

I WILL SURVIVE:



FRESHMAN TRANSITION PROGRAMS

You've done the applications, the interviews, and the orientation. You've met your college advisor, and you know all the names of the employees in the bursar and financial aid offices. You're all set for classes at your university, when you look down at your schedule and see a class "for freshmen only."

No, it's not a mistake. These courses, commonly known as first-year programs, can help you develop the necessary skills to excel at the university of your choice, and formulate your own goals.

DISCOVERING NEW YORK

At St. John's University, with campuses in Queens, Staten Island, Manhattan, and Long Island, NY, freshmen are invited to "Discover New York." The program involves learning about the university and exploring various cultures in the New York City area.

"Discover New York gives students a better understanding of the university as well as the city," says Frances J. Samuels, assistant to the dean of student life, and a Discover New York professor.

The integrated program gives freshmen the dish on university issues, campus happenings, and cultural events throughout the city. According to Samuels, it provides students with "a better understanding of the community while developing leadership skills and cultural awareness."

In addition, students are encouraged to become independent thinkers. "In [many] orientations, students get the feeling that they have to join a certain club or group," says Samuels. "In these classes, students are allowed to explore what's right and wrong for themselves." Students must participate in four events per semester — two on-campus and two off.

The main focus of the three-credit, mandatory course is purely academic. While discovering the city, students learn about the university's mission, which encompasses immigration, race and ethnicity, religion, wealth and poverty, and the environment. "The program reinforces orientation ideals with a class that encourages students to get involved with their university, their community, and one another," affirms Samuels.

PARTNERING FOR SUCCESS

Students can make a healthy start to higher ed through the First Year Seminar (FYS) at Dean College (Franklin, MA). According to Melissa Read, dean of curriculum and assessment, pairing a core course with a first-year program is the best academic plan.

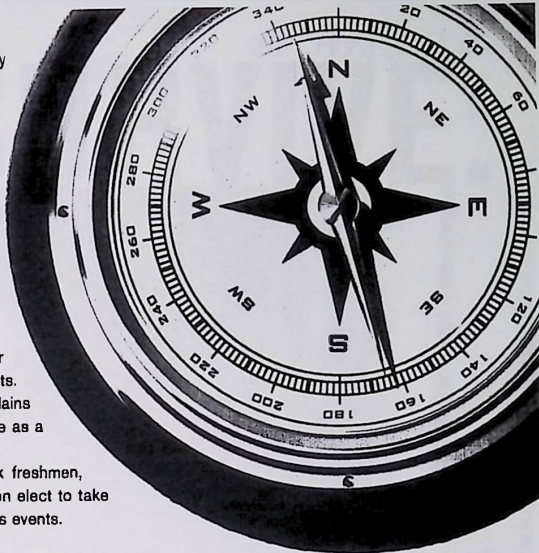
Here's how it works: The FYS professor becomes a "master student" by attending the partnered core course with the students. "Our educators take notes and then go back in the class," explains Read. The professor uses his/her observations in the core course as a model to teach note taking, time management, and study skills.

The three-credit course is mandatory for academically at-risk freshmen, based on SAT scores and high school transcripts. Other freshmen elect to take the seminar, which includes a participation requirement for campus events.

A LEARNING COMMUNITY

"Learning communities are excellent for developing study habits and building strong academic skills," says Doug Lynch, associate professor of education and coordinator of Learning Communications and Freshman Foundation at Wilkes University (Wilkes-Barre, PA). Faculty teach the three-year-old Freshman Foundation from various departments in the university, with topics in library and critical thinking skills as well as leadership.

In coordination with the freshman orientation program, Freshman Foundation seeks to get students excited about learning. "Faculty are excited as well, because it's tailored to what the professors are interested in teaching, causing exposure to a variety of different fields," says Lynch. "It has the same rigor as any other academic class. [Our aim is] to teach



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Wilkes University

News

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Wilkes Inducts New Members into Education Honor Society (Editors, Note Connection to Your Coverage Area)

Wilkes-Barre - Wilkes University's Education Department recently inducted 22 new members to Kappa Delta Pi, the International Honor Society in Education.

Kappa Delta Pi promotes excellence and recognizes outstanding contributions to education. Initiation into Kappa Delta Pi requires the nominee to exhibit the ideals of leadership, high personal standards and promise in teaching and allied professions. The organization encourages improvement, distinction in achievement and contributions to education.

