

Apple

REPORT TO THE CORPS

Volume 9, Number 2

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LETTER FROM THE EDITOR

If any additional evidence is needed as proof that learning to do something new later in life keeps your brain sharp, then I am a candidate for that research. Because I started learning Lithuanian (arguably the hardest language in the world!) at age 40, then attempted to gain at least some skill on the computer at 42, and now have taken on the job of editing the A.P.P.L.E. newsletter at 44, I believe I qualify! The only problem is that I'm afraid that after studying me, they'll decide to reverse their theory. Special thanks for helping me immensely in my latest effort when my poor brain was over-taxed goes to Emilija Sakadolskis, current A.P.P.L.E. President, as well as certain anonymous critics and kibitzers (you know who you are). Without their invaluable input, we may have never gone to press. My thanks also goes to all those who contributed articles, information, translations and photos.

So why take the time to edit the newsletter? In fact, why take the time for A.P.P.L.E. at all? And why do others take the time for A.P.P.L.E.? This question was posed at the planning meeting in Washington, D.C. this spring. It doesn't appear that "expansion of the brain" is a major reason, although we are all trying to learn something new. In this issue you will find some answers from our A.P.P.L.E. members to the question of why.

You will find other articles that answer this question even when it wasn't asked. Our young Lithuanian partners, Vytautas Kavoliunas and Skirmante Stasenaite, present a poetic look at working from the other side. In addition, Larry Leavitt gives us his impressions of being a first-time A.P.P.L.E. volunteer.

But throughout this spring, A.P.P.L.E. was not only asking why but also asking who, what, when, where and how.

Let's begin with the "how." Organizations such as A.P.P.L.E. don't exist without funding. A large portion of the annual spring planning meeting was spent explor-

ing the avenue of how to write grants. Participants at the meeting are now at their homes across America, putting their newfound grant-writing knowledge to work, finding the money that will answer the question of how A.P.P.L.E. will be able to continue.

Let's skip now to "what." This was the other major question addressed at the spring meeting. What is A.P.P.L.E.'s mission? You'll find the current revision, decided on at the spring meeting, in this issue. What are our needs and priorities for educational reform in Lithuania? Clearly, this is not a question that can be answered in

A.P.P.L.E.'s 10th ANNIVERSARY IN THE YEAR 2000

The year 2000 will mark the 10th Anniversary of the A.P.P.L.E. summer seminars in Lithuania. With this in mind, we would like to begin our planning now for ways to mark this significant occasion. We'd like to include a variety of events covering all types of entertainment, presentation, recognition and participation from serious, sincere and beautiful to fun and crazy. Think it over; talk it over with your A.P.P.L.E. friends this summer in Lithuania (Lithuanians and Americans alike); write down your ideas and send them to: Katie Hoyle, 1264 Locust Creek Road, Sylva, NC 28779; e-mail—Pasaka@aol.com

one meeting. So discussion continues. You'll find a part of the discussion here as Dr. Carol Toris gives a response to the open letter presented in the last issue of our newsletter by Dr. Dainius Puras. Dr. Puras, visiting America in May, will be present at a meeting in North Carolina for further consideration of issues concerning special education, psychology and social work in Lithuania and what A.P.P.L.E. can do to help. And, of course, further discussion will follow throughout A.P.P.L.E.'s future.

Then we ask: "Who's going, when are they going, where are they going and what are they going to do when they get there?" "A Warm Welcome in Cold Lithuania" answers all these questions for the time that Amanda and Algirdas Multiolis chipped away at computer training in Lithuania last winter. And the summer is all lined up. You can see the summer information in the article "Who's Going This Year?"

A.P.P.L.E. not only asked, but A.P.P.L.E. also answered. This has certainly been a year of definition. But even as the focus of who, what, when, where and how became more clear, to me the definition of "why" remains an enigma. Obviously, we continue to do A.P.P.L.E. because we want to help in the reformation of the Lithuanian educational system but the question of why, as always, is a perpetual circle. Why do we want to help? Maybe the inability to explain it myself is the reason I ask others.

When I began work on this issue of the newsletter with Jim Gust, I introduced myself via e-mail. I told him that he could find me in the picture with Corinne Levin in the last newsletter. "That's me with the striped sweater and the sappy sweet look on my face. Lithuania has a way of doing that to me. Lithuanians give you a flower in one hand and a glass of champagne in the other and how can you help but smile?" That's all very true, but it's much more than that.

I still haven't found the phrase to characterize fully the feeling I had when I walked into a Lithuanian classroom to find children learning English by singing along to the cassette tape I'd given the teachers in my English coaching class during A.P.P.L.E. I am unable to come up with the right words to convey the feeling I had when later, in an assembly program, they joined in as I sang "Love Can Build A Bridge." I don't know how to express the way I felt when a Lithuanian teacher stopped me in the hallway last summer, eyes glistening, as she said, "I'm so sorry I didn't get to hear more of your lectures. Your eyes burn." Knowing the limitations of my Lithuanian, she continued more intently, "Do you understand what I'm saying?" I understood what she was saying, but I can't find the words to say to you now what our eyes said to one another that day in Lithuania.

When I try to speak in Lithuanian, I constantly end up in situations where I can't find the words that will clearly express what I want to say. These words are in my head in English, vividly and expressively sitting there,

waiting for translation. When I start to answer the question of why I do A.P.P.L.E., I realize that once again I'm in a situation where I can't find the words that will clearly express what I want to say. The feelings are in my heart, in a language without words, vividly and expressively sitting there, waiting for translation.

I hope you find this issue of the newsletter interesting, helpful, insightful and fun.

Katie Hoyle

EDUCATING THE CHILD AT RISK - A RESPONSE TO DR. PURAS

Dr. Carol Toris is a social psychologist at the College of Charleston, Charleston S.C., who teaches and does research on language and interpersonal communication. She traveled to Lithuania with A.P.P.L.E. in 1997 and 1998 and has enjoyed the opportunity to explore her cultural heritage while working with Lithuanian educators.

In the last newsletter, Dr. Dainius Puras, Lithuanian child and adolescent psychiatrist, wrote eloquently about the social problems affecting Lithuanian education today. The list of problems he provided is one well-known to American educators as well: integrating exceptional children, lack of parental supervision, bullying, child abuse, delinquency, drug and alcohol abuse, and suicide. It is a simple fact that, when children enter the classroom, they bring their world with them, and all of society's ills become classroom issues as well.

The question is how best to help the children who are most affected by these social ills. In the U.S. we spend billions of dollars each year on government and private programs that bolster teachers' efforts and provide various means of prevention and intervention for children at risk. But, as the recent and tragic murders and suicides in a Littleton Colorado high school so sadly depict, even our best sometimes is not good enough. In Lithuania, as Dr. Puras points out, the situation is further exacerbated by an absence of well-organized social programs and a lack of interagency cooperation. He highlights the need for federal and local agencies to work together and sees such cooperation as the best way to target the social problems affecting children.

How can A.P.P.L.E. be most helpful in this situation? Certainly, the physical and mental health of children are necessary prerequisites to all of our other pedagogical efforts. The student-centered model that A.P.P.L.E. programs attempt to impart necessarily consider the child as a "whole person" and, as such, always have recognized and included these topics to some degree. We can do much more.

