

Apple

REPORT TO THE CORPS

Volume 10, Number 3

November 2000

From the President's Desk:

SUMMER FIRSTS

Even though it certainly was not my first time with the seminars, my experience with A.P.P.L.E. this summer was filled with many impressive firsts. To begin with, we had the 10th anniversary celebration at our home away from home, the newly named, Educators' Professional Development Center in Vilnius (probably doomed to be known forever as *the Institute* in A.P.P.L.E. terms). Joining in the Mass celebrated by Antanas Saulaitis, S.J., watching the PowerPoint presentation prepared by Romas Sakadolskis, planting ten apple trees along the front walk in the drizzling rain, serving our guests a Lithuanian version of apple pie - all these images stand out in my mind as moments to remember. It was a great start to an unforgettable summer.

Part of my mission this year was to become more fully acquainted with the various aspects of A.P.P.L.E.'s work in Lithuania, since I would need to know our programs and our people very well during my tenure as president. Thus it was that Emilija sent me off to represent A.P.P.L.E. at the opening of the special education conference in Kaunas, organized by Professor A. Grigonis, the one and only founder of an A.P.P.L.E. chapter in Lithuania. And what a chapter! Not only is the membership probably

larger than the whole A.P.P.L.E. membership here in America, but they use their membership dues to organize the yearly conference which is attended by hundreds of educators, and they publish the papers which are presented so that their other colleagues might take advantage of the materials. Again, I was very impressed.

Another first for me was working as the program coordinator at the Viltis special needs camp in the village of Giruliai, just a short walk away from the Baltic Sea. Emilija had given me the choice - Salcininkai or Giruliai. As tempting as it was to go to Salcininkai, a

region of the country where Lithuanians are the ethnic minority, I still felt drawn to the special needs camp. In the end, I was very happy with my decision. Not only did I get to serve an outstanding group of American professionals, but I also got to know the dedicated staff of Viltis. Like A.P.P.L.E., Viltis (the name means *hope*) was celebrating ten years of effective advocacy for the mentally challenged. Led in its mission by a woman of extraordinary vision and energy, Dana Migaliova, Viltis has organized the parents of children with special needs and empowered them to advocate for their children in their own localities.

The Viltis camp was a first for me in yet another way. It was one of the rare A.P.P.L.E. experiences where the real clients are involved - the children of Lithuania. Since only thirty teachers and approximately another twenty professional volunteers can work with our lecturers, and since only a handful of the children at camp are drawn into the actual lectures, we did some soul search-



Hope Shines at Giruliai - A.P.P.L.E. lecturer Christine Richardson with two of the campers this summer at Giruliai.

ing to ask ourselves if the use of seven lecturers for such a small population was justified. Without a doubt, the answer to the self-imposed question was a resounding YES!

The way the camp is organized, the children do not come alone. Their parents, siblings, and teachers are right there beside them. In addition to working with teachers and administrators from special needs programs, A.P.P.L.E. lecturers devoted long hours to individual consultations for many families, not just those directly involved in the A.P.P.L.E. program. Our interactions at regular camp activities, mealtimes, and evening programs were all opportunities for exchanging ideas. If the parents involved in Viltis are to continue advocating for their children, an increasingly marginalized segment of the Lithuanian society during



Thanks to Lithuanian kindness, A.P.P.L.E. lecturers Christine Richardson, left, and Myra Goodwin, right, find shelter from the rain at Giruliai.

difficult economic times, they need to be supported in their efforts so that they might state their needs more precisely and persuasively. Helping parents to know what they want for their children may prove to be a very effective vehicle for educational reform.

My experiences both in Kaunas and in Giruliai gave me a much clearer picture of one aspect of the A.P.P.L.E. seminars about which I did not know a great deal. After this summer, I would say that our work in the field of special education has been very successful. In fact, I might even dare to say that it might be the area in which we have effected the greatest degree of change. Professor Grigonis admitted readily that his experience with A.P.P.L.E. opened his eyes. We helped him to see that there is no such thing as an “unteachable” child. Our work at Giruliai this summer demonstrated that very vividly. Both of these programs remind me that our principle mission is not to bring the all answers to the problems of Lithuanian education, but to sustain their faith and hope in their own ability to build their future.

THINK GLOBALLY, ACT LOCALLY

My year as President-elect of A.P.P.L.E. began with one task demanding my immediate attention. I began by searching for funding sources that would help underwrite our summer seminars in Lithuania in 2001 and 2002.

