

Apple

REPORT TO THE CORPS

Volume 11, Number 1

March/April 2001

CONGRATULATIONS AMANDA!

Last fall the then Minister of Education and Science in Lithuania, Kornelijus Platelis, and present Vice-minister Vaiva Vebra nominated A.P.P.L.E. registrar and board member Amanda Muliolis for the First Order of the Grand Duke Gediminas. Much to our delight, Amanda was presented this medallion by President Valdas Adamkus on February 15, 2001. During her recent visit to Lithuania, A.P.P.L.E. president Gita Kupcinskas along with our new office manager Ramute Zemioniene braved a winter storm to find Amanda in Kaunas and deliver a bouquet of flowers and heartiest congratulations from all of her A.P.P.L.E. colleagues.

Amanda was given this richly deserved award for numerous achievements. In his official nomination Minister Platelis noted that Amanda had been a teacher of mathematics, physics, and computer science at Saint Augustine Academy in Cleveland, Ohio for twenty years. Moreover, she was recognized as the Outstanding Teacher of the Cleveland diocese in 1991 and received the Outstanding Technology Teacher award in the state of Ohio from



President Adamkus honors Amanda

Microsoft and the journal, *Technology and Learning*.

These distinctions, however, were not the basis of Amanda's contributions to the betterment of education in Lithuania. First and foremost Amanda was recognized for her dedication to the recreation of a modern, humanitarian, democratic system of education in Lithuania through her participation in the work of A.P.P.L.E. over the last ten years. Amanda and her faithful assistant, her husband Algis, have been unceasing in their efforts to give Lithuania's teachers practical experience of computers both during our summer seminars and during numerous seminars conducted in

many cities during the winter months. When Gita found her in late February, Amanda was engaged in just such a seminar at the Jesuit high school in Kaunas.

Perhaps Amanda's greatest contribution has been in the area of computerized scheduling for all the schools of Lithuania. Amanda identified a Finnish program, Mimoso (see below), as the most flexible tool for the types of challenges Lithuanian administrators face when doing scheduling. She initially donated ten licenses and trained Lithuanian consultants to work with their colleagues. In the end,

Amanda and Algis donated enough licenses to be used in all the schools of Lithuania.

Those of us who have worked with Amanda over the years all concur that the recognition is much deserved, although she herself would prefer to stay out of the limelight and not make a big deal of it. The students in Amanda's class in Kaunas did not understand why she was getting flowers that day. They thought it might be her birthday. Gita and Ramute quickly spilled the beans and bragged about Amanda's distinction.

So hats off to you, Amanda Muliolis. You make us proud to be your colleagues, and you inspire us to renew our efforts in the important mission which we share, the rebuilding of the Lithuania's educational system for the sake of her children.

MIMOSA FOR LITHUANIA

Numerous changes have taken place in Lithuania's schools, not the least of which is student choices of subjects they want to study. The first choices to be implemented soon after independence was re-established were religion and ethics and foreign languages. This school year has seen the biggest jump - eleventh graders in all schools had a choice of profile. Four profiles were created: humanitarian, scientific, technical and artistic. The first two were academic; the others were work-related profiles. Each profile has several majors. For example, if a student chooses the humanitarian profile, he could major in foreign languages, Lithuanian language, social studies or the arts.

These changes created a big problem for the directors' assistants in charge of scheduling. Before they could protest the extra workload in scheduling 75 or more students individually, instead of three groups of students, the Ministry of Education and Science, through Vaiva Vebraite and Regina Klepaciene, in February of 1999, requested that I find a computer program that would help accomplish this task. After discussion with the assistant director in Ukmerges' Uzupis school, where we were working at the time, I realized that most American programs would not be flexible enough to satisfy the requirements of Lithuanian schedules. Unlike U.S. schools, it is inconceivable that the same subject be taught the same period each day - it is thought to be unfair to give the best hours of the day to the same teacher of a class. So Math may be taught the first period on Monday, the fifth period on Tuesday, the last period on Wednesday, etc. Students take twelve to fifteen subjects during one week, many of the courses taught only one or two days.

