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REPORT TO THE CORPS

Volume 11, Number 3

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FROM THE PRESIDENT

On September 11, 2001, our world changed forever. No longer will we feel as safe, secure and protected in our homeland. Within a matter of minutes, we unwillingly joined millions of world citizens who live with fear, doubt and uncertainty about the future. But we who love the United States and call it our home have several important advantages. We have faith in the power of love over hate; the strength of freedom over subjugation; and the ability of our nation to conquer adversity in its myriad forms.

The Board of Directors, Officers and membership of the American Professional Partnership for Lithuanian Education extend our deepest sympathy to the families and friends of those who lost their lives as a result of the tragic events on September 11. We pray that their lives will not have been sacrificed in vain. May their spirits live within our hearts forever to remind us that we must be ever vigilant to forces of evil, hatred and prejudice that seek to destroy us and what we stand for as a nation.

September 11, 2001, represents for us what January 13, 1991 does for our brothers and sisters in Lithuania. These dates mark events in our history when the human need for freedom and self-determination was challenged. These challenges will continue. So must our courage, our strength and our boundless faith that God will help us find peace among nations and love for one another.

K. Phillip Taylor, A.P.P.L.E. President

A.P.P.L.E. members received many letters of concern and expressions of sympathy from our friends in Lithuania in regard to the events of September 11. We deeply appreciate your thoughts and prayers. Your hands reaching out to us at this time was comforting to us beyond what words can express. As we reprint an example of the kind of support we have received, we extend our heartfelt thanks to all of you.

Dear Americans,

We are sorry for the terrible tragedy that happened yesterday in your country. It's difficult to find words of consolation to express how sorrowful we are. And we realize that no words will soothe the pain you suffer for innocent lives that have been taken away. They will stay in our memories. The staff and all the pupils of our school identify with all the American Nation and would like to present our condolences to all your people. Please, keep the faith; be strong and united at this difficult time for your country.

The Principal of Salcininkai Lithuanian Millennium Secondary School

Vidmantas Zilius

A.P.P.L.E.'s FIRST LIFETIME MEMBERSHIP AWARDS

After the celebration of our tenth anniversary in July 2000, an idea was proposed at the officers' meeting in August. Now that we were an organization with a history, why not establish a lifetime membership award to recognize individuals who have given many years of distinguished service to A.P.P.L.E.? The nominees were determined very quickly and unanimously: cofounder and former president Vaiva Vebra, and two Lithuanian colleagues, Maryte Speiciene and Dr. Algirdas Grigonis.

During the spring meeting in Chicago, the board of directors approved the recommendation to begin this new tradition for our organization. So it was at the opening ceremonies of the A.P.P.L.E. 2001 summer seminars in Vilnius that the names of these three individuals were announced.



Maryte Speiciene gets a kiss from Phil Taylor as she accepts her Lifetime Membership Award. Emilija Sakadolskis (left) and Gita Kupcinkas look on.

The first to be called to the podium Vaiva Vebra, who was at the time the Assistant Minister of Education in Lithuania and was one of the officials at the opening ceremony. In 1990 Vaiva along with Jurate Krokyte, inspired by the ideas of Darius Kuolys, then Minister of Education, took the first steps toward defining the mission of A.P.P.L.E., and beginning our work. Vaiva served on the board of directors for a number of years, but her major contributions came during her eight-year tenure as president of A.P.P.L.E. We still benefit from many of Vaiva's contributions, such as this newsletter that you are holding in your hands. Vaiva and her helpers pretty much started *Report to the Corps* single-handedly. Taken by surprise and grinning from ear to ear, Vaiva came up to accept her award from president Gita Kupcinkas and jokingly expressed her concern

that she was afraid to think what lifetime membership in such a demanding organization would involve.

Next, immediate past president Emilija Sakadolskis presented the award to Maryte Speiciene, currently serving at the Ministry of Education and Science in the area of professional development. Maryte began her work with A.P.P.L.E. during the very first summer seminars in 1991. At the time she was working at the Teachers' In-service Institute (which we now know as the Pedagogical Professional Development Center) in Baltupiai, Vilnius. She remained there for a number of years and became our primary contact person in lieu of an office manager. She even tried to establish the first teacher center in Lithuania in the name of A.P.P.L.E. at the Institute. Even when Maryte left for her position at the ministry, she took her A.P.P.L.E. obligations with her. She now remains our primary contact person at the ministry. Maryte accepted her award in her usual self-effacing, gentle way.