The first grant opportunity to cross my desk was from the Department of State. The Request for Proposals announced an open competition for an assistance award program to develop projects that link their international exchange interests with counterpart institutions/groups in ways supportive of the aims of the Bureau of Educational and Cultural Affairs. How appropriate for the A.P.P.L.E. mission, I thought. I read on with increasing enthusiasm until I reached the top of page three.

At this point I encountered the warning, “Applicants should carefully note the following restrictions/recommendations for proposals in specific geographical areas: Central and Eastern Europe (CEE) and the Newly Independent States (NIS).” After reading the names of two dozen countries including Estonia, Latvia, and Lithuania, I got the message: “Proposals involving these regions will not be accepted under this competition.”

Trying to remain optimistic, I concluded that if these regions will not be accepted under this competition, there must be another competition where these regions would be accepted.

The next logical step was to call the telephone number given “for further information.” I was pleased to reach two knowledgeable and supportive young women who explained that grant money for Eastern Europe had dried up and there are no plans for inviting grant requests for this area in the immediate future. Ironically, each of these grant specialists suggested that I contact Michael Boyle at the U.S. Embassy in Vilnius to request financial assistance for our programs. What these women did not know was that Emilija, Gita, and I had met with Mr. Boyle last July. We were most encouraged by his willingness to help with our upcoming projects based on the availability of his limited resources.

The Internet seemed like a good place to continue my search for funding sources. Literally hundreds of foundations, agencies, and not for profit organizations can be found there. The problem is determining what special interests they address and what groups are eligible.

My search next led me to the Director of the Eastern European Institute at my university. This well-meaning administrator obviously had many demands upon her time and abilities to generate funds for worthy projects. Our meeting concluded with promises to get together soon to pursue a couple of possibilities.

Discussions with other grantsmanship gurus made me realize that the search for grants was difficult and

time consuming, and required contacts, and a willingness to face rejection. The best suggestion I received prompted me to share this experience with the A.P.P.L.E. membership.

Veterans of the grants war agree that funding opportunities from national organizations have many restrictions, lengthy applications, strict deadlines, and relatively low ratios of applications to awards. It may be easier to look locally for financial support.

Churches, civic groups, alumni associations, and service clubs all support worthy projects that may include international study and travel requests. One such group in Central Florida is the English Speakers Union. This organization provides travel funds for high school and college teachers who plan to study abroad. Perhaps there are similar organizations in your community that provide travel funds or other types of financial support.

As the level of financial support from U.S. agencies and other U.S. based philanthropic groups continues to decline, and as the contributions to A.P.P.L.E. from the Lithuanian government are reduced, we all need to become A.P.P.L.E. fund-raisers. If each of fifty A.P.P.L.E. members can find just \$1,000 to be used for airfare or equipment needs, we would be well on our way to meeting our 2001 budget.

Please accept this appeal to look for new funding sources. Ask groups that have helped in the past. Recruit five or six friends to make contributions to A.P.P.L.E. These are the ways we can all make significant contributions to A.P.P.L.E.'s financial needs in the coming year.

—K. Phillip Taylor

FROM TWO OF OUR LITHUANIAN VOICES – TRANSLATORS, LAIMA KIURSINAITE AND JOVITA MAKAREVICIENE:

When we go to Lithuania for the summer seminars, we focus on the Lithuanian teachers. We hope that they will get valuable information which they can put into practice in their classrooms right away. Anyone who has been part of the seminars as a lecturer, will be the first to admit that we ourselves come away much richer for the experience as well.

Sometimes we forget that those who help us realize our projects—our interpreters/translators—also benefit from sharing the work. These are a couple of letters written by two young women who were our Lithuanian voices in Vilnius and in Giruliai during the summer of 2000.

The first is Laima Kiursinaite:

. . . This is my third summer with A.P.P.L.E. The seminars in Vilnius and at the “Viltis” Camp in Giruliai were very useful and practical. They provided us with

many lasting impressions and much needed experience. Working for superb lecturers like Gabriel Kajeckas, Peter Cheney, Robin Reale, and others has added a great deal of meaning to my life. Their interesting and useful lectures gave us needed information. Their ideas give a sense of the direction which our own work must take.

The joyful, happy eyes of the children at Giruliai showed us how important it is to bring them even a tiny bit of joy, a little bit of attention, and a sense of self-worth. That is true happiness. The opportunity to give to them gave me a great deal of happiness as well.