This entailed a search for programs on the Internet and that is how I found Mimosa, a Finish program, that was very flexible and seemed relatively easy to learn and use. The best part - the program was available as a demonstration package in its entirety. The only draw-

back - you could save the file you were working on only 20 times. Then, no more changes were possible. But this was enough for a trial run of this program. So, during Summer 1999 seminars I had a one-week strand for assistant directors, who were interested in learning this program. One of my specifications for participants was that they be computer literate; however, this requirement was missed by almost three fourths of the participants. Five of the 23 participants were Computer Science teachers/assistant directors. The others had never used the computer for anything! My husband, Algirdas, came to the rescue - he helped with the beginners, teaching them computer literacy during the first couple of days while I worked with those who knew how to use the computer. By the end of the week, all had tried out Mimosa, and were cautiously optimistic about its use in Lithuanian schools.

With their recommendation in hand, I talked to Vainas Brazdeikis of the Information Technologies Center (ITC) of the Ministry about trying to buy a copy of this program for use in their classrooms. During the winter of 2000, we gave two, one-week seminars using a legal copy of the program, which Vainas bought for half the advertised price. After these seminars, Vainas and I decided that this was the program to use. So, during Summer 2000 seminars in Vilnius we made an all-out effort to train as many directors' assistants as possible, as well as to select a group of 10 to be trainers - Mimosa experts.

From the three previous seminars we identified the best 10, and invited them for an intensive one week training session, and a second week of practice, teaching Mimosa to several groups of participants. Also, Vainas did some research, and discovered that more than half of all directors' assistants did not have any computer skills. So, a three-tier program was developed. During the first week, while I trained the trainers, Algirdas and Vilija Tarnaviciute, and two teachers from ITC taught computer usage to three groups of directors. A group of new participants with computer skills joined us during the second week. The trainers divided themselves into four groups and with two computer labs in PPRC and two at ITC, I flitted from one group to the other observing, helping, suggesting, and clearing up questions that came up while the trainers practiced teaching Mimosa.

During a meeting at the Ministry in March, 2000, it was indicated to us that regretably there was no money to buy more copies of the program. Algirdas and I offered to buy 10 copies to be given to the trainers so they would have a legal copy to use in their training sessions. The license permits the installation of the program in all the computers in one school, as well as the home computers of the people working with the program. So we thought that 10 labs would be created in that way for use throughout Lithuania. To our pleasant surprise, Vainas got an excellent price. For two

thirds of the money we had put aside for this venture, we were able to buy 100 licenses of Mimosa. This meant that we were able to give each participant a licensed copy. Vesa Saario, the director of Mimosa Software in Finland said that they would also like to help Lithuania, and so this excellent price was his donation to our efforts.

In October, Algirdas came up with another idea. Since even 100 licensed copies would not be sufficient to provide all the schools in Lithuania access to a workable scheduling program, and to remove any temptation to pirate Mimosa copies, we decided to see how much more Vesa Saario would want for a countrywide license of Mimosa. For a bit more than we hoped for, but still at a reasonable price, he agreed to extend the license to all the schools in Lithuania. We were able to manage the cost, and we gladly bought the countrywide license. Now, all the schools in Lithuania can use this program legally for their scheduling work.

Amanda Muliolis

JOHN SULLIVAN, JR. 1933 - 2000

The A.P.P.L.E. family was saddened to hear of the death of our long-time member, John Sullivan. John died at his home in Kailua, Hawaii on Christmas Day.

He and his wife, Pat, taught in the A.P.P.L.E. summer seminars for five years. With a twinkle in his eye, John brightened many days with his clever humor and silly antics. With Dave Keith at his side, our talent shows sparkled as the team presented their version of the spirited Irish tune, the Irish Rover. And what about John's version of a hula dance? Well, . . . let it suffice

to say that leaving us doubled in laughter, it was unparalleled. John will indeed be missed.

In addition to John's volunteer work with A.P.P.L.E., he also served one summer as a volunteer in Calcutta, India for the Missionaries of Charity under the direction of Mother Teresa. He consistently gave of his time and energy to serve as a



John Sullivan, Jr.

Roman Catholic Minister of the Eucharist and lector.

A veteran of the US Navy, John received his BA in English from Stonehill College, his MA in English from the University of Notre Dame, and his Master in Social Work from Boston College. John received several honors including the National Defense Education Act Fellowship and the National Institute of Mental Health Grant.

He began teaching and counseling at Damien Memorial High School in 1980. Recently, he was honored with the prestigious Father Damien de Veuster Award for his years of service at the school.