The final recipient, Dr. Algirdas Grigonis, was not present at the opening ceremonies in Vilnius. His name was recognized *in absentia* by president-elect Dr. Phil Taylor because Dr. Grigonis was off at the opening ceremonies of another series of A.P.P.L.E. seminars, organized and run by the only A.P.P.L.E. chapter in Lithuania. The reason for his absence was also the reason for his recognition. Dr. Grigonis and a faithful crew of A.P.P.L.E. participants in Kaunas established not only an A.P.P.L.E. chapter, but also a teacher center that focuses its resources in the field of special education. The long-term cooperation of Dr. Grigonis and our own Dr. Karl Janowitz has proved to be very fruitful. Besides ensuring the success of the teacher resource center, their collaboration is the foundation for a series of special needs seminars in the smaller communities of Lithuania every summer as well as a seminar or two



As Vaiva Vebra (left) accepts her Lifetime Membership Award, she shares a laugh with Gita Kupcinkas (center) and Emilija Sakadolskis.

during the academic year. This summer alone, Dr. Grigonis and the A.P.P.L.E. lecturers we provided reached over 450 special education teachers in six locations. Phil and Gita caught up with Karl and him in Skaudvile in order to make the presentation.

Now that we have begun this tradition, our eyes have been opened to the many, many people who have made A.P.P.L.E. the viable and successful organization that it is. Surely, we will not run out of candidates for this award for many years to come.

PHIL TAYLOR, A.P.P.L.E. PRESIDENT – 2001 - 2002

Dr. K. Phillip Taylor is professor of Communication at the University of Central Florida. He has some 30 years of teaching experience in areas of group decision-making, problem solving, and public speaking. He graciously agreed to become A.P.P.L.E.'s Director General next summer, which marks the 12th anniversary of A.P.P.L.E.'s activity of providing various courses to hundreds of Lithuanian teachers during their summer vacation. His wife, Beverly, is a professor of mathematics, and they both live in Winter Park, Florida. I confronted Professor Taylor with a few questions. He kindly agreed to this interview.

Julius Veblaitis

J.V. Dr. Taylor, first let me go back a bit to the chain of historical events. As you know, the independence fever in the Baltics had been manifesting itself by powerful demonstrations, especially in Lithuania, during the late '80s. The desire for sovereignty had become a strong determination to reestablish and reclaim independence. You may recall the most dramatic demonstration in Lithuania took place on August 23, 1989, the 50th anniversary of the notorious Hitler-Stalin pact, the secret deal between them to divide Eastern Europe and the Baltics in order to keep them in their sphere of influence. This aggressive deal put Lithuania and her sister states, Latvia and Estonia, under the communist yoke for 50 years.

Consequently, through mass Soviet deportations to the Siberian wilderness and imprisonment, Lithuania lost about 300,000 of its citizens or roughly 10% of its entire population. Only with some freedoms introduced by Soviet president Mikhail Gorbachev in 1989, Lithuania defied the Soviet army's tanks, seized the moment, and on March 11, 1990, proudly reestablished its independence by parliamentary procedure and peaceful means. In the fall of 1990, at the suggestion of the Lithuanian Minister of Education, a group of Lithuanian-Americans formed the American Professional Partnership for Lithuanian Education. Its goal was to send teachers from the United States and Canada to Lithuania to provide in-service training opportuni-



Vilnius, Summer 2000 – Gita Kupcinkas, Immediate Past President, and Phil Taylor, President, plant the 11th apple tree in honor of A.P.P.L.E.'s 11th year of seminars in Lithuania.

ties for Lithuanian educators.

When did you first learn about Lithuania's struggle for freedom and how did you get involved with A.P.P.L.E.?

P.T. Julius, as you know, I am the first A.P.P.L.E. President who has no Lithuanian heritage, I first heard about Lithuania in the fall of 1991, when my colleague Susan Andersen returned from her summer work with A.P.P.L.E. in Vilnius. Her eyes glowed with a missionary zeal. I said, "I want my eyes to look like your eyes, filled with excitement and energy." She was able to get me assigned to the courses in 1992. Since that first year, I have participated in APPLE seminars in Vilnius, Klaipeda, Marijampole, Mazeikiai, Moletai, Panevezys, Taurage, Utena and Birstonas. In 1995 I visited Lithuania in January and July. I took my sabbatical leave in Lithuania during January because I wanted to work with the students in their classrooms during the regular school year.