I'd like to offer a few thoughts on this topic and highlight some of A.P.P.L.E.'s latest plans in this regard:

(1) *Enhancing Interdisciplinary Cooperation and Communication.* The need for interagency cooperation highlighted by Dr. Puras, reflects, at another level, the need for professionals in various fields to work together toward their common goals. The mental health model in the U.S. is one characterized by an eclectic and interdisciplinary intervention model. If a consumer seeks out a mental health professional, it is typical that he will find that person working in an organization that employs (and brings to bear on his case, as necessary) psychiatrists (M.D.'s), clinical psychologists (Ph.D.'s), counselors (Psy.D.'s), social workers (MSW's), psychiatric nurses, and others. As for interdisciplinary cooperation on social problems in U.S. schools, my impression is that it varies from none to a great deal, depending on the community.

A wonderful opportunity for the cross-fertilization of ideas occurs when professionals in different fields meet to summarize and share their efforts at professional conferences. The one-day "Children At Risk" conference planned for July 17, 1999, in Lithuania, and the more extensive conference on the same topic being planned for next summer, should go a long way toward creating and extending lines of communication among its participants, who will represent various agencies and fields.

(2) *Involving Education at Every Level.* Ours is a partnership for Lithuanian education, and while this most clearly involves children and adolescents, it also extends to those who train teachers and should extend to all adult learners as well, especially parents. If teachers are to cope adequately with society's ills as they are reflected in the classroom, they need to marshal all available forces; to be adequately trained to handle behavioral problems; to recognize the need for outside professional intervention; and to know where to find it when needed. In addition, they need to be able to turn to other support systems, most notably, parents.

The Action Research Seminar in Vilnius this summer will include faculty and doctoral candidates of the Pedagogical University and Kaunas Technological University working on research projects with teachers. Additional opportunities to assist university training need to be explored in the future. The special education camp near Klaipeda organized by "Viltis"—a support group for families with special needs children—will include teachers, students, and parents. More needs to be done to involve parents in "lifelong learning" seminars on topics such as parenting techniques, active listening skills and so on.

(3) *Discovering Uniquely Lithuanian Solutions.* It is a mistake to think, because we can apply some of the same words to the social problems that affect children in the U.S. and Lithuania, that the solutions to these problems also will be the same. Although most of our problems may not be unique, they, like the resources available to solve

them, exist in unique proportions and configurations. (So, for example, while telephone peer counseling is a relatively inexpensive and fairly successful means of primary prevention used in many American communities, it makes less sense to implement such a program in a community where teens would not have ready and inexpensive access to telephones.) Moreover, it has been my observation that, as Americans desiring to help improve Lithuanian education, we often neglect to identify, appreciate and help sustain the formidable coping skills that Lithuanians have developed in the course of their history. It is important that we shift our focus from one of solving problems to one of helping to develop and enhance problem-solving skills.

Once again, the Action Research Seminar planned for this summer is one clear way in which such an effort is being made. As a method of inquiry, it emphasizes the individual reflecting on her own assumptions and context. As such, it should assist in the development of uniquely Lithuanian solutions to identified problems. I also would recommend other traditional research efforts to identify critical predisposing factors in the Lithuanian situation that may or may not resemble those in the U.S. Anything that A.P.P.L.E. can do to enhance other modes of inquiry (the scientific method being my inquiry mode of choice!) should be encouraged and developed. The recent grant proposal workshop in Washington was an important step in this direction.

(4) *Emphasizing the Goal of Partnership.* As Emilija astutely pointed out in our last newsletter, "partnership" is our middle name. For me, this means that a certain level of reciprocity should characterize our exchanges with our Lithuanian colleagues. I know that many of us profess to receive much more from our experiences in Lithuania than we give, but we still present ourselves in the helper role. American education is far from perfect. Although we may have much to offer, we have even more to learn. In fact, given the systemic nature of Lithuania's recent political upheaval, it represents a fertile field for testing innovative solutions to problems. And, as already mentioned, Lithuania has managed to create and maintain a literate and cultured population despite a half-century of grueling Russian oppression. We are lucky to have such partners, and we should look for opportunities to bring some of our Lithuanian colleagues to our shores to share their insights and experience. As we all know, sometimes the best way to help ourselves is to help others. We should give Lithuanians the opportunity to discover and develop their strengths by allowing them to share them with us. Through collaboration, we can help create the best of both our worlds.

In closing, I hope I may be indulged yet one more "apple" metaphor. When I first read Dr. Puras' letter, I felt quite discouraged. The problems he lists are so perva-

sive and debilitating; the circumstances he recounts seem so far beyond what any one individual or organization can tackle. But later I was reminded of an 18th-century American frontier settler by the name of John Chapman, better known to most of us as “Johnny Appleseed.” Legendary among the settlers who knew him, as well as many more who followed the paths he travelled, it was he who started the wilderness apple tree groves that became the foundations of many new homesteads, and a lifesaving source of food for countless hungry pioneers. And all he did was plant some seeds.

Carol Toris, Ph.D.

A WARM WELCOME IN COLD LITHUANIA

This was our second winter in Lithuania, and, just as last year, we found very warm hearts in underheated surroundings. Fuel is expensive; rooms are cool; sweaters a must. My husband, Algirdas, kept pestering the post office girls for the 20 liters of hot water that our son was to send us from home. All he got for his efforts was an icy stare. However, we never had to bathe in cold water or freeze in any room, and our welcome in the two towns that we visited with our computer literacy seminars was warmer than ever.

This year our regional sessions were held in Ukmerge and Prienai. In Ukmerge, as in Uzupis School in Vilnius last year, we worked with all the teachers in one school—Uzupis School. (No, this is not an error, we just can’t seem to get away from Uzupis—the word means that the schools are located on the other side of the river.) Vytautas Kavoliunas was responsible for our work at Uzupis. We planned to teach 54 teachers in five work groups, each group getting 24 hours of instruction during our four-week stay. We ended by awarding 77 certificates—almost all the teachers, the principal, the three assistant principals, the office staff, the cook and her helpers, the janitorial staff, several parents, members of the parents committee, and one priest from the neighboring parish wound up in attendance. Algirdas and I worked with our students from 9 a.m. to 8:30 p.m. two days a week and from 9 a.m. to 5:30 p.m. on the other three days. During the three “free” evenings, we prepared for the next day, printed teachers’ work, and worked on e-mail and Internet searches.

One of the groups was not a beginner group. They were teachers who had participated in the computer workshop given by Dr. Charles Bossler as an A.P.P.L.E. summer regional session. This group met every day of the whole month for two hours—they are accomplished Microsoft Office users now, capable of teaching others.

The Saturdays were also filled with work and lectures, with the last Saturday, of course, serving as our graduation day. As fate would have it, that Saturday was also a make-up day, and the students were celebrating Indepen-

dence Day. So we celebrated together. A student gave the main address. The school orchestra and choir, the school’s folk dance group, and others performed. Then as we handed out the certificates to the seminar participants, each teacher got a drum roll and an ovation from his or her students. A dinner for the faculty, with music, singing and dancing, followed the formal ceremonies. This lasted until 3 p.m., when the van came to pick us up and take us back to Vilnius.

On Wednesday, after the February 16th celebrations in Vilnius, we left for Prienai. Here we lived in a boarding school (a doctor’s office turned bedroom), ate at the Prienai School #2, and worked with the administrators, teachers, and education department workers of the whole district. Rasa Alaburdiene scheduled our classes. Again, our workload increased from the one originally planned. We added extra groups, and because we brought two computers with us, our group sizes expanded.