In addition to his wife, Pat, of 39 years, he is survived by three children and two grandchildren. Donations may be made to the John W. Sullivan, Jr. Scholarship Fund, Damien Memorial High School, 1401 Houghtailing Street, Honolulu, Hawaii 96817.

PRESIDENT-ELECT TAYLOR ACCEPTS LEADERSHIP CHALLENGE

Most people are familiar with the adage, "Be careful what you pray for, you just might get it." My experience at the March 2000 spring meeting of A.P.P.L.E. updates this popular saying to, "Be careful who you sit next to, you just might end up becoming President-Elect."

My wife, Bee, and I arrived at the restaurant a bit early for the Saturday evening A.P.P.L.E. dinner. As others gathered, I told Bee to save my seat. I went to the lounge to watch the conclusion of an NCAA tournament game. Time slipped away and when I returned to the dining room only one seat remained unoccupied. My lovely wife sat on one side and Gita Kupcinskis sat on the other. The fact that Emilija Sakadolskis sat on the other side of Gita was icing on the cake. I looked forward to a pleasant evening surrounded by three of my favorite females.

Dinner progressed uneventfully until I mentioned to Gita and Emilija that brain research was not a special interest area of mine and I was concerned how I could contribute to the Summer 2001 seminar. They both smiled and replied that they had an active role in mind for me. Relieved to learn that I would continue my summer teaching in Lithuania that had begun in 1992, I asked how I could be involved. Gita explained that I had been chosen to become the next President-Elect of A.P.P.L.E.

After recovering from my initial shock, I remember vividly explaining to my dear friends that there was one major reason why I could never serve as A.P.P.L.E. President. Emilija laughed as she asked: "Why, because you aren't female?" "No!" I replied. "I don't speak Lithuanian." The next part I remember quite distinctly. They responded in unison, "That shouldn't be



Phil and Bee Taylor participated in the A.P.P.L.E. 10th Anniversary Celebration last summer in Vilnius. Phil is A.P.P.L.E.'s current President-Elect and Bee serves as the Math Division Chairman.

a problem.”

Almost a year has elapsed since that fateful evening. It still remains unclear if the language barrier will or will not be a major obstacle to my effectiveness as President. I am determined that it will not be so. After all, we are the American Professional Partnership for Lithuanian Education. Americans are famous for being uni-lingual. As most of us do in our seminar lectures, I will rely on the support of able interpreters.

Now that I have explained how I became A.P.P.L.E. President-Elect, I would like to share with you some of my reasons for accepting this tremendous responsibility. First, my life changed the moment I stepped off the plane in Vilnius in July, 1992. I truly have become Lithuanian in my heart. My wife, children and I are honorary members of the Klicius family. We have a document signed by Vilius, Audrone, Justinas, Domantas and Dovile to prove it. I read daily summaries of Lithuanian news off the Internet. And, like a lonesome traveler eager to return home, I look forward to my annual visits to Lithuania with great anticipation.

Each year as the annual A.P.P.L.E. seminar draws to a close, I reflect on all the things I have learned that summer about the country, its citizens and the educa-

tional needs of the teachers and their students. As soon as the closing ceremonies have come to an end, I begin thinking about the next summer, and new ideas I want to research, adapt, and present in future strand sessions.

If asked why I accepted the responsibility of A.P.P.L.E. President in 2001-2002, the twelfth year of A.P.P.L.E.'s historic service to Lithuania, the simple answer is that the leadership challenge is as great now as it has ever been. A.P.P.L.E. faces continued reductions in funding from U.S. sources as well as declining financial assistance provided by the Lithuanian government. My article, “Think Globally - Act Locally” in the November, 2000 A.P.P.L.E. Newsletter suggested one way we can all help to reduce the financial demands of the annual summer seminars.

The more complex response to the question of why accept this leadership challenge comes from my belief that I can and must give back to A.P.P.L.E. and to my adopted country, payment in service for the many rewards I have received from my A.P.P.L.E. experiences. My professional background in decision-making, small group processes, and organizational communication will help me fulfill the duties of President in the coming year. But no leader can hope to succeed without the support and participation of the group members. The A.P.P.L.E. corps has distinguished itself by being composed of enthusiastic, dedicated, generous persons with loving hearts. It is an honor to be asked to serve A.P.P.L.E. as its president.