J.V. What were some of your impressions when you first arrived in Lithuania?

P.T. When I got off the plane in July 1992, my first sight was all the people waiting for arriving friends and family. Everyone carried flowers. There were beautiful flowers everywhere. And the food was delicious. I fell in love with cepelinai. I also remember we had to walk down the hall of our hostel to take cold showers. And the toilet had no seat. But my fondest memory is of the teachers and their eagerness to learn new ideas and share professional experiences.

J.V. Because of constant technological changes, financial cutbacks and bureaucratic ineptitude, how can A.P.P.L.E. help Lithuanian education to reinvent itself so as to absorb these changes?

P. T. A.P.P.L.E. does not want to reinvent

Lithuanian education. Lithuania has well-trained teachers who are working hard at their profession. We are simply bringing some new ideas and creative alternatives to help the teachers improve their teaching practice. Some of the ideas we bring may not be practical in many classes. But the teachers take away from our seminars an increased understanding of the relationship between teaching and learning. And perhaps they may be able to include some of the techniques or apply some new education theory in their classes in the future. But the best thing they take from the A.P.P.L.E. seminars is the knowledge that we care about them and want to help them provide the educational tools their students need to meet the challenges of the 21st century.

J. V. Do you think A.P.P.L.E. in some way can help assist to alleviate the cheerless situation?

P.T. Although some teachers may not receive their pay for several months, even though their classrooms may not have basic equipment, even when their schools may need major repair, I have not found Lithuanian teachers cheerless. They are dedicated professionals who work hard and provide the best education they can under the circumstances. In the U.S. we have a saying: "You don't go into teaching for the money." A.P.P.L.E. has made important contributions to Lithuanian education through its efforts to establish Teacher Centers throughout the country. We have assisted Dr. Algirdas Grigonis and his work with students with special needs. We have sent instructors to the Viltis camp near Palanga for the last three years to work with teachers, special needs students, and their families. And our seminars have brought innovative and creative ideas that have been eagerly received and adopted by hundreds of Lithuanian teachers.

J.V. How can Lithuanian-Americans reading this article help with A.P.P.L.E.'s projects?

P.T. Since 1991 many individuals and organizations have contributed generously to A.P.P.L.E. to provide scholarships for Lithuanian teachers who attend the A.P.P.L.E. seminars. Thousands of dollars have been contributed by such organizations as Lithuanian Foundation of Chicago, National Foundation of New York, and Lithuanian Religious Aid of New York. We have also received financial support from the U.S. Government and the Lithuanian Ministry of Education. But in recent years this support has declined to such an extent that our expenses this year exceeded our grants and contributions. The excitement and novelty of our cause in the early '90s seems less important and less urgent today. But I assure you; this is not the case. This summer we had more teachers attend our Vilnius seminar than in any previous year. We now offer Lithuanian teachers one of the few in-service training opportunities that are free for them. For most seminars they must now pay to attend and even provide their own substitute teachers if the training is offered during school time.

If any organization or individual would like to help fund A.P.P.L.E. 2002, they may send contributions to:

A.P.P.L.E.
P.O. Box 617
Durham, CT 06422

If teachers would like to participate in A.P.P.L.E. 2002, they should contact me,

Phillip Taylor
School of Communication
University of Central Florida
Orlando, FL 32816

We need your prayers; we need your expertise; we need your financial support.

J.V. On a personal note, I know that your level of energy and commitment to help Lithuanian educators have not waned over the years. Admittedly, we are proud and happy to see you at the helm of this organization because we know A.P.P.L.E. will be in good care, and in good hands under your leadership in 2002.

A.P.P.L.E. THROUGH THE LITHUANIAN TEACHERS' EYES

This year, as president of A.P.P.L.E. during the 2001 summer seminars, I was most anxious to see how the teachers of Lithuania responded to their experience in the letters that they wrote to their scholarship sponsors. Although a time-consuming undertaking, browsing through their letters is very rewarding. It is little wonder that our scholarship program has so many faithful yearly contributors. The glimpse into the lives of these dedicated and sincere professionals is very heart-warming. Let me share some of them with you.