Upon a suggestion from my cousin Zina (whom some of you know from other A.P.P.L.E. seminars), Rasa scheduled geography lessons centering around photos from our trips to the western part of the U.S. These lessons were for students in five area schools on those mornings when we did not teach computers. In addition, she arranged



Algirdas (standing) and Amanda Muliolis with the director of the Prienai Education Department, Algirdas Griska.

meetings with the school's faculty, area computer science teachers and English teachers, as well as her Computer Club and a Student Discussion Club from Prienai School #3. These meetings used the "hot seat" method.

Rasa also had a group of 8th and 10th graders that was working with English and biology teachers from the school on Internet pages about the Nemunas Loops Regional Park. This project was Prienai 2nd High School's entry in the International Schools CyberFair '99 Competition. We spent three Saturdays working with this group. Their extensive report was written in Lithuanian and then translated into English. We helped with proofreading the translation, sentence structure and wording.

As you see, we had a very busy time in Prienai, but, even so, we had some time for enjoyment. One Sunday we walked with Rasa, her husband, Marius, and their 2 1/2 year-old daughter, Agne, from Prienai to Birstonas through the forest along Nemunas. Until that weekend the Nemunas was frozen over, but a thaw had started the breakup of the ice, most of it flowing down river. On the south side of the main bridge, the ice was piled up and pushing to get to the other side. This was an interesting sight, but the really fantastic view was when the ice finally broke through at the bridge and started flowing downriver. The gigantic ice floes were bumping into each other, rolling over in the water, hurrying downriver, and Algirdas got as close as possible, even stepping on some of the piled-up floes by the shore. This 12 km. walk was one of the highlights of our stay, but we decided that one way was enough exercise and took a bus back to Prienai.

The graduation ceremonies at Prienai were not as noisy as in Ukmerge because no students attended, but many important officials of the district were in the audience, and the speeches were especially complimentary. A short program was performed by the Prienai School #2 students. We ended the ceremonies with refreshments, songs and dancing.

Although we worked hard, the interest in our seminars, the warmth of our reception, and the need for computer knowledge among educators has persuaded us to go to Lithuania again next winter. We will be offering this course to two schools or school districts again and hope to get invitations for similar seminars next year.

Amanda Muliolis

P. S. Prienai 2nd High School's entry in the International Schools CyberFair '99 Competition was announced as the first place winner in the category of Local Attractions (Natural and Man-Made) on May 13, 1999. Please visit their extremely professional site at: <http://discovery.ot.lt/cfair99/>. CyberFair can be found at <http://www.gsn.org/cf/>. Our warmest congratulations go out to all those who worked on this project. You may send your personal congratulations to the group in Lithuania at rasa@pkk.osf.lt.

MONITA LEAVITT RECEIVES THE LEAVEY AWARD FOR EXCELLENCE IN PRIVATE ENTERPRISE EDUCATION

Monita Leavitt was awarded the Freedom Foundation's 22nd Leavey Award for Excellence in Private Enterprise Education on February 22, 1999, in recognition of the school store her Connecticut students helped Lithuanian students to start in Kaunas. Monita was one of 13 to receive this national award presented in Dallas, Texas. Established in 1977, the Leavey Award recognizes educators who are finding new, innovative and effective ways to unleash the entrepreneurial skills of America's youth.

At Rochambeau Middle School in Southbury, Connecticut, Monita's seventh grade students: researched the difference between free enterprise and communism; studied how to start and run a school store; created their own



Monita with her seventh graders at Rochambeau Middle School, Southbury, Conn, as they write to their pen pals in Lithuania.

store; wrote a book and created a video to show how students in Anima School in Kaunas could sell school items and roll over the profit to purchase needed supplies for their school; utilized their profits to provide "seed" money for the purchase of materials and equipment for the Lithuanian school. The program gave students, both in Lithuania and America, the opportunity to appreciate and think critically about free enterprise and to develop an appreciation of cultural diversity.

Laima Dainutiene, English teacher at Anima School, was Monita's contact person for the project. Laima has

translated for Monita for the three summers she has volunteered for A.P.P.L.E. They became friends, and Laima was interested in Monita's idea of starting a school store to help Anima School and its students understand and experience free enterprise first-hand.

Reflecting on the entire experience, Monita said, "One of the nicest outcomes is that our students are still exchanging pen pal letters!"

THE OTHER SIDE OF THE MOON

This is a reflection about my first experience as an A.P.P.L.E. regional teacher. My wife, Monita, left me at home during the last two summers to go to Lithuania as an A.P.P.L.E. volunteer. When she returned, she brought back pictures and videos to help share her experiences with me. The stories she told gave a very precise description of what it was like in Lithuania, as I was soon to find out. I wondered why she had bonded to a country that she was not native to. She had used her time and money not to vacation during the summer, but to work very hard to prepare lessons and train teachers in a far-off land. Monita had been experiencing something that was drawing her back year after year. Why? The answer was soon to come and would hook me into the "A.P.P.L.E. Experience."

We had had a personal tragedy in our family. This sparked the need to share time together for personal growth. Monita and I decided to both go to Lithuania and volunteer as a teaching team. I knew I would now have a chance to see if all that was presented to me by my wife was, in fact, not slanted. It is very rare when two people perceive an experience in almost exactly the same way. My wife and I have always thought of each other as opposites and have treasured the differences. For us to perceive Lithuania in so similar a fashion was both rare and precious.

Lithuania is truly a beautiful country with forest, farmland and dunes around the Baltic Sea. We rented a car to see the country. The cities of Kaunas and Vilnius have history and beauty, but that is not what hooked me. The words I found myself saying over and over to my wife each day would be, "It's just like you said!" The frosting on the cake was when we stayed for a week at the homes of friends my wife had made in Lithuania. These friendships that had spanned the Atlantic gave me a chance really to get to know Lithuanian people personally. What had attracted me were my personal contacts with the people I had been fortunate to meet and get to know.

On a mini trip to Palanga, my wife and I visited the beautiful museum of amber. Laima Dainutiene, our translator, told us it is said that the wealth of Lithuania is in its amber. I think not. In my opinion, the wealth of Lithuania is in its people, their spirit, strength and nationalistic pride. And this was what hooked me—the Lithuanian people!

One of these people was a teacher from Pakruojis in our regional session named Vilija Pacekajiene. She was an English teacher, so communication was not a problem be-

tween us. Vilija had asked me what my feelings about Lithuania were. Knowing that I was only in the country for the short time, I focused my answer on a positive note, and gave all the good things that I had seen and experienced. Vilija looked at me and answered with an old Lithuanian saying, "I think that you are only looking at one side of the moon."

Yes, I did give only the positive side of what I had experienced. I know that Lithuania does have many problems to overcome, but I truly believe in the strength and wealth of the country. I believe that history will repeat itself and Lithuania will rise to be a strong country again, one that will show its rich cultural heritage. The transition is already being seen and A.P.P.L.E. is helping to bring about the change.

Larry Leavitt

FROM A.P.P.L.E.'S LITHUANIAN PARTNERS. . .

Throughout A.P.P.L.E.'s history, capable and willing partners in Lithuania have played a vitally important role. In addition to summers with A.P.P.L.E., working with our winter satellites, and manning our Vilnius office, Vytautas Kavoliunas and Skirmante Stasenaite agreed to contribute to our newsletter. From the perspective of students still in the educational system in Lithuania, here are their reflections on working with A.P.P.L.E.