The challenges we face in the coming year will test our collective creativity and commitment. We are energized by the knowledge that our mission is not finished; our goals not yet achieved. Educators are used to being asked to do more with less. A.P.P.L.E. has much to accomplish. With your active support and participation we will continue our partnership with our Lithuanian colleagues as we seek innovative ideas and fresh perspectives for the educational issues of the new millennium. Keep the faith and keep in touch.

-K. Phillip Taylor

SO WHAT'S EMILIJAS BEEN UP TO LATELY?

After serving as A.P.P.L.E.'s President for two years, Emilija Sakadolskis is the Immediate Past President, Music Division Chairman and continues on the Board of Directors.

I've traded in the delight of being my own boss for two years for the joys of a paycheck and faculty room fellowship. It's a bittersweet experience that has forced me to practice what I preach on a daily basis.

Although Montgomery County in Maryland boasts a high caliber school system, our elementary school is at the bottom of the barrel (well, third from the bottom

to be exact) as far as test scores. When I arrived, I discovered that the previous principal had to be removed, and that from a third to a half of the faculty leave the school every year. Forty-five percent of the children receive free or reduced lunches, and “white flight” has contributed to the fact that 80% of my students are from minority populations. I’ve broken up fights, dealt with “colorful” language, talked to frustrated parents, taught “music a la carte” (that’s what we call teaching music when you go from room to room pushing your classroom on wheels. That happens when they take your music room away to reduce class size), and sat through endless hours of in-services on “power writing,” math manipulatives, and reading strategies to improve test scores.

When I come home from work my mind is mush, and all I want to do is stare at the ceiling or watch reruns of Remington Steele. I can’t imagine how Gita manages to work full time, and have time to run A.P.P.L.E. I couldn’t do it. No way!

But my school of 500 third, fourth, and fifth graders is an exciting place to work. We have a staff that’s determined to turn the place around, so it’s interesting to both observe and participate in the process of reforming a school. Our new principal is a no-nonsense, classy woman who grew up in the inner city of Baltimore, was reared by her mother and aunt, and played the piano and the violin when she was growing up. In preparation for next summer, I tried out one of my brain-based music lessons on the fourth graders she came to observe and she thought it was the greatest thing since sliced bread.

Now, I have my own portable classroom, which I’ve officially renamed “The Music House.” Romas even helped make a wooden plaque for the front entrance. I can make all the noise I want with the kids, and no one complains. In addition to the 22 classes I teach, I have 140 students in my fourth grade chorus, and only 35 fifth graders dropped out of fifth grade chorus when we made it voluntary after Christmas. That leaves me with only 135 in that group. “What a Wonderful World” in two part harmony is really starting to shape up.

I’m sure I’m not telling all of you teachers anything new. The joys balance out the frustrations and we keep coming back for more. We charge our batteries during the summer by taking a course, traveling, or teaching a course in some far away place, like Eastern Europe, or by just “vegging out.” We hope that we’re changing lives in one way or another; some days we’re not really sure. But there are frequent reminders that you do make an impression.

One day one of my fifth graders raised his hand in the middle of a discussion on meter with the question, “How much do you make,

Mrs. Sakadolskis?’ After I reprimanded him for not being “on task” (he never is!) and interrupting (he always does...), he insistently proclaimed, “But I need to know! I’m thinking of becoming a music teacher, and I just want to know if it’s worth it.”

—*Emilija Sakadolskis*

ACTION RESEARCH: LITHUANIAN EDUCATORS RESEARCH THEIR PRACTICE

In our January 2000 newsletter, Emilija Sakadolskis explored the origins of our first year of Action Research. For those of you who may have missed that article or may have forgotten it, I will provide a brief summary.

Dr. Antanas Valantinas, the Chair of A.P.P.L.E.’s Psychology Focus Group in Vilnius, had suggested providing opportunities for more in-depth sessions for teachers, administrators and those engaged in higher education. The topic of educational research, especially action research, seemed to be designed specifically to meet this new need. In 1999, the first Action Research Seminar was held in Vilnius.