This is from Laima in Vilnius:

"I am very happy that I was able to participate in the A.P.P.L.E. seminars. I am a teacher of mathematics, and I often suffer over that fact that many students do not like math. It is a challenging subject which many children find difficult to understand. I have spent a great deal of time pondering the question of how can I make math easy and interesting for my students. When they come to my class, I want them to experience the joy of understanding. I want them to look forward to math the way they look forward to gym, music, and crafts.

"I am the mother of three children. I raised two sons and a daughter. I used a great deal of my experience raising my children as I worked with the children in school. Often I relied on my instincts. But I never knew whether I was doing the right thing by trying to work with the children at their level.

"At the A.P.P.L.E. seminars I chose the group where Dr. Steve Williams lectured on psychology for the classroom teacher. I finally understood that much of what I was doing was correct, that the methods I

employed were, in fact, confirmed to be effective by the latest findings in brain research. Now, I feel more assured because I know how to encourage the development of creative, happy individuals who are not afraid to face a challenge. Thank you for my newfound knowledge. How good of you to care about education in Lithuania. The children are our future. They will determine how our nation develops.”

These are the thoughts of Nijole, also from Vilnius:

“It is with the greatest pleasure that the educators of Lithuania anticipate the A.P.P.L.E. summer seminars. It is good to know that our compatriots on the other side of the Atlantic and their marvelous friends and colleagues are putting so much effort into realizing the ideals of A.P.P.L.E. for the eleventh year in a row. I am one of the participants in this summer’s courses. I work as a crafts, home economics, and ethics teacher. I’ve been a teacher for almost twenty years. I am very happy with my profession, and I find great satisfaction with my work at school.

“Every year I feel the desire to be even better at my job; that’s why this is not the first time that I have come to these seminars. I know that in September I will return to work with new ideas.

“My husband is also an educator. Our daughter, who graduated from the Jesuit gymnasium (high school) this year, has also chosen teaching as her path in life by enrolling in the Pedagogical University, where she will study English.

“I would like to express my sincere gratitude to all those who came to Lithuania to share their experience, especially the lecturers in our group, Rev. Dr. James Halstead, Sr. Dr. Jeanette Lucinio, and Dr. Linda Strozdas. A special thanks to all the benefactors of the A.P.P.L.E. program at the Lithuanian Catholic Religious Aid in Brooklyn. Your good intentions and concrete assistance is frequently remembered in Lithuania. With you as our support, we are stronger; we believe that we will accomplish even more for the good of Lithuania.”

Dana from Siauliai had this to say:

“I have been working for many years at a children’s home for children with mental disabilities. This year we are establishing a special education center for children with autism. That’s why I was so pleased with the opportunity to be part of the two-week A.P.P.L.E. seminars at the Viltis camp in Giruliai.

“I learned a great deal about the work being done in the United States with the youngsters who are mentally challenged. I was particularly pleased with the interesting and useful lectures of Marybeth Neely and Vitas Underys. Myra Goodwin from North Carolina gave us not just theoretical information about working with children with autism, but also practical methods. She showed us videos from her own classrooms, and

she gave us specific recommendations in methodology. We also had a chance to hear other lecturers, including some from Lithuania.

“It was wonderful to have the children with such varied disabilities together with us at camp. They came with their parents, and other family members. That’s how we could work directly with the parents to try out theories in practice, to adapt ideas, and really help the children. Because the teachers were from all over Lithuania with a variety of specialties, we had a great opportunity to share and discuss our own experiences.

“We, the teachers of Lithuania, are infinitely grateful to the educators from the United States for their help. These highly qualified specialists did not hesitate to give up their vacations, and to put up with discomforts. They used so much energy to share their knowledge and experience with us. We will bring their ideas to the educational institutions where we work all over Lithuania to help our children with disabilities.”

This last one is from Danute in Palanga. The easy part with this one is that I didn’t have to translate. With only slight editing, here is the original:

“I am writing to thank you for the opportunity that you have given me to attend the A.P.P.L.E. courses this year. I am a forty-five-year-old English teacher. I have worked as a teacher for twenty-two years already, but this is the first time that I attended this sort of course. It was a pleasure to listen to interesting lectures, to think once again about the problems that I met before, and sometimes could not solve on my own. It was a wonderful period of two weeks in which I could share my experience with teachers from other schools; I could feel myself a small part in the whole system of Lithuanian education.