Photo: Kappa Delta Pi Inductees and Officers Are -

Front Row, left to right - Meredith A. Swierczynski, Forty Fort, Pa.; Kimberly A. Checko, Old Forge, Pa.; Vanessa Bogdan, Kingston, Pa.; Julie Hutton, Hazleton, Pa.; Joshua Mendoza, Tobyhanna, Pa.; Amy Miller, Wilkes-Barre; and Dr. Douglas Lynch, Kingston, Pa., chapter counselor, associate professor of Education at Wilkes.

Row 2, left to right - Liam P. Casey, Wilkes-Barre; Colleen M. Ward, Vandlingg, Pa.; David Bond, Jr., Plymouth, Pa.; Dianne Sotack, Drums, Pa., Kariann Iskra, Hudson, Pa.; and Susan LaCoe, Clarks Summit, Pa.

-MORE-

1st Add: Wilkes Inducts New Members Into Kappa Delta Pi

Row 3, left to right - Molly O'Brien-Aversa, Old Forge, Pa.; Danielle Symanski, Scranton, Pa.; and Michael Figueiredo, Edison, N.J.

Row 4, left to right - Gena Stone, Washington, N.J.; Amanda Abramoske, Cast Hartford, Conn.; Megan Frey, Endicott, N.Y., president of Kappa Delta Pi; Lynn Baynum, Clarks Green, Pa., assistant professor of Education at Wilkes; and Amy Swiatek, Shickshinny, Pa.

Back Row, left to right - Melissa Vittori, Old Forge, Pa., treasurer of Kappa Delta Pi; Heather Shinkus, Wilkes-Barre; Lindsay Tasker, Mountaintop, Pa.; Barbara M. Paulauskas, Shavertown, Pa., and Bridget E. Finnerty, Forest City, Pa.

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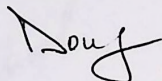


2-12-98

TO: Bonnie Bedford, Mark Davis

I wish to send the following letter in response to this flaming editorial. But, I await your calming and reasoned advise. I will send a more detailed letter documenting the rigor and research base of the PLS courses to Dr. Snow. He may then wish to share it with his School Board. I don't see any reason to go public with any more than a letter indicating the factual errors of the letter to the editor.

Thanks,



To: Mountaintop Eagle

From: Dr. Douglas Lynch
Chair, Education Department
Wilkes University

RE: Letter to the Editor Wednesday, January 14, 1998

A recent letter to the editor addressed concerns about a number of courses that teachers complete for professional development. The letter confuses inservice credits with graduate credits that are part of a fully accredited graduate degree. The following courses are accepted for a Master of Science Degree in Education: Meaningful Activities to Generate Interesting Classrooms, Discovering the Power of Live Event Learning, Teaching Skills of the 21st Century, and Multiple Intelligence for the Classroom. The research basis for these courses is very well established. Professional development as a result of our graduate degrees clearly improves teacher effectiveness and student learning.

FROM : CAROLYN FLICKINGER PLS

FEB. 9, 1998 12:54PM P 1
PHONE NO. : 7176553870

4 Mountaintop Eagle/Wednesday, January 14, 1998

Bogus Courses Could Bankrupt School District

Climbing teacher salaries are breaking the financial backs of many a local school district and Crestwood is no exception.

One of the biggest offenders to taxpayers are the salary increases "earned" by taking extra courses. The courses, however, are not usually college courses, as one might think, but rather in-service enrichment courses— not nearly the substance offered on the college level. These courses are offered through the Luzerne Intermediate Unit as well as local colleges. Teachers can achieve the highest salary in the Crestwood School District without ever taking a single college-administered graduate level course.

Just how easy are these courses? Some teachers are taking up to 24 credits a year to move quickly up the salary scale. A college student who is considered full-time must take 12 credits a semester or 24 credits a year. How can a teacher who holds a full-time job (sort of) possibly also take a course load that equates to being a full-time college student? They can't. But teacher contracts have made certain they will move up the salary scale by taking courses that amount to nothing more than an enrichment course that cannot be compared to a course offered at an accredited four-year college or university.

Something is drastically wrong with this picture and the situation is drawing concern from Superintendent Dr. Gordon Snow who is rejecting some requests for courses. These courses are being rejected because Snow feels many of these courses are not of any benefit to the district. He's right. Some of the courses taken by Crestwood teachers include Meaning Act to Generate Interesting Classrooms (MAGIC), Discovering the Power of Live Event Learning, Teaching Skills of the 21st Century, Multiple Intelligence in the Classroom, etc. What a joke! The only one making out on this deal is the teachers and they know it.