The group that gathered for that first session included teams of teachers from throughout Lithuania. Each team was composed of five individuals selected by the schools from the following areas/specialties: language arts, music, social studies, special education, social work, psychologists, and administrators. While American lecturers: Dr. Jessie Roderick; Dr. Louise Berman; Dr. Cherie Stellaccio; Dr. Joyce Wiencek; Dr. Lisa Frankes; Dr. Phil Taylor; Dr. Judy Kugelmass; Dr. Carol Toris; Dr. Dennis Ritchie; Yve Susskind; Margo Hall and I formed the core of teacher educators, our ranks were greatly enhanced by the inclusion of doctoral students from Kaunas Technological, Vilnius Pedagogical, Siauliai, Klaipeda, and Vilnius Universi-



Two Lithuanian Teachers display their posters during the completion of the Action Research Project last summer in Vilnius

ties. This represented a dramatic change in organization, but a change that also reflected our hopes that the work that we would share with Lithuanian educators would be able to continue after our session was completed. It was an exceptional idea of linking theory with practice, a model that would enhance our teaching and the work of our future colleagues.

The success of the 1999 session exceeded our expectations. (I should also add for those of you, who may be new to A.P.P.L.E. that our expectations are always high, so you can fully imagine what I mean when I state such a comment.) The research ideas and collegiality that resulted amongst all members of this team were very special. We concluded that first session with school team members ready to begin their Action Research Projects with on-site guidance from the doctoral students who had helped teach the area seminars. On paper it looked like a good plan, all participants agreed to the plan, but we were also aware that this would be no easy undertaking.

In January 2000, I returned to Lithuania with Emilija. I had made this decision because having been involved with Action Research I knew that on-going support was critical to its success and the success of the participants and doctoral students. I was able to make the time to visit and wanted to do anything that I could to continue the success of the initial Action Research Seminar. In our organization of the trip, Emilija and I decided that we would arrange to meet with the doctoral students who had been mentoring school personnel. Kaunas Technological University generously offered to host our meetings. Kaunas is a central place for most people traveling from the different regions of Lithuania. We also planned to meet with representatives from each of the schools that had participated in the Action Research Seminar.

In the midst of our planning, we also had a special request from one of the doctoral students from Kaunas Technological University. Dr. Nijole Bankauskiene had completed her doctoral studies at the end of the summer and was now the Director of the Educational Competence Centre at the University. She was teaching a course for teachers who had begun teaching in Lithuanian schools with emergency certificates. These teachers now needed to complete a certification or competence course of study to continue in their positions. One of the components of this course of study was Action Research. Dr. Bankauskiene asked that we meet with her students to allow them to ask questions and present their research designs. We agreed to meet with these teachers and see what they had been working on.

From the summer's Research Action courses, Dr. Bankauskiene designed a Master's level course for the University. She was eager

to have feedback on her course and on her students' projects. These projects represented a second level of the initial Action Research Seminar, one not anticipated at this point. In our initial meeting with the faculty and staff at Kaunas University we went over our plan for the winter session. Dr. Palmira Juceviciene, Director of the Institute of Educational Studies, shared our enthusiasm for the session. She was enthusiastic about the creation of the Competence Centre and welcomed feedback on this new course.

Our meeting with the Competence Centre students was an immediate indication that one of our hoped for goals of the summer session had indeed come to fruition. The students, who represented teachers in special programs and trades education, were well versed in the components of Action Research and the elements of project design. They had designed a question that they wanted to answer and had developed a methodology to assist them with data collection. They were now at this critical point where they needed assistance in clarifying what specific data to collect and how to make sense of the data. Our session was most engaging. I was impressed with the teachers' willingness to share their projects and their questions.

In many respects, this was a microcosm of what we had hoped for in our sessions with the participants of the Action Research Seminar. The vitality, energy, and openness were contagious. Dr. Bankauskiene's students were eager to become part of the core that had been established in the summer seminar. They asked if they could take part in the Summer 2000 Action Research Seminar. We discussed how this might occur. It was decided that we would have the doctoral students and lecturers read their papers and offer feedback in a group setting at the Vilnius meeting. The students



Barbara Henriques (far left) is shown here during the poster display of the Action Research Project in Vilnius, summer 2000. Barbara's extensive work with the Action Research Project was conducted during three trips to Lithuania.

offered to present their work at the Poster Session at Vilnius and at Salcinikai at the Regional School of the Millennium. This was a very gracious offer.

Here we were with only one half of our day completed, and we had already hit a gold mine. Dr. Bankauskiene had taken the offerings of the summer session and now had almost forty Lithuanian teachers engaged in Action Research. To our surprise, these teachers still had not had enough; they wanted to meet with our Action Research participants the following day to hear what their projects were about and how they had progressed. We welcomed them to attend.