Like so many others who are part of our organization, I became involved with A.P.P.L.E. purely by chance. During the time that I was just a fledgling college student, I worked at the Uzupis School. There I met Dr. Charlie Bossler, who offered me a job as his technical assistant for the A.P.P.L.E. summer seminars in 1997. At first I had doubts that I, a 19-year-old at the time, would have the technical knowledge to manage the computers and the wherewithal to answer the questions of the teachers. In the end I agreed to do it, hoping that we would have no difficulties and that someone would be around to help me. How naïve of me to think, as the old Lithuanian saying goes, that I would "stand up dry after falling down into a puddle."

From the very first days, A.P.P.L.E. swept me off on a whirlwind carousel, where the other riders were the teachers from America and Lithuania. The indescribably warm and friendly A.P.P.L.E. spirit soon began to dissipate my feelings of inadequacy. This helped me to get over the thought that I am too young for this work. Pretty soon I felt steady and sure on my feet. A.P.P.L.E. showed me a direction and gently pushed me along the path, which very quickly became a superhighway. Strange as it may sound, the further I went along in my work with

A.P.P.L.E., the more convinced I was that I was truly where I belonged, that I was doing what was needed, that I was seeking for what was right. The more I became involved, the better I understood the immense work that A.P.P.L.E. accomplishes in Lithuania. I began to feel that I, too, could have an influence on my society and shape its way of thinking. At that time I began to see the world in a different light. My own life took on a deeper meaning, and I began to entertain new ideas, visions of the future, and even concrete plans and goals.

Now I can truly affirm: My experience with A.P.P.L.E. has turned my life around 180 degrees. Not only did I find new acquaintances and people with ideas similar to my own, but I also began to value the friends I already had. Directly, from all the people I met through A.P.P.L.E., I learned what warm and friendly ties can mean in building a real TEAM. This is exactly what the people of Lithuania need to experience at this time. So it is my obligation to go on learning from A.P.P.L.E. and then spread those ideas and that spirit to the rest of Lithuania.

Vytautas Kavoliunas

The vertiginous swings of Spring (so sweet and capable of knocking off-balance frail sufferers of Winter's ailments) bring back memories of the fortuitous call from Emilija on the very last day of August when, still under the spell of the Copenhagen ferry, I was offered the position of A.P.P.L.E. office manager. I will draw upon the allegory of the swaying ground and forces of gravitation playing naughty tricks on me all year round. The BBC hit the nail on the head: "The impossible has an unsettling habit of becoming possible."



Skirmante Stasenaite

The greatest knowledge I received from A.P.P.L.E. since I started working as an interpreter two years ago was discovering a great diversity of points of view in the outlook on life, or to cite Salmon Rushdie's fitting remark—opening doors in the head. By providing an opportunity to understand a different culture, A.P.P.L.E. gave me better insight into my own country—its

struggles and victories and needs. The engulfing wave of change, which swept us up ten years ago, resulted in the growth of reasoning, responsibility, confidence and professionalism. Yet there's room for more: the bravery and enthusiasm that accompany new ways of thinking and new directions in education. Taking notice of A.P.P.L.E.'s trust and attention to those of us - half sphinxes, half human-beings—who rode the crest of that wave, I am thankful for the wonderful experience of A.P.P.L.E., which has enhanced my awareness of self, country and the world at large.

On a lighter note, my job as office manager has many aspects: I handle sensitive information, settle arguments,

solve mysteries, shatter illusions. All of this adds up to better communication, the most surprising and embarrassing of which Wendell and flabbergasted journalists witnessed one day last Summer when, in front of attentive cameras, I happened to lose the gift of speech. Luckily, with Wendell's help, I gained it back. Nevertheless, upon my return home, I burst into a smile, and even though it disappeared from our faces last Winter and seems reluctant to reappear, I have no doubt it will shine again this summer for A.P.P.L.E.!

Skirmante Stasenaite

WHY A.P.P.L.E.?

While attending the A.P.P.L.E. planning meeting in Washington this spring, attendees were asked about their motivation to commit a weekend to come to Washington to participate in planning A.P.P.L.E.'s move forward. Here are some of the responses of the A.P.P.L.E. members. Indeed, when you read these quotes, you will get a glimpse of the magnetic pull on A.P.P.L.E. volunteers that compels them to continue to devote their time, energies and talents both in America and in Lithuania.

"Lithuania is my ancestral homeland, and it is one of my life's greatest privileges to be able to reclaim my heritage in the company of wonderfully dedicated people with so much to share."

Gabriel Gediminas Kajeckas



"There is great hope for the future of A.P.P.L.E. and I want to be part of this future for Lithuania and her creative, brave people. My experience with the Lithuanian teachers has been both a blessing and learning for me. Coming together each spring focuses us for our work together and in a wonderful renewal of friendships and scholarship. Best of all, we enjoy being together with the friends we've made over the years."

Sister Jeanette Lucinio, S.P.

"I believe A.P.P.L.E. has reached an important, even critical, point in its evolution over the last nine years. Our experience of conducting programs in Lithuania are an invaluable asset now being reviewed in order to set directions and priorities for the next decade of work. We are benefiting also from increasing—and increasingly frank—recommendations and requests from Lithuanian teachers, frequently requests for more complex assistance than in earlier years. We are recognizing that to respond well, some of our operating methods will be changing. And we will clearly need more funds, a larger budget, to do so. So

taking a weekend to learn how we might raise more funds is a necessary step, and I am glad to spend the time as an investment in an effective future role of our organization.”

Steve Bergen

“It is so great to visit with old A.P.P.L.E. friends, while meeting the new A.P.P.L.E. members. A.P.P.L.E. is stronger than ever, so it is great to meet and plan for the future.”

Shirley M. Sabo



“In order to plan an Arts Strand with A.P.P.L.E., I felt it was necessary to spend time with coordinators and facilitators already immersed in its spirit. Knowing colleagues/friends from last summer would be attending, there was added excitement and incentive to attend.”

Sister Loretta Hoag

“Emilija’s idea to incorporate the search for grants to A.P.P.L.E. in this planning session was my best motive to attend this very important meeting.”

Julius Veblaitis

“Having gone to Lithuania with A.P.P.L.E. in 1996 and 1998, I came away with a realization of the enormous needs of the elementary school teachers in the EFL/ESL area. The teachers themselves realize their needs, and their responsiveness to our A.P.P.L.E. courses reflects this.

I came to Washington hoping to learn about potential measures to increase our effectiveness in the EFL/ESL areas. The grant-writing initiative is a step in that direction. I found it and the informal exchange of ideas during the weekend both valuable and rewarding.”

Irena Ross

“Having missed last summer accentuated the longing I have to return to Lithuania and in a sense to reconnect. The weekend was a way to rekindle this spirit and to commit in the “long term” to A.P.P.L.E. through the discussions, workshop on grant writing and evaluation of A.P.P.L.E.’s goals and mission.”

J. Simone

“Friends—why else but friends? Here and in Lithuania—also loyalty to friends, that rare bird that is so important these days.”

Wendell Mayo



“I decided to attend the meeting because of my commitment to A.P.P.L.E., as well as the desire to learn about grant writing. As a special educator, I see many needs of Lithuanian children with disabilities. I also know that there are many sources for funding projects designed to improve the quality of life for this population.

