

Commissioner Gendron states in her informational letter (#39) that the implementation of this policy initiative is aimed at increasing college readiness. We applaud this concept, and certainly support the premise that students should be challenged academically and be well prepared for their choice of post-secondary plans. There are numerous reasons students do not attend college (four-year or two-year or trade schools), and do or do not succeed once they get there. However, requiring all students to take the SAT as a primary strategy to increase college readiness is one that should be studied much more thoroughly prior to implementation.

There are many serious issues facing families today that hinder collegiate matriculation and success, and additional strategies to resolve these issues need to be included for further exploration and research as well.

GREETINGS FROM THE CONFERENCE COMMITTEE

by Terry Mitchell

Once again your conference committee has started planning what promises to be yet another outstanding opportunity for counselors to gather, learn, network, and relax at the Samoset in March. This year the dates are March 20th and 21st with special pre-conference workshops to be offered on Sunday afternoon March 19th. Our goal is to offer something for all counselors from different careers and work settings. This year, for the first time ever, we are going to present two keynote speakers.

Dr. Carol Dahir is an Assistant Professor and Coordinator of Counselor Education programs at New York Institute of Technology where she was hired to develop a brand new Master's Degree in School Counseling. Dr. Dahir is an accomplished national presenter, trainer, and program evaluator in the areas of standards-based school counseling program development, school counselor accountability, and career development. She is the co-author of the *American School Counselor Association National Standards* and has recently co-authored with Carolyn Stone *School Counselor Accountability: A Measure of Student Success* both published in 2004 and *The*

Transformed School Counselor, scheduled for summer 2005 release. Dr. Dahir continues to research on the impact of the national standards on school counseling programs and school counselor accountability.

Dr. Diana Hulse-Killacky is professor and coordinator of the Counseling Graduate program at the University of New Orleans. Her teaching and research interests include group work training and practice, corrective feedback exchange in group settings, process observation as a teaching tool, counseling supervision, and mentoring for professional development. She has co-authored two books: *Critical Incidents in Group Therapy* and *Making Task Groups Work in Your World*. In addition, Dr. Hulse-Killacky has published numerous articles. She has served on the editorial boards of *The Journal for Specialists in Group Work* and *The Journal of Mental Health Counseling*. Dr. Hulse-Killacky is past President of the Association for Specialists in Group Work (ASGW) and the North Atlantic Association for Counselor Education and Supervision. She is a Fellow in ASGW and the recipient

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WHY ADVOCACY?

from the Desk of Phyllis Worthley

As you begin your new school year I hope you are enjoying the cool fall days and the changing colors of the leaves while thinking about how to effectively create change in your counseling profession. Advocacy, which is defined as the act of speaking or writing in support of something or someone, is essential to every counselor's career and to the profession as a whole. Every counselor needs to be a strong advocate for viable, sequential enduring programs for all clients/students.

Advocacy can take many forms and is not limited to formal presentations to decision makers such as bosses, boards of education or legislators. One of the best forms of preventative advocacy is a strong, vital, quality counseling program. Counselors and counselor educators become advocates for their programs in informal ways when they present public programs and when they challenge their students and clients to become self-advocates. This informal form of advocacy can yield significant benefits by building support for the programs you offer and demonstrating in a very real way the unique educational value you offer. Not only is beneficial support built but essential support is in place when a crisis situation does arise.

Although it may not be part of the "job description," many counselors actively engage themselves and others as advocates for their programs on behalf of their clients, students, schools and communities. Some counselors may feel they are in an awkward position when it comes to directly "lobbying" decision makers within their practice or school district. Others are passive or even inactive because they do not recognize the importance of advocacy or the necessity of taking a personal, active role in it. Counselors who do not feel their program is in immediate jeopardy may not be motivated to become advocates. Even if counselors value advocacy, their efforts may be less effective than they could be because they are unaware of advocacy tools readily available to them. They may not understand how to conduct advocacy activities efficiently and effectively. Finally, they may believe that they alone must initiate and be responsible for advocacy efforts.