Later that afternoon we met with members of our original seminar group. This meeting was designed for doctoral students to discuss their success in working with schools. Some of the doctoral students indicated that they had had difficulties getting to meet with the school personnel. They felt that they were not being used most effectively and wanted to have more contact with their teams. (It seems that the problems that we experience in our own teaching are also indicative of teachers in Lithuania.) We discussed alternative ways to be more involved in the teacher projects. We also talked about how our next day's meeting could facilitate connections with school teams. Teams who had been clearly working with the doctoral students had met the problem most Action Researchers encounter: What do I do with all this data? We spent considerable time discussing that issue. This meeting was very useful from my perspective because it assured the doctoral students that these difficulties were normal and they could be addressed effectively at this point.

The following day we extended our group to include representatives from school teams. The majority of school teams had been working on their projects. One school had some other matters that needed addressing and decided that they could not continue at this high level at this particular time. Nonetheless, one teacher from that school decided to conduct her study individually. Other teams had already analyzed their data and were ready to do the final report and poster session. When asked how many school teams would be ready to submit their final reports and take part in the poster session during the summer we had over 50% of the original participants say that they would be ready. This was an extremely positive result, one that exceeded our expectations.

During the summer of 2000, I returned to Lithuania with many of the original team of American lecturers. During the first week (while our translators worked at a hectic pace to complete translations of submitted Action Research Project papers) the lecturers met with doctoral students to design specific criteria for evaluation of the projects. We worked in a very collaborative manner. The Lithuanian doctoral students commented at the end of our session that this was one of the most interesting aspects of our work. They were impressed

to see that the lecturers could disagree about some aspect of the form or content of the evaluation tool and still respect one another. The process of collaborative decision making was most intriguing. During this session we also generated a schedule of meetings to discuss papers with individuals and the procedure for commenting on the works. We also designed the format for our work with school teams, which would occur the following week.

Our final week with our Action Research Seminar involved all the participants. The American lecturers and doctoral students read each participant's paper and scheduled a meeting to provide feedback. We also provided a classroom where participants could read one another's papers. Participants were also asked to prepare for the Poster Session that would take place. The feedback sessions went well. Students were able to discuss their papers and clarify specific points. The evaluators provided positive feedback and suggestions for future work. The dominant opinion of the student researchers was that they had developed research skills that would enhance their practice as educators and support personnel in their schools. Many reported a better understanding of the complexity of the school environment as a result of working together.

Our first Poster Session was a major revelation. Student research teams had prepared very engaging posters and were eager to share their findings and results with others. It was decided that we should identify projects that were exceptional in conveying the researchers' learning. Three projects were selected and these participants, all Lithuanian school personnel who until a year ago had not heard about Action Research, would present their projects at the gathering in Salcininkai. Students in Dr. Bankauskiene's course presented their research and posters to the both the groups in Vilnius and in Salcininkai.

Any teacher who has ever experienced the pride that is generated when a student is successful can understand what occurred for those of us who experienced our student presenters in Salcininkai. It represented all that one hopes for in teaching: your students become teachers of others. Certainly Dr. Bankauskiene did that for us, but now we also had teachers and school personnel in that role. The work that had begun as an idea was now rich with fruit. I experienced an additional success as a result of this project: I created a team of colleagues in Lithuania and in the United States that shares this special experience. Change generally comes slowly, but change in this situation occurred very dramatically. My hope for the future is to continue this Action Research Project. I want to continue to work with teachers, administrators, doctoral students, and faculty on both sides of the ocean to continue what has begun. It has been a rewarding process.

—Barbara D. Henriques

THANKS FROM THE LITHUANIAN TEACHERS

The economic hard times in Lithuania make our scholarship drive more and more important every year. Without our financial support many teachers in Lithuania would have to forego the opportunity to attend A.P.P.L.E. seminars because fewer municipalities have funds available to finance their in-service. One of the things that keep many people here in the United States interested in supporting the teachers of Lithuania year after year is the personal letters which they receive in the fall. Here are a few excerpts which reveal just how important those scholarships can be.

“I am so happy, thankful, and even proud because, by giving money to finance our attendance at the A.P.P.L.E. seminars, you are encouraging the cultural development of Lithuania through its teachers. We pass on these values to the students who will be the creators and sustainers of future traditions. Thank you for understanding and supporting this noble mission.