After 1999, however, the CBA contract won't allow in-service courses to be used for master's equivalency. At that time the gravy train will end. Keeping this in mind, the superintendent has reported that last month, more than 30 teachers have made requests to take courses. In their rush to beat the deadline, teachers are clamoring for approval of silly courses that will never be of any practical use in the classroom. And why not? It's perfectly legitimate. These contracts are negotiated with the goal of fattening the teachers' wallets, not improving education in the district. Last year alone those salary increases amounted to nearly \$200,000. Over the next five years, this figure will climb to a minimum of \$1-2 million dollars extra that is not in the budget.

Just imagine, you can get a hefty salary by getting a master's equivalency. Not a master's degree, but a master's equivalency. Would you have any faith in a doctor who doesn't have a medical degree but a medical equivalency? People cannot put any credence in a degree equivalency—it has no value. But these bogus courses are quite popular among teachers because it doesn't require a lot of effort to complete them.

We all know teaching is a very important job—there is probably nothing more important than preparing our children for the future. So, why then are teachers allowed to take light weight courses of study to improve their own skills? The time has come to stop this practice and demand more of our educators in their contracts. Too bad the taxpayers in the Crestwood District have to wait until 2002 to negotiate a new contract.

TOTAL P.01

2-13-98
We believe
this was
written by
a member of
the School
Board —

Sony

MOUNTAINTOP

A historic day in Mountaintop

On Feb. 11, 1858, a group met at the Old Fell Tavern, Wilkes-Barre. During this meeting, Gen. E.L. Dana suggesting the founding of a historical society. Soon after the Wyoming Historical and Geological Society was incorporated.

In 1882, Isaac Osterhout directed that space for the society be included in the Free Library that was established under his will. Construction of a separate building behind the South Franklin Street Library to house the collections of the historical society then began.



Mollie Wildes
Mountaintop
Grown

At the same time, by 1882, most of the Glen Summit land in Fairview Township, Mountaintop, had been acquired by the Lehigh Valley Railroad. They organized the Glen Summit Hotel and Land Co., which, in turn, sold lots for private homes to the influential, wealthy residents of the valley for \$1,000 apiece.

On Saturday, over 115 years later, 400 residents of the valley, Mountaintop and surrounding areas came together in leafy Glen Summit to enjoy the Historic House and Garden Tour sponsored by the Wyoming Historical and Geological Society.

The society's goal is to increase membership and raise funds for educational programs and building renovations.

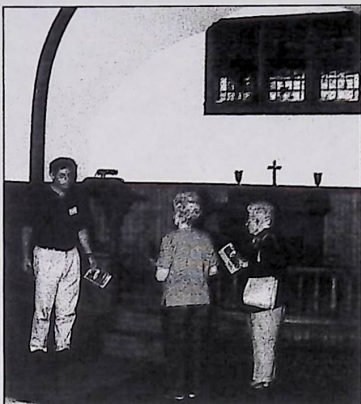
In exchange for purchasing a ticket, planners promised to deliver a glimpse into the past commingled with a touch of the present. Interesting architecture and lively discussion was thrown in, too.

Deliver, they did. In short, it was fun.

The featured private homes on display included those of Adrienne Boyer, Mr. and Mrs. Andrew Cornell, Dr. Scott Sauerwine, Mr. and Mrs. Joel Zitofsky, along with the former F.M. Kirby residence (now the Kirby Episcopal House) and the Glen Summit chapel and casino.

The tour was scheduled to run, rain or shine, from 10 a.m. to 4 p.m. but organizers were blessed with a gloriously sunny day and the forethought to provide continuous shuttle buses for visitors desiring transportation.

With much ground to cover,



I hopped aboard my cushy ride, reflecting on how my "coach" differed from those the 19th century residents used.

Benjamin Carpenter, in his 1939 "The History of Glen Summit Spring," wrote: "tally-ho" rides complete with buglers or a coach and four were then in vogue.

First stop: Greystone Terrace, built in 1914 by Fred Kirby, business tycoon, as his summer cottage.

The 26-room gray rubblestone-clad home was "designed in the Colonial Revival style," said architect and historian Larry Newman.