The weekend was the most productive A.P.P.L.E. meeting I have attended. The weekend provided an opportunity for sharing creative ideas and dreams for A.P.P.L.E.’s future in Lithuania. The meeting enabled us to go a step further as we discussed realistic ways to make those dreams happen. The future of A.P.P.L.E.’s involvement with Lithuania is exciting!”

Myra Goodwin

“As a researcher (in social psychology) I believe in the value of good research and want to do my part to support A.P.P.L.E.’s endeavors in this regard. Good research tends to be expensive! Grant money is considered a necessary prerequisite. Moreover, grant money tends to produce more grant money. Funding agencies are impressed by a successful track record or project completion.

A second big motivator for me was the opportunity to visit the Lithuanian Embassy! Growing up, I was taught that the Embassy was the last bastion of Independent Lithuania. Moreover, when its diplomatic staff passed on, there would be no one to replace them. This symbolic piece of Lithuania took on mythic proportions for me and my family. How wonderful to see it still functioning and on behalf of the free Republic of Lithuania again!”

Carol Toris

“A.P.P.L.E. is at a turning point in its history. It is a very exciting time. The vision that Emilija Sakadolskis is proposing requires a renewed commitment to carry on the wonderful work which Vaiva Vebra and Jurate Krokys began nine years ago. This weekend was an opportunity to renew our commitment along with our friendships. Besides, the grant-writing workshop was very informative. Hopefully, what we learned will be translated into a surge of renewed energy for the work we do through A.P.P.L.E.”



Gita Kupcinskas

SPRING 1999 PLANNING/GRANT-WRITING MEETING

All eyes were on the future. The weekend of March 12-14, 1999, had been set aside by A.P.P.L.E. board members, focus group coordinators, and A.P.P.L.E. members from 13 states, the District of Columbia and Canada to meet in Washington, D.C. The purpose of this meeting was to define A.P.P.L.E.'s mission and goals and to acquire the skills needed to write grants to fund future programs. After two-and-a-half days of diligent concentration (naturally, with some time for socializing figured in), the group left what many referred to as "the best planning session ever" with newly learned grant-writing skills as well as the renewed zeal to meet the challenges of A.P.P.L.E.

President Emilija Sakadolskis opened the meeting with an overview of changes that have occurred over A.P.P.L.E.'s nine years of operation and new challenges that these changes have brought. Immediate priorities include developing the educational system by addressing teacher needs, including interactive teaching methods, coping with changing attitudes and providing citizenship instruction. Adequately educating "at-risk" students and students with disabilities is another critical need. To do that, interaction and intervention programs run by social service and educational support professionals are required in Lithuanian schools. To secure a solid infrastructure for Lithuanian education, programs are also needed that will assist school administrators as well as teachers and students in pedagogical institutes and universities to acquire new techniques, develop new methods and initiate innovative programs. Finally, programs are needed that will develop liaisons between the business and agricultural sectors.

In her remarks, Emilija emphasized that, over time, Lithuanian teachers' needs have become more complex and, in many ways, more urgent. If A.P.P.L.E. is to con-



Lois Linear (left) and Emilija Sakadolskis at the Lithuanian Embassy in Washington during the A.P.P.L.E. spring planning meeting.

MISSION STATEMENT

American Professional Partnership for
Lithuanian Education (A.P.P.L.E.)

Derived from Needs Analysis of
March 12-14, 1999

A.P.P.L.E. works in close cooperation with the Ministry of Education and Science of the Republic of Lithuania, as well as other governmental and nongovernmental agencies in Lithuania and the United States, for the purpose of creating a modern democratic school system by:

(1) initiating programs that shift the emphasis of education away from imposed, isolationist and authoritarian models to ones that are cooperative, student- and community-centered, and that empower Lithuania's educators by putting them in possession of recent, relevant, and progressive educational research and practice;

(2) developing ongoing and mutually beneficial professional relationships and joint projects with Lithuanian teachers, teacher-trainers and university professors;

(3) fostering mutually supportive interaction among teachers, parents, administrators and students;

(4) intervening with students who are at-risk, their parents and professionals who serve these students, for the purpose of proposing effective and lasting solutions;

(5) promoting working relationships between educators and professionals who provide critically important services, for example, social workers, those who work with students with special needs, librarians, psychologists, career counselors, artists and others;

(6) cultivating productive and lasting relationships among communities, schools and businesses in Lithuania and other countries.

tinue to support Lithuanian teachers in vital ways, then it is necessary to obtain more funds to expand and develop programs. Thus, the need for grantsmanship.

Enter the 27 enthusiastic attendees committed to getting down to the business of grant writing with clinician Lois Linear, grants development officer for Anne Arundel County Schools in Maryland. Ms. Linear highlighted critical components of a grant proposal and led participants to identify projects for funding, to formulate a needs statement for each project, and to state project goals and ob-



Julius Vebliatis (left) and Grazina Blekaitis at the spring meeting held at the Guild Hall of St. Alban's Church on the grounds of the National Cathedral in Washington.

jectives. Members worked feverishly to frame funding needs for new A.P.P.L.E. projects. In small groups the participants outlined proposals for arts curriculum development, ESL and EFL programs, a conflict mediation seminar, special education projects, civics and religious education curriculum development, and agricultural development programs. By the end of the day, enthusiasm was high for moving forward to seek the funding grants that will push A.P.P.L.E. closer, faster, steadily toward the attainment of its mission.

On Sunday morning neither sleet nor snow kept hardy delegates away from the Lithuanian Embassy, where First Secretary of the Embassy, Rita Kazragiene, cordially greeted the group. In her remarks Mrs. Kazragiene stated that education is a primary need of Lithuania. "We lack something that we lost those 50 years ago." She continued by saying that Lithuanian citizens and teachers need a consciousness raising and more independent and innovative thinking. She sees a history of good energy and important work with A.P.P.L.E. that Lithuania should be and is thankful for. Her desire is for A.P.P.L.E. to present complex programs to cover all spheres of education, to respond to exchange programs, and to keep contacts with Lithuanian people, including teachers.

Returning to the planning session, participants put the final touches on their work. Wendell Mayo, who coordinated Friday's effort to define A.P.P.L.E.'s mission and goals, presented a draft of the Mission Statement (see page nine). Ms. Linear led a discussion on how to construct a budget for a grant proposal. Emilija led a discussion on the need to establish a grant-writing policy and procedure and the parameters for doing so. And friends, bound together through a commitment to help Lithuania, extended farewells, thanks, best wishes and promises as they parted for home.

WHO'S GOING THIS YEAR?

We've got quite a bunch going to Lithuania this year! Of the total 93 staff and instructors, seven are from Lithuania, and the rest are from the United States. Ten are administrative and support staff, and 83 are instructors. Thirty-eight will be first-timers with the A.P.P.L.E. program, 55 are returnees, with Vida Anton remaining as the only A.P.P.L.E. lecturer who will have participated in all nine of our summer seminars. Forty have Lithuanian backgrounds, and 27 of them speak Lithuanian (the rest are still working on it). Fifty-three have no Lithuanian genes that we know of, but some of them speak Lithuanian better than the ones who do. They'll be joined in Lithuania by a staff of interpreters, translators and doctoral students in education who will act as mentors for the Action Research Seminar participants (something new!). As we claim every year, this is the finest team we have ever assembled!