What prompts any advocacy efforts are the welfare and education of the clients and students as well as the right of every client/student to a quality counselor. Although developing and maintaining a career is important as a

counselor you are advocating for a higher cause than continued employment. You are advocating for a quality counselor for every client. You may also be advocating for such things as less non funded mandates and more minimum quality standards.

Your role as **Leader**: Within the limits of local law and custom, the counselor can lead community efforts to delineate and articulate the benefits of counselors for every child and client. Your leadership could include:

First Steps:

- Contacting MeCA/MESCA for advice and materials
- Log onto websites that deal with advocacy efforts for counselors/volunteers/support
www.counseling.org www.state.me.us
www.maine.ca.org
- Calling key players in your area to set up meetings to discuss your issues and to develop an action plan
- **Attend Regional Counselor meetings/Offer to take an office. We need your help at the regional level**
- Attend State Conferences/National Conferences

Subsequent Steps:

NETWORK NETWORK NETWORK

- Create a network database (phone numbers, e-mail addresses, etc. that will be in place before a situation exists)
- Seeking potential leaders from parent groups for advocacy efforts and presentations (useful when working toward your comprehensive plan)
- Defining and coordinating advocacy efforts in a situation
- Being proactive in developing positive relationships (bosses, administrators, boards of education, parents, legislators) as a means of avoiding adversarial relationships
- Educating your clients, parents, administrators, board of education members, and the community about the importance and value of counselors for all.
- Maintaining ongoing awareness after issues have been addressed.

See the next issue of this newsletter on how to **Collaborate** in our advocacy efforts. pworthley@msad47.org

GREETINGS FROM THE CONFERENCE COMMITTEE *Continued from page 5*

of the 1994 ASGW Eminent Career Award. In 2003 she was featured on a DV, *Four Models for Women in Counselor Education*, sponsored by ACES. Dr. Hulse-Killacky lived and served as a counselor educator for several years at The University of Maine at Orono. She is looking forward to returning and seeing many of her past students and friends. In addition to her keynote, Diana is open to presenting workshops. Check for future information we will be sending out and don't forget to visit our website at www.MaineCA.org.

I have been in contact with James Trotzer who is the past President for ASGW. I am in the process of researching the

possibility of developing a State Branch of ASGW here in Maine. The conference committee will be exploring the option for a half-day Sunday afternoon workshop that James would present which would include ASGW membership in the registration fee. I will be contacting many agencies and private practitioners who advertise this as an area of specialize; however, I would like to know how many of you would be interested in this kind of workshop and area of counseling. Please feel free to contact me by Email at terrymitchell56@hotmail.com or at home 924-9711 and share with me your thoughts on starting this division in Maine.

RELATIONSHIPS

by Terry Mitchell, Past President MeCA

As I sit here today writing this article, the rain of hurricane Ophelia steadily pounds on the window glass outside. My thoughts wander and I contemplate how would it feel to be homeless and unemployed at this moment in my life, not by choice but by circumstances beyond my control. Thousands of our fellow-Americans are experiencing this in the aftermath of Hurricane Katrina. All of their material belongings, homes, cars, beautiful gardens, lawns, and possessions they have worked for and struggled to obtain, gone. What would I do and how would I carry on? I now realize that most of what I have today is a combined result of hard work and the ability to make meaningful relationships with others. In most cases, our well being and even survival depends on past, present and future relationships. Relationships are the fabric that connects us all to others. Relationships present themselves in multiple shapes and forms and continue to occur throughout our life spans. They could be a one-time experience, or something that lasts a lifetime. Is it possible they are the most important aspects of human life? How is it that someone like myself has managed so far to successfully navigate through this life in a world full of wrong turns and waiting failures? This no doubt, is a much more complex question for those who have known me the longest. How important were those moments in time when people in our pasts made the effort to support, encourage, mentor, or counsel us? And where would we be if these efforts of others never happened? With so many people today having to struggle through their daily lives without hope or a real plan, the importance of caring relationships is greater now than ever. It has been said that as counselors we mentor, we heal, we guide, and we share that which is ourselves. We care for those who have lost their way and we help them to never give up

hope. We advocate for the weak, speak out against injustice, and protect the youngest of our society. We listen and hear what has not been heard before and we grow from the experience. We are agents of change, working in an ever-changing world. We are counselors, professionals whose time has come to be recognized around the world as being necessary and available to all people from all walks of life.