“Besides, I once again was able to prove to myself that people beyond the Pacific [I guess Danute looks to the east.] aren’t people from another planet. We have much in common, and we have a lot to learn from each other. I would like to mention one more thing. After the tragic moments of my life (sixteen months ago I became a widow with a ten-year-old daughter as my husband died in a car accident.), I was given a bright period of forgetfulness. Life continues, there are nice people around me, and I must plod on.”

It just so happens that these letters all come from teachers with a number of years on the job, but we certainly had samples from every stage of experience. I wish I could share more. Getting up close and personal makes the work we do every summer so much more meaningful. It’s rewarding to know that we really make a difference.

Gita Kupcinskas

DONATION OF COMPUTERS – INSTALLMENT #2

In the last issue of the newsletter Gita told you about the donation of 54 computers from Nissho Iwai American Corporation (NIAC). She also explained what it took to get these computers to Lithuania – the cooperation of two organizations and the hard work of many dedicated people. Now I would like to tell you what it took to get the computers in operating order so the schools could use them.

The computers from NIAC were without monitors and without software. We needed to purchase 54 monitors, Windows, Microsoft Office, and antivirus software for them. All this added up to a lot of money!

As always, when I need financial assistance for the A.P.P.L.E. summer program, I go to my sister, Audrone Gelazis Messick. She and her husband, Andrew, have been helping A.P.P.L.E. with monetary donations since the first year that we started collecting scholarship money. That year they gave us 24 scholarships, and have been increasing their donations ever since. This year they financed this computer venture!



Andrew Messick and Audrone Gelazis Messick, longtime A.P.P.L.E. supporters, donated the necessary funds to complete A.P.P.L.E.'s latest computer project.

Because of their generosity, each computer was supplied with not only a new monitor but also keyboards and mice where needed. Two of the computers had hard drives that died soon after reaching Lithuania. Some of them did not have CD-ROM drives. Windows 95 or 98 (depending on the computer's chip), Microsoft Office 97, and antivirus programs were installed on all the computers.

Algirdas and I arrived in Vilnius at the beginning of July, several days before my first seminar in Gargzdai, and found that the work of getting the com-

The donated computers were put to great use at this summer's seminars in Vilnius.



puters “up to speed” had already begun. Through e-mail, my constant helper with computers in Lithuania, Saulius Stanevicius, had ordered the necessary work. By the end of that week, two classrooms of computers (15 computers each) were set up for the summer seminar in PPRC. During the first week of seminars, another classroom was set up. Four computers were added to the local computer room, and three were sent to IPC, where half of the computer literacy and Mimosa seminars were to take place. This way, all the donated computers were tested, and needed repairs were identified and fixed.

The computer strand had two groups of principals' assistants learning computer literacy during the first week. Two more groups joined them, and all four spent the second week learning how to use Mimosa for creating their schedules.

Other strands used the rest of the classrooms. During the first week the Administration strand spent two days with computers, learning about their capabilities, and how they can be used in the classroom. About half of the administrators had never worked on a computer, so this was a good introduction for them.

During the second week the other strands sent their teachers to become acquainted with computers or with the available software for teaching and with the Internet and its possibilities.

More Lithuanian teachers than ever before worked with computers during those two weeks in Vilnius. All classrooms were in use almost all the time. By the end of the sessions, 40 educators had worked with the computers intensively, while about 150 got at least one day on the computers during their strand time, and two

groups of 15 teachers signed up for the introductory computer choice lecture. Indeed, the teachers took full advantage of those donated computers this summer.

In the next newsletter I will tell you about the work that went into distributing the computers to the schools.

Amanda Muliolis

KATIE DUNLAP, PRESIDENT-ELECT 2001 - 2002

A.P.P.L.E. is proud to announce Dr. Katie Dunlap as the President-Elect for 2001–2002. She has been involved in A.P.P.L.E. since 1994, when she taught with the Psychology Strand in Vilnius. (Perhaps you'll remember her determination as she made her way around Lithuania for the first time with a broken leg! We knew immediately that we'd latched on to a real winner, and we were not wrong.)