KAUNAS (JUNE 14-18) AND RIETAVAS (JUNE 21-25)

Seminars on agricultural education will start off the A.P.P.L.E. summer in-service season, with Dr. James Connors coordinating. Jim Brousseau, Craig Edwards and Dr. William Thuemmel complete the staff.

VILNIUS (JULY 5-16)

Program directors Emilija Sakadolskis and Dr. Wendell Mayo will work with a staff consisting of Juozas Karmuza, Romas Sakadolskis, Skirmante Stasenaite, Daiva Karmuziene, Julius Vebliatis and Vytautas Kavoliunas.

The Action Research seminar lecturers will be: Dr. Jessie Roderick, general lecturer; Dr. Joyce Wiencek and Dr. Lisa Frankes, language arts; Dr. Cherie Stellaccio and Margo Hall, music; Dr. Louise Berman and Yve Susskind, social studies; Dr. Carol Toris, Dr. Dennis Ritchie and Dr. Judy Kugelmass, special ed./social work/psychology; Dr. Judith Burry-Stock and Dr. Phil Taylor, administration.

Walter Serbent heads the administrators' and supervisors' seminar staff consisting of Dr. Jessie Roderick, Dr. Phyllis Deringis, Dr. Gloria Ruttman and Amanda Muliolis.

Dr. Blanche Woolls is the coordinator of the school librarian strand and will be joined by Dr. Brenda White, Tatjana Balvociene and Antanas Balvocius.

SALCININKAI (JULY 19-30)

Program director Dr. Wendell Mayo will be assisted by Juozas Karmuza, Daiva Karmuziene and Shirley Sabo.

General Lecturer Dr. Judith Burry-Stock will speak to the assembled teachers on assessment and evaluation.

Sister Jeanette Lucinio, Ph.D. (coordinator); Fr. James Halstead, Ph.D.; and Christopher Walker will teach religion and ethics teachers.

Elementary, our most popular strand, will be run by Carol Smiglin, who will teach with Lynda Dodge, Anita Schmidt, Irena Gedris and Laima Sirutiene.

Because Salcininkai is squarely in the middle of an area of the country where Lithuanian is often the second language, Dr. Wendell Mayo will lead two strands of language arts instructors—one for teachers of native speaker teachers, and one for Lithuanian as a second language teachers. Bonnie Lundblad, Melissa Fraterrigo, Anne Sustik, Shirley Sabo, Anne Baltren and Dr. Marie Nelson make up the language arts strands.

There's a great shortage of English teachers, and classes are often taught by noncertified teachers. We're targeting these English teachers by helping them gain the skills needed for certification. Zivile Rawson coordinates this strand and is joined by Lilija Kulbis and Dr. Grace Wylie.

A.P.P.L.E has supported the Teacher Center movement from its beginnings and continues to facilitate staff development in a strand for teacher center staff with Monita Leavitt (coordinator), Dr. Barbara Henriques and Dr. Judith Burry-Stock.

An innovative new strand was suggested by a colleague from Lithuania: teams of computer, physics and vocational training instructors will work on integrating curriculum with Larry Leavitt (coordinator), Vainas Brazdeikis and Sue Kohfeldt.

MAZEIKIAI (JULY 19-30)

Dr. Phil Taylor will be assisted in his first-time post of program director by Ilona Laucius, Algirdas Muliolis and Jane Serbent.

General lecturers Dr. Britt Ferguson and Dr. Jo Ann Hammer will speak on cooperative learning to all of the teachers at Mazeikiai.

Vida Anton coordinates a double strand of elementary teachers and is joined by Nijole Mackevicius, David Warren, Peter Cheney, Dr. Cherie Stellaccio, Dr. Britt Ferguson and Dr. Jo Ann Hammer.

Preschool coordinator Glenn Bass will work with Dorothy Warren and Dr. Cherie Stellaccio.

Amanda Muliolis will coordinate a strand on integrating computer science, biology and math and will work with Stase Kazlauskas and Aldona Miskinis.

EFL for nonspecialists seeking certification will be led by Gailute Skucas, and she'll be joined by Mary Ellen Page and Linda Anthon. Educators working in Catholic schools will be taught by Jim Simone (coordinator); Sr. June Clare Tracy, OP; and Vivian Williams.

Classroom teachers and administrators who want to hone their communication skills and need help with the growing population of children at risk will be led by Dr.

Phil Taylor. He will be joined by Neringa Zamani, Dr. Gerard Girdaukas, Jayshree Jani and Dr. Linda Meloy .

SPECIAL EDUCATION FAMILY CAMP (JULY 19-30)

We're very excited to be a part of the "Viltis" association camp for special needs children and their families. They have invited us to do a strand for special educators in conjunction with their camp, so coordinator Myra Goodwin and her staff will be able to work not only with educators but also with children and their families. The staff (some full time, some visiting) will consist of Ritone Rudaitis, Maribeth Ruder Neely, Barbara Pegg, Christine Richardson, Jurate Krokys, Betty Williams, Dr. Stephen Williams, Dr. Jacqueline Rickman, Dr. Karl Janowitz, Anthony Stellaccio and Tom Poland.

ENGLISH YOUTH CAMP (AUGUST 1-6)

We're into camping this year. A special English language instruction camp for the children of teachers is being offered by the Lithuanian Teachers' Union. Our own Skirmante Stasenaite will be the program director. We've been invited to do a strand for English teachers, and we'll work not only with them, but with the campers as well. Dr. Grace Wylie (coordinator), Mary Ellen Page, Zivile Rawson and Tom Poland will stay and continue working when the rest of us are already heading home.

Regional seminars will also take place throughout the month of July in the cities of Daugai, Panevezys, Akmene, Silale, Skuodas, Anyksciai, Pakruojis, Moletai, Kaunas, Telsiai, Klaipeda, Alytus, Utena, Ukmerge and Visaginas. Dr. Anthony Errichetti, Dr. Lloyd Hackley and Dr. Mary Parshelunis will be joined by lecturers who will be teaching in Vilnius, Salcininkai, Mazeikiai or the specialized camps.

We wish them all Godspeed, and may they come back with a wealth of memories and good experiences.

OUR COLLEAGUE GETS AN EARFULL

Vytis Buivydavicius, director of the Music Education Center in Vilnius, and principal of an arts-infused elementary school, "Gama," has been a long-time A.P.P.L.E. partner. Cooperative ventures began in 1992, when music was first offered at the in-service program in Vilnius.

An important partner in the U.S. has been the University of Maryland College Park. Music Education Division Chairman Dr. Roger Folstrom, went to Lithuania for the first time in 1992 and followed up with two more trips. Dr. Marie McCarthy went in 1993 and has promised to return. Kelly McKay and Cherie Stellaccio (now Dr.

INTERCEPTED E-MAIL MESSAGE!

The following was discovered on a computer in the office of the Deputy Minister of Education in Lithuania. We're not certain what to make of it.

In your last message, you worried about commanding sufficient respect to get the resources you feel you need. Here's what I think an American political operative might suggest: take your case public. If you don't yet have the respect you want, perhaps you need to come up with a benefits-oriented slogan that you can use to whip up support from the general populace. What would go on the T-shirt of the demonstrators who insist on more money for the Education Ministry? Something that hits the gut the way "No one will dare to beat you again" does. Yet with the lighter touch of "Bacardi Rum. Pure. By law, not by chance." We start with:

- A modern education for every Lithuanian child.
- Education makes opportunity.
- Invest in our children now.
- Freedom through sound education.
- Let education lift our next generation!
- Lithuania, learn from your fathers!
- Only education will break the shackles of the past.
- An indoor toilet in every school!