I am an elementary music teacher. This will be my fifth year at the J. Naujalis school of music in Kaunas. Likewise, I am studying English at Vytautas the Great University in Kaunas. Working with A.P.P.L.E. is helpful both for my profession and for my English skills. When a new school year starts, I always try to apply what I heard about in theory during the summer. In Giruliai, I think that not only the teachers but also the children and their parents were able to garner knowledge, experience, and hope, something we all need in life.

Another of our assistants was Jovita Makareviciene:

I was an interpreter for the the A.P.P.L.E. seminars in Vilnius and the Viltis Camp at Giruliai. . . By profession, I am a teacher of English, but I only started working in my field this past spring. . . I am very happy to have met wonderful lecturers like Gary Schaeffer, Natale Whisenant, and Robin Reale for whom I worked this summer. This was a terrific opportunity for me to test my skills and experience new ideas.

A whole battery of new feelings overwhelm a person working at a special needs camp for the first time, particularly when you see the parents, their concern, the tears in their eyes, and above all the hope which the lecturers from America bring to them.

I was greatly moved by Rasa's mother at camp. Rasa was part of Robin Reale's adult literacy class. For thirty-one years people had been telling Rasa's mother that her daughter was unteachable, that she would never learn to read letters, never mind write them. But all of a sudden, we witnessed a miracle—Rasa was drawing circles and squares, and the letter A on a piece of paper. It is impossible to describe in words the look on her mother's face and the tears in her eyes. Rasa's mom watched every lesson from a distance, and she has resolved to continue the work at home.

So many other parents also established warm ties with the American lecturers. They appreciated the information and the advice, but mostly the attention they all received. If someone asks me do I want to be an interpreter for the “Viltis” Camp next year, I will most assuredly say YES! Words can never express the emotions and the experiences which I won't be able to forget all year long.

And words cannot express on our part how much we appreciate the people who act as translators and interpreters to make the A.P.P.L.E. seminars possible. In the earliest years of our work, finding adequately prepared speakers of English was one of the hardest parts of the job. Now, organized by Vilma Backiute, our translators and interpreters are a true asset to our work.

BRAIN RESEARCH

PROPOSAL FOR SUMMER SEMINARS 2001—THE BACKGROUND

From its inception in the fall of 1990, A.P.P.L.E. has undergone significant modifications in its objectives. Originally conceived as a vehicle for retired Lithuanian American teachers to share their expertise with their colleagues in Lithuania, the organization quickly evolved into a movement of volunteer educators, from across the United States and Canada, with a variety of ethnic backgrounds, who have willingly given of their time and resources to conduct in-service training seminars in Lithuania. The most ambitious of these efforts has been our series of annual summer seminars. At first, the American lecturers understood their greatest mission to be imparting information to a populace which had been deprived of free flowing communication with the outside world while under Soviet occupation for fifty years. During the first seminars in 1991 and 1992, it became apparent that the methods of presentation, interaction, and cooperation of the lecturers with the participants were just as significant as was the actual material. The teachers of Lithuania were not so much in the dark about educational theory as had been anticipated. However, they had not experienced a democratic model of teaching wherein the rights of the learner are held sacrosanct.

From the beginning, A.P.P.L.E. seminars produced a phenomenal grassroots response among the teachers and administrators of Lithuania. All efforts to limit the number of times a person might participate in the seminars were systematically thwarted. The Lithuanians found ingenious ways to redefine themselves in order to be included for another year. If they had been enrolled as elementary teachers the year before, they would get on the rosters as language arts teachers the next year. And almost anyone could benefit from a topic such as psychology for the educator. When the Ministry of Education began cutting back funding because of economic hardships, teacher lobbying convinced local governments to make up the difference, so that A.P.P.L.E. seminars might be offered in their cities or towns not just in the capital city of Vilnius. As their experience of democracy helped them to find a voice, not only did the teachers of Lithuania put demands on local school boards, but they also began setting forth challenges for A.P.P.L.E. organizers. They wanted more in-depth top-

ics and more specific methodologies, which could be applied in their classrooms. Likewise, it became apparent that a revamping of teacher training was being mandated in Lithuania.

During the summer seminars of 1999, A.P.P.L.E. introduced two significant topics, one of which grew out of urgent requests from Lithuania. The latter was a one-day Children at Risk Conference, which was held at the Parliament in July and brought together Ministry of Education and Science representatives with other vitally interested constituencies from Lithuania and America. The outcome of the brainstorming during that day produced a curriculum for a one-week *Children at Risk* seminar which was held in July 2000 at the Educators' Professional Development Center in Vilnius. This touched areas such as suicide, substance abuse, early intervention, child abuse, and the like.