“This is not my first time at the A.P.P.L.E. seminars. I truly enjoy the refreshing atmosphere: the smiles, the warm interpersonal relationships, and the new ideas. I take all of this home with me to Zemaitija to share with my friends and colleagues at our school. I try to apply many of the new ideas in my teaching practice. This year I attended the Writing Across the Curriculum program headed by Dr. Mary Murray. The lecturers were excellent: Mary Beth Blegen, Ginny Bergen, James Morgan, and others. I am so glad that Amanda and Algis Muliolis gave us the opportunity to learn about computers. In short, these kinds of seminars are invaluable to the educators of Lithuania. I thank you sincerely for understanding this and actively supporting the seminars.”

—Stase

“I am a social worker with the Viltis organization in a home for mentally challenged adolescents and young adults who are either homeless or orphaned. How grateful I am that you support this program and give me the opportunity to learn very practical information brought to us by the visiting lecturers from your country.

“What a wonderful teacher we had in Myra Goodwin. She gave us very useful advice and many examples of practical materials to use with our students. I learned how to work more effectively with autistic individuals. And Christine Richardson was amazing. She impressed us with her diligence, sincerity, and extraordinary dedication to her work. She shared with us her ideas and showed us as much as she could in the short time we had together. These are people who really sacrifice themselves for the work they love. They are pearls; the kind we need here in Lithuania.

“Thank you for the opportunity to be a part of these seminars where I learned a great deal practically and theoretically. I pledge to use what I learned in my own work. I hope you continue to support this important work in the future.”

—Vitalija

“I am an assistant principal and a computer teacher. I work in a high school with over 1200 students and more than 100 teachers. Because of the new specialized programs in our upper classes, scheduling has become very complicated. At these A.P.P.L.E. seminars Amanda and Algirdas Muliolis taught a large group of administrators how we can do this scheduling with the help of the Mimosa program. Amanda began this work last summer when she taught us one version of the program which I found very useful. That’s why I was so happy to get the chance to improve my computerized scheduling skills even more.

“I think the work of A.P.P.L.E. brings much good to Lithuania. Our teachers rarely have the opportunity to visit other countries, especially countries as far away as America. This chance to work in cooperation with our colleagues from across the Atlantic seems to lessen the distance that divides us. This friendly exchange of ideas helps us to understand each other better.

“I hope your concern for the quality of education in Lithuania never fades.”

—Jolanta

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.

Cherie Stellaccio. After returning from Lithuania in July 2000, Cherie spent a week working with her county’s music teachers to incorporate assessments into their curriculum and to develop a countywide assessment for elementary general music. She recently presented a workshop for Maryland elementary music teachers, “Bamboo Hats and Rice Cakes,” which introduced the integration of music with the Japanese storytelling tradition of Kamishibai. In February, she and Emilija Sakadolskis will travel to Pittsburgh where they will work together as clinicians for the Eastern Division Conference of the Music Educators National Conference.

Cherie is Assistant Professor of Music at Salisbury State University on the eastern shore of Maryland.

Anthony Stellaccio. (APPLE ’99) Anthony graduated in December 2000 from the Maryland Institute College of Art in Baltimore. During January he worked

in Oxaca City, Mexico with a ceramist and continued his travels with visits to pottery villages in Guatemala. Captured by the Lithuanian spirit, he resolved to return to Lithuania to do advanced study in ceramics. His next venture will be in Vilnius where he's been accepted to begin work in September at the Vilnius Academy of Art.

Barbara D. Henriques. Barbara is the Project Director for a grant from the Educational Foundation of America. The grant is designed to pilot test a mathematics curriculum that has been designed to specifically address the low achievement of students in low-income areas. The project is one that she has been working with for two years. She stated that this material had promise and deserved to be tested since she first saw it.

The approach used in the program is a theoretical approach to mathematics. It stresses student's power over their decision to learn and supports them through that decision. The students involved in the study have enjoyed being part of a research study where they can effect the design of a future curriculum. That has been an unexpected reward. The project will continue through the current school year. Funds to expand the study to a larger sample are currently being explored

HELPING HAND FOR TRANSLATORS

A.P.P.L.E. is gearing up for what is bound to be another stimulating summer in Lithuania. This year's topic — brain research and how it applies to learning theory and practice - is exciting for educators everywhere, but particularly for our Lithuanian colleagues, who have limited exposure to the latest developments.