Perhaps something here will strike you. Some part of the success of the American Professional Partnership for Lithuanian Education is attributable to having a name that works, that summarizes the program and reminds people what the program is, every time the name is used.

If the government doesn't give you what you want, you have to go over their heads, to the people. Lithuanians are hungry for the hope that their children will have better lives than they had. With the end of communism, they have every reason to hope, but the most tangible evidence they should have affirming that hope is not more meat at the supermarket but visible improvements in the education of their children.

Where there is hope, there is faith that everyone will strive toward the common goal; then everyone makes the efforts that cumulatively create success.

And if people at the Ministry are complaining, try posting this sign on your door:

The beatings will continue until morale improves.

jbgust@aol.com

Stellaccio—our Grant Writing Committee Chairman) were also roped in by a fellow graduate student (yours truly). Doctoral student Margo Hall will be participating in this summer's Action Research Seminar. Recently the University had the opportunity to extend a reciprocal show of hospitality by funding Mr. Buivydavicius' participation at the 1999 Charles Fowler Colloquium on Innovation in Arts Education on April 16-17. This year the conference was devoted to discussing the implications of research on arts advocacy—an issue that is just as relevant in Lithuania, as it is in the United States. Vytis Buivydavicius was joined by his colleague Laima Bakiene, director of the international relations division at the Lithuanian Academy of Music.

A.P.P.L.E. made use of the opportunity and put together an intensive program for Vytis, highlighting Ameri-

can music education achievements. The first stop was at the Hartt School of Music in Connecticut, an innovative music teacher training institution. We met with the head of the Music Education Department, Dr. John Feierabend, who is a well-known early childhood music and Kodaly expert. After observing two highly charged, hands-on undergraduate and graduate teacher-training classes, Vytis remarked how much he wished that Lithuanian teachers were trained in a similar fashion. Dr. Clark Saunders (A.P.P.L.E., 1997), director of graduate studies, promised to continue his involvement in Lithuanian music education in his area of expertise—evaluation and assessment.

The next day we met with Dr. Sue Snyder (A.P.P.L.E., 1997) and the Connecticut Commission on the Arts, which has initiated an arts-integrated approach to education in a growing number of Connecticut public schools. The HOT

(Higher Order Thinking) Schools emphasize three essential components: a commitment to the arts—both through integration and as unique disciplines, a commitment to academic achievement, and a commitment to understanding democracy by involving students, faculty, parents and the community in the process. Howard Gardner's theory of multiple intelligences and Bloom's taxonomy form the basis of the educational philosophy of these innovative schools. We had the opportunity to visit two such schools and to sit in on an in-service teacher-training program for an entire faculty of an elementary school. Our guest came away with many new ideas and we talked late into the night about similar endeavors that could be applied to Lithuanian schools.

In the Philadelphia area we observed music classes for infants, toddlers and their parents, conducted by Dr. Beth Bolton, her colleagues and students from Temple University. Dr. Bolton, who plans to go to Lithuania this winter to conduct a workshop, is an advocate of the theories and practices of Dr. Edwin Gordon. His work has been made known in Lithuania by workshops and publications of the Music Education Center in Vilnius. While at Temple we had the opportunity to see the required World Music class for undergraduates (nothing comparable at the Lithuanian Academy of Music) and to visit two cooperating public schools in the area. This was a truly eye-opening experience for our guest, because the University is squarely in the middle of inner-city Philadelphia, replete with public housing and accompanying urban blight. He certainly cannot claim that we gave him an unbalanced view of education in America!

In the Washington, D.C., area we went to the Key School, a private K-12 school in Annapolis, Maryland. The students get music classes five days per week and are taught by Dr. Rick Layton and his colleagues using the Orff method, which emphasizes movement, performance, improvisation and integration with language arts. We also visited the Holton-Arms School in Bethesda, Maryland, a private school for girls. Gerry Wilson and Ann Vaughn emphasize critical thinking through music, involving the girls in composition, analysis, literacy and exploration. Both schools aptly demonstrated the difference that funding and staffing make in the quality of an arts education program.

Vytis left the United States utterly exhausted, but quite pleased. I asked him what left the greatest impression. It wasn't funding, equipment, instruments or colorful textbooks. It was teacher training. In Lithuania many believe that if you're a good musician, that's all you need to be a music teacher. Or even worse—if you're not good enough to perform, go teach. The teacher-training programs we saw emphasized that the teaching of music is a unique calling and profession that needs to be nurtured from your freshman year in college.

We hope that Vytis went home with some new ideas and fresh perspectives. "Now I finally see what you guys

have been talking about all these years," he said as we said our good-byes.

Emilija Sakadolskis

“DONATIONS FOR DUMMIES!”

A.P.P.L.E. volunteer, Tom Poland, recently received \$1,200 in donations toward the purchase of first-aid equipment for the 1999 summer sessions. The funds, from two local Rotary and Lions Clubs in Connecticut, were donated for three weeks of CPR instruction in various locations.

Through Tom's contacts with Lithuanian teachers and medical personnel, he discovered a serious lack of knowledge of first aid. He also found that CPR skills are almost nonexistent. "My goal is just to get something started. I plan to certify 10 persons per day, so in three weeks that should be about 150 people," Tom said. "Their skills can be passed on to many others and may save many lives."

The funds will be used to purchase Actar Manikins, adults and infants (made by Armstrong Medical, Lincolnshire, Ill.) and ten Red Cross Community First Aid & Safety manuals. The new mannequins are very lightweight and can be transported easily.

Tom, a chemistry and physics teacher, has been a Red Cross volunteer instructor for many years. If any of you have access to or ideas about garnishing donations for CPR supplies, you can contact Tom at home: 203-393-0378, e-mail: tompolan@tiac.net.

A SUMMIT IN NORTH CAROLINA

As we go to press with this newsletter, we've just greeted our latest visitor to the United States, Dr. Dainius Puras, A.P.P.L.E.'s adviser and friend for many years and presently our focus group Chairman for special education. He has been sponsored by the Geneva Initiative on Psychiatry to attend the annual meeting of the American Psychiatric Association (APA) in Washington, D.C. Dainius is an active participant in the association's East and Central European Reformers in Mental Health group. It was Dr. Puras' open letter, published in the last issue of *Report to the Corps*, which sparked the idea to organize a Children at Risk conference. Dr. Carol Toris' thoughtful article in this issue continues the discussion he started.

We, of course, are not passing up the opportunity to make good use of Dainius' trip to the United States. At the end of the APA meeting, we're taking him down to North Carolina where on May 21-22 he'll meet with: our social work division Chairman (and North Carolina summit hostess) Dr. Katie Dunlap; psychology division Chairman, Dr. Carol Toris; special education division Chairman, Myra Goodwin; as well as Katie Hoyle and Dr. Gary

Shaffer. On the agenda: the camp this summer for children with special needs and the Children at Risk conference on July 17th. This summer's one-day conference is only a prelude to a full-blown conference in 2000. This year we want to hear the questions and the needs, so that next year we can come prepared with the presentations and programs that would be of greatest use in Lithuania—another one of our attempts to get away from the “flash in the pan” syndrome.