In 1996 Katie returned to work in Moletai; in 1998 it was Utena and Kedainia; in 2000 she worked in Vilnius; and 2001 found her in Klaipeda. Each time, the work of her groups has revolved around some aspect of children at risk. Stateside, Katie was involved in all the meetings and plans for the Children at Risk Conference held in Vilnius in 2000.

A resident of Davidson, North Carolina, Katie is Clinical Associate Professor and Director of the Charlotte Inter-Institutional MSW Program, serving on the faculty at University of North Carolina, Chapel Hill.

2002 A.P.P.L.E. SEMINAR TOPIC: ASSESSMENT ISSUES AND OPTIONS

We are living in the age of accountability. Families, businesses, educational and religious institutions, and all levels of government must face constant scrutiny or risk being labeled dysfunctional, unproductive, wasteful, and unresponsive to the needs of members, employees, customers, and citizens.

Educators have become overwhelmed with issues of assessment and evaluation. Terminology ranges from institutional effectiveness to behavioral objectives. Teachers, administrators, local, regional, and national boards ask questions about the quality of education. They assess the school function, the school organization, the school curriculum, the methods of instruction, the testing program, the process for student placement, and the ability to meet the students' learning needs. Regardless of the particular focus, professional education associations generally view assessment as the process of obtaining information that is used to make educational decisions about students, teachers, programs, and schools. These decisions provide feed-

back about student progress, teacher strengths and weaknesses, instructional effectiveness, and curricular adequacy, in order to influence educational policy. (BUROS Institute, 1990)

If the assessment task is daunting, the results have equally far-reaching implications. Students, teachers, and entire schools may pass or fail based on high-stakes standardized test results. As Popham observed, the mission of standardized achievement tests is to permit valid inferences about the knowledge and/or skills that a given student possesses in a particular content area (1999, p. 9). These high-stakes tests should not be the only measures used to judge the quality of education. The problem of interpreting standardized test scores is confounded by factors that influence students' scores on these tests: (1) what's taught in school; (2) a student's native intellectual ability; and (3) a student's out-of-school learning (Popham, p. 12).

Other assessment objectives demand increased attention and understanding by teachers and school administrators. The increased demand for qualified teachers has raised issues of teacher preparation, certification, and in-service training. The need to retain effective teachers has caused many educational professionals to call for a shift away from evaluation for retention/termination with the associated negative connotations.

Institutions for teacher training are increasingly treating teacher assessment as a positive motivator designed to enhance teacher performance and provide increased quality of student learning. Peer assessment, portfolio reviews, and teaching teams all provide constructive incentives for teacher evaluation without the negative threat of criticism or dismissal.

Recent trends in curriculum and program development often fail to include a process for answering the question: "How effective are these changes?" An even more important question is: "How should these changes be assessed?"

When assessment is discussed and debated among educational professionals, the points of controversy ultimately focus on three essential questions: (1) Who or what is being assessed? (2) What is the purpose of the assessment? And (3) Who will make the assessment? Schmoker and Marzano emphasize the link between assessment and the necessity for standards-based education when they predict: "We will realize the promise of school reform when we establish standards and expectations for reaching them that are clear, not confusing, essential, not exhaustive. The result will be a new coherence and a shared focus that could be the most propitious step we can take toward educating all students well." (1999, p. 21).

A decade after independence, years filled with innovation and change, Lithuanian educators are asking questions in their schools and at professional gatherings that ultimately relate to issues of school, program,

teacher, and student assessment. The 2002 A.P.P.L.E. Summer Seminar will examine a variety of assessment issues and suggest constructive ways that assessment can be used to improve school programs, enhance teacher motivation and effectiveness, and provide a variety of assessment options to determine student aptitude, progress, and achievement. The ultimate goal of this seminar is to have a direct and positive impact on the quality of education in Lithuania.

Participants:

A strand is planned for School Inspectors to discuss issues and options for assessing teachers in ways that are positive and designed to enhance teacher effectiveness and morale. Another strand for principals will provide opportunities to discuss issues and options for assessing school programs. Several strands for teachers will focus on issues and options for assessing students based on student level and subject area. We may invite representatives from Parent Organizations and local School Boards to participate in panel discussions of program needs and to open communication channels between the schools and the community. These discussions could be featured as part of General Lecture or Choice Lecture offerings.