The second topic, Action Research, which was proposed by the leadership of A.P.P.L.E., brought together Lithuanian doctoral candidates in education and teams of teachers and administrators from interested schools. Under the tutelage of American specialists, the Lithuanian teams identified topics which were researched during the 1999-2000 academic year. The results of their research were also presented during the summer 2000 seminars.

These significant steps warrant a continued effort on the part of A.P.P.L.E. not to go backwards in its efforts to serve the pedagogical community of Lithuania. Thus, we propose that the latest findings in the area of brain research and the cognitive sciences be the next topic of conversation in which we engage our Lithuanian colleagues during the summer seminars of 2001. Although this is a relatively new area of research, A.P.P.L.E. would be remiss to wait until the theories have been fully tested and proven in the United States and other countries before bringing these topics to Lithuania. The pedagogical community of Lithuania has demonstrated both an interest and an ability to participate in the international dialogue concerning education. As action research is conducted in the area of brain research throughout the classrooms of the United States, there is no reason why it should not find its counterpart in Lithuania.

THE TOPIC: BRAIN RESEARCH

During the 20th century the study of learning, how people process and recall information, has undergone a radical evolution. What was once a behaviorist discipline with emphasis on observation and modification of human actions is gradually becoming a hard science with objective data to be analyzed (Brandt and Perkins, 2000, pp. 160). In the past, physical study of the brain was limited to animal subjects or cadavers. Analysis of a live brain in action was simply out of the question. During the latter part of the 20th century, the develop-

ment of non-invasive technologies such as the electroencephalogram (EEG), magnetic resonance imaging (MRI), and Positron Emission Tomography (PET) have made it possible to identify the areas of the brain and the chemical reactions involved in perceiving, processing, storing, and recalling information.

Although neuroscientists are hesitant to make any sweeping generalizations based on their research, which is often aimed at the study of disease rather than learning, a meaningful dialogue has been established between scientists and educators. Brain-focused conferences, bringing together specialists in both fields, have been held throughout the United States, and thoughtful educators have begun testing some of the new findings in the classroom (Jacobson, 2000, p. 22).

Creating meaning and storing memories which can be recalled on command are both basic to the learning process. Brain research has confirmed what good teachers have known instinctively, that these functions are greatly influenced by factors such as attention and motivation. Both positive and negative emotions, long considered incompatible with academic endeavors, have now been shown to be significant factors for the learning process. "Good learning engages feelings. Far from an add-on, emotions are a form of learning" (Jensen, 1998, p. 81). How people acquire and develop language skills, motor skills, artistic skills are all areas of study. What are the optimum windows of opportunity for teaching some of these various skills? How are these skills interrelated? How can parents best prepare their children for optimum learning? What constitutes an enriched environment for the learner? How much of learning can be influenced by the environment and how much depends on innate abilities and processes? These are all questions which brain research is helping educators to address.

Educators both in the United States and in Lithuania need to become acquainted with the basic functions of the human brain. They need the skills to evaluate the latest brain research results and formulate action research projects to test the latest theories in their own classrooms. Robert Sylwester, professor of education at the University of Oregon warns, "If we can't offer informed leadership on the complex educational issues arising from current brain theory and research, we can expect that other people—perhaps just as uninformed as we—will soon make decisions for us" (1995, p. 6). Educational reform should be based on sound scientific findings not merely good "hunches." Dialogue must be established between the school and the home so that parents might be more knowingly involved in preparing their children for academic success.

THE SEMINARS

Many sectors of the Lithuanian educational community could benefit from discussion about the ramifi-

cations of current brain theories on education: teachers, administrators, school psychologists, doctoral candidates in education, professors/instructors from the pedagogical universities, as well as curriculum specialists from the Ministry of Education and Science. Particular efforts should be made to reach representatives of early childhood education and maybe even to find a vehicle for including parents.

To present this topic we will utilize the classic model for A.P.P.L.E. summer seminars, bringing together American and Lithuanian practitioners from several areas of education for two weeks and unifying the various presentations through our main theme. Thus each working day will begin with a general lecture about the latest findings in brain research. Later in the day, the topic will be addressed by the smaller groups in relation to their specific area of education. Traditionally, these areas have been administration, agricultural education, art, computer science, elementary education, English as a foreign language, ethics and religion, language arts, library science, mathematics, music, psychology, science, social studies, social work, special education, or an interdisciplinary combination of these.