Dainius is quite excited about the extension of his visit. And it's not for the reasons you think—it's because we told him we'd let him drive!

Emilija Sakadolskis

NEW HOME ON THE INTERNET

Our home pages have moved to a new location. Our new address is: <http://www.applequest.org/index.html>. Please check it out, sign our guestbook, and offer your comments and suggestions. We now have more room for these home pages, and I hope that we can include articles on educational topics for all to read. Anyone having information, articles or pictures that would enhance our pages is welcome to submit them to: Amanda Muliolis amanda@applequest.org through e-mail or at 1725 Sherwood Blvd., Euclid, Ohio 44117 through regular mail.

ELECTRONIC DISTRIBUTION OF THE NEWSLETTER

This issue of *Report to the Corps* should be available for download in PDF format from our website by the time you read this. To review the electronic version, you'll need a copy of Adobe Acrobat Reader. This software is available without charge for any platform from www.adobe.com, if you don't have it already. In the electronic version, most of the photos are in color.

We also sent a PDF copy of the newsletter by e-mail to the addresses that we currently have on file. If we don't have your e-mail address yet (or if we mislaid it over the years) please send it to Amanda, and we'll see to it you get the PDF version in the future.

SCRIVENER'S NOTE

In this issue of the newsletter, the word “chairman” is used in its traditional, gender-neutral sense. It is my understanding that a “chair” is a piece of furniture, something for a chairman to sit on. Accordingly, I have taken the liberty of using the word that I expect most readers will find less bizarre and freighted with unwelcome political overtones. Anyone interested in reversing this policy for the future is cordially invited to apply at jbgust@aol.com.

WHAT CAN YOU BUY FOR \$30 IN 1999?

YOU CAN CHANGE THE LIFE OF A LITHUANIAN TEACHER!

Our object with the A.P.P.L.E. Teacher Seminars has been to assist in the reformation of Lithuania's educational infrastructure, as she rejoins the community of nations and is reborn in democracy and freedom. The unfortunate reality is that the cost of transportation and lodging for the Seminar is a real—but unnecessary—obstacle to participation. In the past we have asked our members to sponsor Lithuanian teachers. In return, those who received scholarships wrote personal letters to their sponsors, providing a firsthand account of the influence that the Seminar experience had on their lives and professional development.

These letters confirmed our hopes—and the promise of our headline.

We hope to continue to provide scholarships to participants this year, and we believe that we can cover a good deal of their costs for \$30 each. If you sponsored a teacher last year, you know the value that was received. If you didn't, this is your chance to find out. Consider honoring a friend with this special gift, giving a scholarship in his or her name. You will be making a difference! For \$150.00 you could provide a stipend for a Lithuanian translator or lecturer who works in partnership with colleagues from the United States. *Please send scholarship and stipend donations to: A.P.P.L.E. at Box 617, Durham, CT 06422. We can reach so many more people with your help.*

Reminder: A.P.P.L.E. membership is still \$25 per year. If you haven't sent in your renewal, please include it with your scholarship donation.

WHO'S IN CHARGE?

OFFICERS

President: Emilija Sakadolskis
Vice President for Public Relations: Walter Serbent
Vice President for Personnel and Recruiting: Shirley Sabo
Treasurer: Jane Serbent
Secretary: Julius Veblaitis

BOARD OF DIRECTORS

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Irena Gedris
Violeta Gedgaudas
Myra Goodwin
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Amanda Muliolis
Ritone Rudaitis
Emilija Sakadolskis

Send correspondence concerning A.P.P.L.E. to:
American Professional Partnership for
Lithuanian Education (A.P.P.L.E.)
9509 Ocala Street, Silver Spring, MD 20901-3049
voice: 301-585-6362 fax: 301-608-3261
e-mail: applemail@erols.com

Money for scholarships and memberships should go to:
A.P.P.L.E.
P.O. Box 617
Durham, CT 06422

A.P.P.L.E. SUBJECT AREAS, DIVISION CHAIRMEN (U.S.) AND FOCUS GROUP CHAIRMEN (LITHUANIA)

1. *Elementary.* Carol Smiglin. Alvyra Galkiene.
2. *Special Education.* Myra Goodwin. Dr. Dainius Puras.
3. *Art.* Sr. Loretta Hoag, D.C. [focus group chair vacant].
4. *Math.* Bee Taylor. Vilija Tarnaviciute.
5. *Catholic Schools and Ethics.* Sr. Dr. Jeanette Lucinio and Aldona Zailskas. Edita Sedaraviciute.
6. *Language arts.* Dr. Wendell Mayo. Zivile Bandoriene.
7. *Administration.* Dr. Joseph Kalla. Rita Dukynaite.
8. *Library Science.* Giedre Stankunas. Angelija Beinoryte.
9. *EFL.* Irena Ross. Vilma Backiute.
10. *Agriculture.* Dr. James Connors. Vida Jonusaityte.
11. *Computer Science.* Amanda Muliolis. Vainas Brazdeikis.
12. *Music.* Emilija Sakadolskis. Laima Sirutiene.
13. *Social work.* Dr. Katie Dunlap. Loreta Zadeikaite.
14. *Social studies.* Virginia Bergen. Irena Zaleskiene.
15. *Science.* Monita Leavitt. Laima Dainutiene.
16. *Psychology.* Dr. Carol Toris. Dr. Antanas Valantinas.

OTHER POSITIONS

Newsletter co-editors: Gita Kupcinskas and Katie Hoyle.
Grant-Writing Committee: Dr. Cherie Stellaccio (chair), Steven and Virginia Bergen, Gabe Kajeckas, Felicia Kolp, Susan O'Brien Saccomando.
Teach in Lithuania program: Grazina Blekaitis.
Fundraising Committee: Vida Lanys Anton (chair).
Registrar and Webmaster: Amanda Muliolis.
Office manager in Lithuania: Skirmante Stasenaite.
Administrator in Lithuania: Juozas Karmuza.

Our longtime Vice President for Corporate and Legal Affairs, Danguole Vodopalas recently resigned from office. We extend our appreciation and thanks to her for her many and varied efforts over the years. As she recuperates from surgery, we wish her a speedy recovery and some well-deserved R and R. A.P.P.L.E. awaits her return. "I sveikata!"

YES! I would like to join in your efforts toward educational reform in Lithuania.

I would like to make a contribution to:

The Scholarship Fund. (\$30 supports one teacher. You will receive a personal letter from the teacher who receives your donation.) _____

The Stipend Fund. (\$150 supports an interpreter or Lithuanian lecturer.) _____

I am enclosing the following amount for annual membership:

Regular Membership (\$25) _____

Family Membership (no duplicate mailings) (\$40) _____

Charter Membership (\$100) _____

Leadership Group (\$250) _____

Patron (\$500) _____

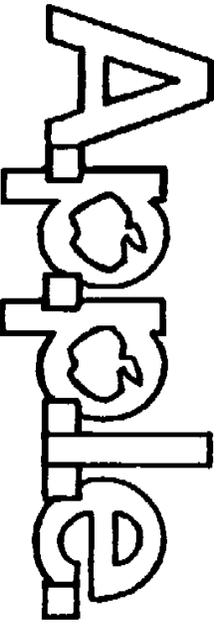
I would like to add the following amount to help pay for A.P.P.L.E. programs. _____

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