Brain research also poses special challenges to translators and interpreters — our lifeline to Lithuanian teachers. Many brain research terms are relatively unknown in Lithuania. Some, as we found out, have yet to be developed.

So A.P.P.L.E. embarked on a new project to write an English-Lithuanian glossary of basic brain research terms. This will help keep everyone on the same page by ensuring quality translations of reading materials, and helping interpreters use appropriate terms this summer.

To accomplish this, A.P.P.L.E. selected a computerized dictionary application called "Teminis Zodynas" (Thematic Dictionary). Developed by associates of Kaunas Technological University, this versatile program has been on the market for several years. The user can create his/her own dictionary, use it both ways (Lithuanian-English and English-Lithuanian), and make a document version for someone who doesn't have the application. In addition, the program doesn't take up a lot of computer space, and it's inexpensive - only 25

litai or about \$8.

Having learned about A.P.P.L.E.'s intention to utilize "Teminis Zodynas," the owner, Mr. Bronislovas Burgis, kindly offered us ten copies at no cost. (Anyone interested in learning more about the application can visit the website at <http://www.soften.ktu.lt/~juramyko/td/>.)

During the past months we created a small, but hopefully useful glossary of brain research terms. Using American textbooks as guides, we scoured more than a dozen Lithuanian texts, including a medical dictionary and encyclopedia, textbooks on neurology and anatomy, dictionaries of psychology, chemistry, physics and applied sciences. About 400 terms were selected and translated.

We sought input from Lithuania, enlisting help from psychologist Antanas Valantinas who heads youth counseling services in the Vilnius municipality. An A.P.P.L.E. veteran, he helped organize our Children at Risk conference and seminar during the past two years.

Dr. Valantinas secured able assistance from Albinas Bagdonas, Head of the Department of Social Work and the Laboratory of Special Psychology at Vilnius University, who agreed to edit the glossary.

A former president of the Lithuanian Association of Psychologists and current member of its executive board, Dr. Bagdonas teaches courses on neuropsychology, biopsychology, learning disabilities and cognitive processes. He translated into Lithuanian a World Health Organization publication on the International Classification of Impairments, Disabilities and Handicaps. Currently, he is working on an English-Lithuanian Dictionary of Psychology; a separate work on special education terms is in the planning stage.

Dr. Bagdonas not only edited our glossary, he enhanced it with several dozen valuable suggestions for terms our translators may find useful in their work.

An edited version of A.P.P.L.E.'s glossary of brain research terms was available for translators by mid-February - just in time to begin translating materials for this summer.

If this tool proves to be as useful as we believe it will be, A.P.P.L.E. may prepare similar glossaries in the future.

—*Romas Sakadolskis*

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

Videos of the A.P.P.L.E. 10th Anniversary slide presentation are still available. 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. Thanks for your order.

Each copy of the videotape is \$15:
Shipping and handling is \$5 each up to 3, \$2 for each additional tape after 3.

Place your order by sending this form to:
A.P.P.L.E. 10th Anniversary
P.O. Box 617
Durham, CT 06422

Please Send:
_____ Videotape(s) @ \$15 _____
Shipping _____
Total enclosed: \$ _____
(make check payable to A.P.P.L.E.)
Send to:

Name _____
Address _____

MARK YOUR CALENDARS

Every spring the A.P.P.L.E. Officers, Board of Directors, Division Chairs, and other leaders get together for an intensive weekend of planning and discussion. All A.P.P.L.E. members are welcome to join us. This year the meeting is scheduled for March 23 - 25, 2001 in the Chicago suburb of Lemont, Illinois at the Ateitis Foundation.

For more information, contact Ritone Rudaitis by email at t_rudaitis@sgpinney.com or by phone at 630-257-6451.

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
Emilija Sakadolskis
K. Phillip Taylor

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,
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.) _____

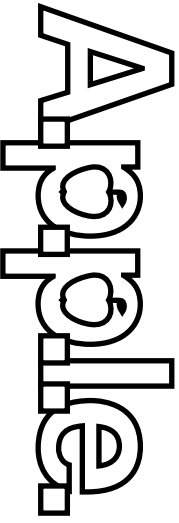
I am enclosing the following amount for annual membership:

- 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
--