During the daily general lectures, participants will be introduced to the latest topics on brain research such as: the cellular functioning of the brain; the geography of the brain and its various functions; perceiving, processing, storing, and recalling information; the interaction of emotion, attention, and motivation; the importance of motion and learning; cognitive development through the arts; the relationship of environment and genetic abilities. Handouts of articles and schematics will need to be prepared and translated in advance. Throughout the day the general lecturer/s will visit each of the specific groups on a rotating basis to discuss how the findings of recent brain research might impact their particular fields of study.

Because of the highly technical nature of the topic, work needs to be done in advance to prepare a standard format for the translation of specific terms. Translators would need to be engaged during the months before the seminars to prepare materials and handouts for the seminars. Interpreters will need to acquaint themselves in advance with the terminology for their work at the general lectures and in small groups.

GOALS AND EXPECTATIONS

1. To acquaint Lithuanian educators and school psychologists with the latest findings on brain research.
2. To help educators and psychologists evaluate these findings.
3. To involve various constituencies - teachers, administrators, psychologists, curriculum specialists, doctoral candidates in education, parents, teacher trainers - in discussions about brain research and its applications for educational reform.

—Gita Kupcinskas

REFERENCES

Brandt, R. S. & Perkins, D. N. (2000). "The Evolving Science of Learning." *Education in a New Era*. Brandt, R. S. ed. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Jacobson, L. (May/June 2000). "Brainiacs." *Teacher Magazine*.

Jensen, E. (1998). *Teaching with the Brain in Mind*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Marzano, R. J. (2000). "20th Century Advances in Instruction." Alexandria, Virginia: Association for Supervision and Curriculum Development.

Neville, H. (21 February, 2000). *Rewiring the Human Brain: Birth to Three and Beyond*. University of Maryland Graduate School Distinguished Lecturer Series. College Park, Maryland.

Sprenger, M. (1999). *Learning & Memory: The Brain in Action*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Sylwester, R. (1995). *A Celebration of Neurons: An Educator's Guide to the Human Brain*. Alexandria, Virginia: Association for Supervision and Curriculum Development.



Julius has several passions. It's our great fortune that playing the violin and working with A.P.P.L.E. are two of them.

A.P.P.L.E. – "IT'S THE RIGHT THING TO DO."

Julius Veblaitis of Union, New Jersey, was honored during the New Jersey Heritage Festival Ball for his outstanding ethnic leadership in the Lithuanian American Community and for his many years of active participation in A.P.P.L.E. He was presented with a trophy and a Resolution from the New Jersey Secretary of State during the Festival Ball, April 30, 2000.

A retired teacher, Julius continues to teach two classes per week – German and violin. In addition to contributing to the Lithuanian press in America, Julius also works as a translator, including the mini biographies of the A.P.P.L.E. summer lecturers for the Lithuanian participants. An avid violin player, Julius is a member of the Summit Symphony Orchestra and has often performed in Lithuania at various A.P.P.L.E. gatherings. Julius has tirelessly raised money for A.P.P.L.E. and serves as Corresponding Secretary.

We extend our congratulations and sincere thanks to Julius.

Here are his remarks of acceptance:

History returned to Lithuania like a tide sweeping over everything in its path. Sweeping away the Soviet rulers, the KGB, their tanks and all occupational forces. This was in 1991 after a bloody confrontation with Soviet storm troopers, where 14 innocent people were crushed to death.

Since Lithuania regained her independence 10 years ago, democracy has been taking root, step by step - slowly but surely. But there is still much work to be done, especially in the field of education. We have to remember that people in Lithuania have been constantly injected with fear and submission for 50 years.

Last summer, during my stay in Lithuania, one teacher told me, "The Soviet government shut our mouths, so we could not say what we wanted. They closed our eyes, forbidding us to travel abroad so that we could not see how people lived in other countries. They have plugged our ears by jamming the airways of radio broadcasts."

He went on, "That's why people became passive and melancholy. Degradation of the human soul was so widespread. We constantly felt the immense psychological pressure to conform more and more to the party line. That's one reason why many people, especially young people, turned to alcohol and drugs."

Only through democratic education can the thinking of young people be changed. I am a member of an organization called American Professional Partnership for Lithuanian Education or the acronym of A.P.P.L.E. for short.

A group of about 80 teachers and college professors from the United States goes to Lithuania every summer and gives seminars and workshops for local teachers at various schools and teacher qualification institutes. We will be doing this for 10 years this sum-

mer. We think that little by little we are making difference.