Content and Instruction:

We will consult the Ministry to see what philosophical and practical issues should be addressed. The video: *Another Set of Eyes* (ASCD) will be included as a Choice Lecture.

General Lectures: The diversity of the topic suggests that several avenues be explored. Two or three content area specialists will present topics related to their field of expertise. These lecturers will be available for General Lectures as well as resource persons to the individual Strands.

Group Discussions: Small group discussions led by Lithuanian participants have been well received this year. These sessions, facilitated by doctoral students, will be included in 2002 to give participants an opportunity to exchange views and ask questions raised during the General Lectures.

For additional information or to receive an application to participate in A.P.P.L.E. 2002, contact K. Phillip Taylor at e-mail: ktaylor@pegasus.cc.ucf.edu or kphiltaylor@hotmail.com.

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BELLA'S JOURNEY – PART II:

After printing the story in our last newsletter of Phil Taylor's travel agent, Bella, and her family's journey from Poland, through Lithuania, and eventually to freedom because of visas issued in Lithuania by Chiune Sugihara, Phil received the following letter from Ritone Rudaitis, longtime A.P.P.L.E. member, board member and lecturer. It turns out that long after Sugihara's good deeds, commemorations continue to be made. This fall, Sugihara's widow was present in Kaunas as a plaque honoring her husband was placed on the house Ritone speaks of in this letter. We are, as ever, reminded that "it's a small world after all."



Ritone is pictured here with Dr. Algirdas Monkevicius, Lithuanian Minister of Education whom she recently hosted at her home in Chicago, IL (Lemont).

Lemont, IL
July 1, 2001
Dear Phil,

Your article, "Bella's Journey" (*A.P.P.L.E. Report to the Corps* Vol. 11, Number 2) is truly one of those "it's a small world" stories to which I would like to contribute something as well.

The house in which Chiune Sugihara, Japanese Consul in Kaunas lived and worked in 1940, and from which he saved so many Jews to become known as the "Japanese Schindler," belonged to my uncle, Professor Juozas Tonkunas, a former Lithuanian Minister of Education.

During the Soviet occupation of Lithuania, he and his wife, with two young children, were arrested, separated, and deported to Siberia. After some 13 years in exile, the family was reunited and finally in 1954 allowed to return back to Lithuania. However, their house (because of legalities regarding many changes in occupancy, etc.) was returned to the family only last year, some 32 years after my uncle's death. My aunt has passed away some 5 years ago and both of my cousins now live someplace else – in Vilnius and Estonia (where my cousin Rimas Tonkunas presently is Lithuania's Ambassador).

I still remember some of the frequent visits to that beautiful place, where we, as small children were so very happy.

It is heartwarming to think that the house of so many unfulfilled dreams for one family at least served as a gate to freedom to some others.

Ritone Rudaitis

A.P.P.L.E. DISTINCTIONS

The purpose of this column is to showcase the creative output of our lecturers. If you would like to be included in this column for a publication or milestone in your profession, please send the information to Katie Hoyle, 1264 Locust Creek Road, Sylva, NC 28779, or e-mail to pasaka@aol.com.

Wendell Mayo. Dr. Wendell Mayo, Director of Bowling Green State University's Creative Writing Program, has received a Fulbright grant to teach in Lithuania. Wendell is one of approximately 2,000 U.S. grantees who will travel abroad for the 2001-2002 academic year through the Fulbright Program. Established in 1946 under legislation introduced by the late Senator J. William Fulbright of Arkansas, the program's purpose is to build mutual understanding between the peoples of the United States and the rest of the world.

While in Lithuania, Wendell will teach courses in research writing, essay writing, and short story writing, all of which emphasize the critical role of self-expression and critical thinking in free societies.

Sue Saccomando. Sue has recently changed directions in her teaching. Largely based on the fact that Virginia has created a new, end-of-course, Standards of Learning (SOL) Test for Biology, which called for new inventive ways to help students with special needs to pass, she has moved from the mainstreamed school setting to Mountain View School, one of the Fairfax County alternative high schools. Sue describes her recent involvement in alternative education as an education odyssey.

Her odyssey began by being invited to present at "The International Conference on Alternatives in Education" held in Bend, Oregon.