The process of helping people initiate, foster, maintain, and even terminate meaningful relationships with others is so valuable, but often difficult work. We work with conflict, anger, disparity, and grief using the tools of compassion, caring and hope. People do not come to us because they are happy and their un-happiness can take a toll. Frequently, we can take for granted the complexities of the work we do. My hope is that you never lose the belief that your efforts do matter, like the ripples from a pebble hitting the water, carrying on for all to share. We may never know the whole impact of our relationships with others and connections they've made; however, I cannot imagine what life would be like without them, because like you, I am a counselor. This is who I am and what I do.

I want to share with you a poem I recently received. It spoke to me beyond the fact that my garden this year was a month late getting planted due to rain, attracted the usual insect pests, and was

later mostly eaten by deer. I have enjoyed profoundly deep meanings and I hope you will too.

*Have a wonderful Fall,
Terry*

The Seven of Pentacles

Under a sky the color of pea soup
she is looking at her work growing away there actively,
thickly like grapevines or pole beans
as things grow in the real world, slowly enough.
If you tend them properly, if you mulch, if you water,
if you provide birds that eat insects a home and winter food,
if the praying mantis comes and the lady bugs and the bees,
then the plants flourish, but at their own internal clock.

Connections are made slowly, sometimes they grow underground.
You cannot tell always by looking what is happening.
More than half a tree is spread out in the soil under your feet.
Penetrate quietly as the earthworm that blows no trumpet.
Fight persistently as the creeper that brings down the tree.
Spread like the squash plant that overruns the garden.
Gnaw in the darkness and use the sun to make sugar.

Weave real connections, create real nodes, build real houses.
Live a life you can endure; make love that is loving.
Keep tangling and interweaving and taking more in,
a thicket and bramble wilderness to the outside,
but to us interconnected with rabbit runs and burrows and lairs.

Live as if you liked yourself and it may happen:
reach out, keep reaching out, keep bringing in.
This is how we are going to live for a long time:
not always, for every gardener knows that after the digging,
after the planting, after the long season of tending and growth,
the harvest comes.....

Marge Piercy

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- Personalized academic and career counseling
- Classmates from across the globe
- Computer labs open 24 hours per day
- 90% of Husson's students receive financial aid

PROGRAMS:

*Accounting	*Business Technology Education
*Biology	*Computer Information Systems
*Biology Teacher Education	*Criminal Justice
*Business Administration - Concentrations:	*Elementary Education
-Family Business Management	*Health Sciences
-Finance	*Nursing
-General	*Occupational Therapy
-Hospitality Management	*Paralegal Studies
-International Business	*Physical Education
-Management	*Physical Therapy
-Marketing	*Psychology
-Small Business Management	*Science and Humanities
-Sports Management	or start with an Undeclared Major

Husson College is accredited by the New England Association of Schools and Colleges, the National League for Nursing, and the Commission Accreditation in Physical Therapy Education. The Occupational Therapy program holds developing program status with the Accreditation Council for Occupational Therapy Education.

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RETIRING??

We want to stay in touch with you through the newsletters once you retire. If your mailing address has been your business address, please forward me your home address so that you can continue your membership free of charge as an emeritus member. Gene Oakes, 685 Kenduskeag Ave., Bangor, ME 04401 or goakes2@adelphia.net

MAINE SCHOOL COUNSELOR ASSOCIATION ANNUAL CONFERENCE

DECEMBER 1 & 2

Sheraton Hotel in South Portland

Registration Information can be accessed at:

www.meschoolcounselor.org

Mr. Dean Collins
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