Some say, "Why do you give so much of your time and your money? Let them solve their own problems."

Our answer is, "They have been occupied for so long, they need new ideas and new methods; they need help; and frankly, we are doing this because it is the right thing to do."

I appreciate this recognition and I am touched by it. I accept it with gratitude and with humility. I will continue to be active as long as I'm able.

SHAPING EDUCATION THROUGH ART

Summer 2000 marked the debut of A.P.P.L.E.'s first art strand. Sister Loretta Hoag, D.C., Art Division Chairman, shares the success with us.

Imagine creating a city for 100 earthlings transported to Mars in the year 2030. Such was the focus of the A.P.P.L.E. art strand this summer in Salcininkai. Based on the concepts of the Mars Millennium Project*, our three dimensional course, entitled, "Shaping space in the New millennium," was designed for art educators and classroom teachers of grades 5-12.

From the outset, our project was a collaborative effort. Exchanging ideas through e-mail with Dalia Siaulytine, Lithuanian Minister of Art Education and A.P.P.L.E. Art Division Focus Group Chairman, we first focused on the needs of in-service art educators. Teachers continue to function in competitive modes in which incentives are given to those whose students win contests. New ideas often go unshared. Students are separated according to ability. It became clear that collaborative interaction and team teaching would best address these situations.

Our team consisted of Joan Dowd, a retired art educator from Connecticut; Ruta Ciuciulkiate, our translator; and me. The group of Lithuanian teachers consisted of eighteen experienced educators and two who continue their studies at Vilnius University. Ten were practicing artists, one was a district art consultant and another was an architect. All had registered in response to the course descriptions circulated through the education ministry.

Brainstorming, group process, and question and answer periods were part of each day's routine. Ruta often worked overtime, translating chart papers, questions, and information that needed to be prepared for handouts. Because of her fidelity to morning planning sessions, it was obvious to the class that she was knowledgeable of our purposes, thus interchange developed rapidly.

We began by focusing on the effect of designed

space as it relates to human needs. Common experience was developed by viewing slides and videos that exemplify elements of design that address both landscape and environmental styles of architecture. We discussed primitive styles, and the works of the Navaho Cliff Dwellers, Frank Lloyd Wright, Paulo Solari, and I. M. Pei.

Next we moved to planning a city for earthlings on Mars based on understanding human needs. Desires and wants had to be refined to condense our focus. Questions of ethics, government and scientific inquiry were raised. We decided that in an ideal situation, those would be discussed in concert with religious education, social studies and science strands. It was sufficient to recognize that the problem was multifaceted. Our responsibility was to discern the cultural elements that give identity to a community, and then to provide space in an environment that is different from earth.

We worked in groups, setting principles and standards. Everyone became responsible and interested in the entire process. Daily evaluation evoked the direction of the assignment.

The participants had been challenged by the A.P.P.L.E. administration to reflect the spirit of their A.P.P.L.E. courses in a presentation for Talent Night. The art group came up with the idea of being the Mars Marching Band and they wanted the lecturers to be a part of the band.

While the city progressed, individual costumes, hats, and noisemakers were designed for the show. Ex-



Members of the Art Strand display their interpretation of a model Mars City for the year 2030. Sister Loretta Hoag (first on the left) and Joan Dowd (third from the left) are A.P.P.L.E. lecturers.

NEWSLETTER SPECIAL ISSUE ONLINE

In July, co-founder and former President of A.P.P.L.E. and current Deputy Minister of Education in Lithuania, Vaiva R. Vebra, spoke to education policy analysts in Budapest at the invitation of the Soros Foundation. Her remarks include a succinct overview of a decade of reform in Lithuanian education, as well as a summary of the challenges ahead. Jim Gust has republished her speech in full in a special issue of Report to the Corps. This special issue can be read on the A.P.P.L.E. web site, <http://www.applequest.org/index.html>.

For those who are interested in a clear-eyed assessment of the environment for A.P.P.L.E.'S work in the future, as well as for fans of Vaiva's speeches, don't miss our special edition.

citement mounted, the classroom became a veritable feeding frenzy. Landscape and viaducts were made giving unity to the metropolis. At the same time, creative energy converted garbage bags and soda bottles into band uniforms.

Late Wednesday afternoon the city was completed and proudly placed on display. That evening, the Marso Bandas involved the assembly of 125 in our unbridled celebration.