In PowerPoint format, Sue presented "Performance-Based Assessment in the Alternative Learning Environ-

ment." Her presentation revolved around the idea of having students SHOW what they have learned and how they are able to apply the knowledge they have acquired.

Currently, in addition to her new job as science department chair and teaching duties, she is one of four site directors running remediation classes for those students who have passed their courses but have failed to pass the related Virginia SOL test. Almost all students at the four remediation sites passed their related SOL test.

"I believe that we will continue to see a need for such programs for those students who always seem to fall behind the curve. I'm gratified to know that I am a small part

LOOKING FOR AN INVENTIVE WAY TO RAISE MONEY FOR A.P.P.L.E.?



Maybe you could use Dr. Rasa Tautvydas and Dr. David Weidig as an example. The happy couple sent their wedding invitation (they were married on August 18, 2001) with the following note included: In lieu of gifts, donations may be made to the following charities: . . . you guessed it, A.P.P.L.E. was first on the list, followed by Lithuanian Children's Hope. Our thanks to Rasa and David for the donations, and for the great idea. And, of course, our best wishes for their future together.

of advancing these means in which students meet their goal of graduating from high school and pursuing further educational endeavors.”

Marie Wilson Nelson. In September 2001, Marie gave a keynote address at the GALE/ESCH (Gender Awareness in Language Education/East Asian Studies Hokkaido) conference on Gender and Ethnic Minorities in Sapporo, Hokkaido, Japan. Following the conference, she spent three weeks in the country conducting workshops and speaking at universities and for professional groups. In addition, she collected data for two research projects. The first project, the Linguistic Autobiography Project, entails collecting personal narratives about how conditions and incidents in people’s lives, both in and out of school, have helped or hindered their first or second language development. The second project, sponsored by NCTE’s (National Council of Teachers of English) Commission on Gender, is a study of how gender interacts with English teaching careers.

Marie stated, “At the conference, I was delighted to help launch the new *Journal of Engaged Pedagogy*, inspired by the educational vision of bell hooks (*Teaching to Transgress*) and Paulo Freire (*Pedagogy of the Oppressed*).”

Marie wrote the lead article on an emerging professional vision for educators that is holistic, feminist, inclusive, reflec-

tive, and critical; that infuses personal values, growth, and integrity into the workplace; that acknowledges the importance of the spiritual, and that envisions schools and classrooms as sanctuaries within which both teachers and learners feel safe interacting authentically, and taking the substantial risks that significant learning requires.

“In these ways, the journal’s philosophy is aligned with what I know of the A.P.P.L.E. philosophy,” said Marie. “As a new co-editor, I would encourage A.P.P.L.E. lecturers to submit pieces about the important work you do both in the United States and abroad,” she added.

For more information (inquiries only) e-mail Marie at mnelson@nl.edu.

Blanche Woolls. The Continuing Professional Education Roundtable of the International Federation of Library Associations and Institutions hosted a very successful pre-conference in Chester, Vermont, in August. Representatives from more than 20 countries around the world attended. The proceedings of the conference have been published by K.G. Saur, Blanche Woolls and Brooke E. Sheldon, eds., “Delivering Lifelong Continuing Professional Education Across Space and Time: The Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions.” K.G. Saur, 2001, 283 p.

WHAT CAN YOU BUY FOR \$30 IN 2002?

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., Box 617, Durham, CT 06422. We can reach so many more people with your help.*

PS. We would like to remind you that because of strict Internal Revenue Service regulations, we cannot accept scholarships intended for specific persons. If you would like to support your relatives or friends, please do so directly. This scholarship fund is for those Lithuanian teachers who have no such friends in the United States. If, however, you would like your scholarship to go to a particular region or town in Lithuania, we will do our best to accommodate your request, if a teacher from the area that you specify registers for a seminar.

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.

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Send correspondence concerning A.P.P.L.E. to:

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Money for scholarships and memberships should go to:

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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.) _____

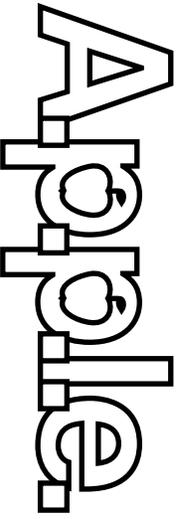
I am enclosing the following amount for annual membership:

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