At the end of the two weeks, we looked back on our activities and accomplishments. In addition to building a city and organizing a band, we had taken a walking tour of Salcininkai that was followed by a tea party, arranged by the students. At the evening programs, Lithuanian participants had involved the Americans in cultural song and dance. The closing ceremony had been a mutual expression of deep gratitude for gifts to be taken, as all parted.

Henri Nouwen describes compassion as that point when "the other ceases to be 'other' and becomes 'us'." Our time together in Salcininkai became a celebration of "us."

—Sister Loretta Hoag

**Guiding the Mars Millennium Project are the U.S. Department of Education, the National Aeronautics and Space Administration and its Jet Propulsion Laboratory, the National Endowment for the Arts, and the J. Paul Getty Trust. The proposal was designed to develop new ideas related to the White House Millennium*

Council's central theme, "Honor the Past – Imagine the Future."

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.

Anne Sistik. Anne recently received a Fulbright Award to speak on educational issues and visit schools in Bulgaria. She also participated in the Fulbright Conference on Globalization and Culture.

Her project began when a principal from Bulgaria spent six weeks with her in Illinois, at her job with the Illinois State Board of Education. Observing Anne as she traveled around the state, the principal was able to visit many different school districts and witness a variety of technical assistance needs and solutions. This visit was in October and November of 1999. In May and June of 2000, Anne visited Bulgaria. There she shadowed a principal from the town of Dobrich and presented a paper at the Fulbright Conference on Globalization and Culture in Sofia. The paper will be published in the conference proceedings.

Comparing her experience in Bulgaria to her experience with A.P.P.L.E., this is what Anne had to say: "I found that there were a number of differences in a country like Bulgaria whose leadership embraced Communism and countries like Lithuania where Communism was imposed on the country. I also believe that the ten years of A.P.P.L.E. seminars have made the teachers in Lithuania more aware of contemporary instructional practices than the teachers in Bulgaria. One thing all teachers have in common though, no matter where you go, you see teachers who work hard, are under paid, but who care for students."

Gail Tomala. Gail traveled to Iceland for four days in September to present program evaluation, teacher evaluation and performance-based assessment information about Connecticut's nationally recognized Beginning Educator Support and Training (BEST) Program to students in the Educational Leadership program at the University of Iceland in Reykjavik.

Her presentation was particularly timely as Iceland has just passed recent legislation to improve its current teacher evaluation system. The current system requires only student feedback which is forwarded directly to the Ministry of Education but rarely shared with the teacher. In working directly with the course instructor who will be meeting with key officials this fall, Gail hopes that the Ministry will consider additional valid

means of assessing teachers in the near future.

Gail works at the Connecticut State Department of Education.

Jane Schulz. Jane has recently edited a book with Billy T. Ogletree and Martin A. Fischer. Published by

Charles C. Thomas, the book is entitled Bridging the Family-Professional Gap: Facilitating Interdisciplinary Services for Children with Disabilities. Drawing on the expertise of 22 contributors from across the United States, ranging from university professors to counse-

A.P.P.L.E. 10TH ANNIVERSARY PRESENTATION

We are happy to report that CDs and videos of the A.P.P.L.E. 10th Anniversary slide presentation are now available for you to purchase for your home. This presentation was part of the A.P.P.L.E. 10th Anniversary celebration in Vilnius last summer. It captures many of the images, ideas, dreams, and realizations of A.P.P.L.E.'s first ten years.

Your order will not only bring great memories to your home, but also money to a great cause. We're asking for \$15.00 for each CD or video and money to cover the shipping and handling. Thanks for your order.

I would like to order the "A.P.P.L.E. 10th Anniversary" slide presentation.

Each copy of a CD or videotape:	\$15.00
Shipping and handling:	
1 - 3 (CDs, videos or a combination)	\$5.00
For orders of more than 3:	\$2.00 for each additional
Send:	

_____ CD(s) - plays on computer with Win 95 or later
(Number)

_____ Videotape(s) - plays in standard VCR
(Number)

Total enclosed: \$_____ (check payable to A.P.P.L.E.)

Send to: Name: _____

Address: _____

First come, first served! Sorry we can't guarantee that orders will be filled in time for the holidays. Place your order today by sending this form to:

A.P.P.L.E. 10th Anniversary
P.O. Box 617
Durham, CT 06422

lors and psychologists working in school settings, the book is designed as a resource tool for parents and professionals as they seek to accomplish their common goal – the welfare of children with disabilities. Jane shares her personal experiences as the mother of a son with Down syndrome to provide the unique viewpoint of someone who has been on both sides of the parent-professional relationship.

In July of this year, Jane was awarded the Distinguished Service Award by the Exceptional Children Division of the North Carolina Department of Public Instruction. The award was presented as part of the 50th Anniversary of the Conference on Exceptional Children in Charlotte, NC. The award was presented as “recognition for the commitment, dedication, and significant contributions made to the education of exceptional children.”

Blanche Wools. Blanche recently accepted a Computerworld Smithsonian Laureate Award for Education and Academia for the San Jose State University Graduate School of Library and Information Science (SLIS). Honorees received their awards in Washington, DC, in ceremonies held on the National Mall in

front of the Smithsonian Castle. Each year’s class of Computerworld Smithsonian Laureates receives The Computerworld Smithsonian Commemorative Medallion, marking the formal acceptance of their case studies into the archives of the history of information technology.

SLIS was noted for its use of interactive video to link its library and information degree programs to other campuses of the California State University system. Blanche is the Director of the School of Library and Information Science at San Jose State University.

Tony Doerr. Tony’s book entitled The Shell Collector will be published by Scribner in 2001. It is a collection of short fiction. Tony is currently a Visiting Assistant Professor of Writing and Literature at Bowling Green State University of Ohio.

Monita Leavitt. Monita has been selected as a qualified candidate for the International Who’s Who of Professionals. Her biography will appear in the 2001 edition of International Who’s Who.

WHAT CAN YOU BUY FOR \$30 IN 2001?

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.

WHO'S IN CHARGE?

OFFICERS

President: Gita Kupcinskas
President-Elect: K. Phillip Taylor
Immediate Past President: Emilija Sakadolskis
Vice President for Public Relations: Walter Serbent
Vice President for Personnel and Recruiting: Shirley Sabo
Treasurer: Jane Serbent
Corresponding Secretary: Julius Veblaitis
Registrar, Data Manager and Webmaster: Amanda Muliolis

BOARD OF DIRECTORS

Rimantas Bitenas
Irena Gedris
Myra Goodwin
Dr. Joseph Kalla
Jurate Krokys
Gita Kupcinskas
Amanda Muliolis
Ritone Rudaitis
K. Phillip Taylor
Emilija Sakadolskis

Send correspondence concerning A.P.P.L.E. to:
American Professional Partnership for
Lithuanian Education (A.P.P.L.E.)
19 Old Farm Road
Walpole, MA 02081
voice: 508-668-2167 fax: 508-660-8763
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

Our Internet address is: <http://www.applequest.org/index.html>. Please check it out, sign our guestbook, and offer your comments and suggestions. Please send information that you would like included on the Web site to: amanda@applequest.org or Amanda Muliolis, 1725 Sherwood Blvd, Euclid, OH 44117

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. [focus group chair vacant]
3. *Art:* Sr. Loretta Hoag, D.C. Dalia Siaulytiene
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:* [Division chair vacant]. Laima Dainutiene
16. *Psychology:* Dr. Carol Toris. Dr. Antanas Valantinas

OTHER POSITIONS

Secretarial staff: Renata Bazikas, Orinta Kalibatiene, Ruta Kulbis
Newsletter Editor: Katie Hoyle
Proofreader: Peter J. O'Connell
Grant-Writing Committee: Dr. Cherie Stellaccio (chairman), Steven Bergen, Virginia Bergen, Gabe Kajeckas, Felicia Kolp, Susan O'Brien Saccomando
Fundraising Committee: Vida Lanys Anton (chairman), Geidre Stankunas, Ilona Laucius, Phil Gorassi, Peter Cheney
Office Manager in Lithuania: Ramute Zemioniene
Administrator in Lithuania: Juozas Karmuza

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.) _____

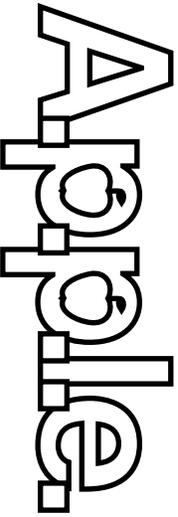
I am enclosing the following amount for annual membership:

- 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: _____

TOTAL _____

Name _____
Address _____
City _____ State _____ Zip _____



P.O. Box 617 • Durham, CT 06422

**American Professional Partnership
for Lithuanian Education**

Post Office Box 617
Durham, CT 06422

Address correction requested

NON-PROFIT ORG. U.S. POSTAGE PAID DURHAM, CT PERMIT NO. 3
--