"It is both proper and playful, the architectural equivalent of a gentleman in a seersucker suit."

Resident manager Sara Fogg has been directing activities at the Kirby Episcopal House for 112 years. We inhaled while sitting in the formal, English-style gardens beside the fountain.

Around us, more than 250 guests made their way to the buffet, a luncheon catered by the Westmoreland Club, Wilkes-Barre, which evoked thoughts of Great Gatsby-era garden parties, croquet and other idle frivolities.

We talked about the gardens: the cutting garden established by Mrs. Jesse Kirby, the kitchen garden promising tomatoes, peppers, beans and peas and of the resplendent Japanese garden.

The house, constructed in 1924, was tended to by garden-

ers the Kirbys brought in from Japan. It is believed they spent \$1 million on this undertaking, which included everything from Torii gates to tea houses in the design.

When complimented on the home and garden, Sara credits her house staff — Diane Hopewell, Marie Heckman and grounds crew Butch Johnson and John Lenahan — all of Mountaintop, for their input.

While most of the Kirby home furnishings remain original to the house and the home's interior painstakingly preserved by their family, the history of Joel and Romie Zitofsky's home required a different renovating approach.

Stony Croft was built in 1887, the oldest house on the tour. In 1996, this three-story shingle-style Victorian was devastated by fires which destroyed most of the interior.

When the Zitofskys purchased the damaged home, they set out to renew the landmark while maintaining its Victorian exterior.

The new floor plan is relatively open, white and clean. A few surviving pieces of trim, such as the fire-blackened newel post serve as memories of the original interior. This beautiful restoration is a credit to their interests and design talents.

Adrienne Boyer, proprietor of a floor store in Shavertown, has occupied her 105-year-old historic home since 1983.

This shingle-style cottage is graced throughout by an elec-



For The Greater Wilkes-Barre Leader/DAVE SCHERRENO

▲ Douglas Lynch, a faculty member at Wilkes University, walks the grounds of the Kirby Estate at Glen Summit.

▲ Larry Newman, left, a volunteer tour guide, gives some background about the Glen Summit Chapel to visitors Ann Kano and Joan Diana. The Wyoming Historical and Geological Society hosted a tour of the Glen Summit cottages on Saturday.

tric display of furnishings and artwork reflecting Boyer's extensive travels in Europe.

Adrienne's meticulously manicured landscaping is the handiwork of Glen Summit Co. caretaker, Edward Wildes, of Mountaintop, whose property management company maintains many private Glen Summit residences, including three of the four homes on the tour.

The fourth home is a beautiful residence known as Sequoia Cabin, owned by Andrew and Molly Cornell.

Built in 1931, it provides quite a contrast to the Victorian style homes of Glen Summit's earlier era.

This home boasts extraordinary interior woodwork or redwood boards and batten planks. Noteworthy features include a soaring entrance hall and billiard room dominated by a stone fireplace and bold cross beams. The Cornells' comfortable furnishings and modern kitchen accommodate their active family.

The final house on display is touted as a "Victorian masterpiece" by the society. Built in 1898 in the craftsman-style, it was once owned by Allen Kirby, son of F.M. Kirby and is now the residence of Dr. Scott Sauerwine.

Scott graciously greeted me in the large tongue-and-groove-paneled entry hall and guided my tour. One need not be an architectural buff to appreciate its splendor.

A stunning open stair hall featuring a two-story art glass

window is framed by a U-shaped stairway with spindle work balusters. Five fireplaces, leaded glass panes and wide wrap-around porches are but a few distinctive characteristics.

Scott's one concession to his home's restoration is the recently redone modern arts and crafts style kitchen. True to form, the new cherry cabinets and added accents were inspired by the casework in the original pantry.

Tish Last, director of development for the society, expressed her enjoyment at meeting people throughout the day who were interested in the area and historic preservation topics.

The well-organized tour taught me about times past in an interesting way while demonstrating the value of saving historic structures.

For those who love our history and heritage, visit the society's museum, Blahop Memorial Library and Sweetland Homestead and cross the bridge from the cusp of the 21st century back to the 19th century.

Mollie Wildes, a resident of Wright Township, was born in Fairview Township and has lived in the Mountaintop area all her life.

She will write about Mountaintop people, events and trends in her weekly column.

If you have a story idea, comment or suggestion for Mollie, you can leave a message with Renita Fennick at 829-7246 or send e-mail to: renita@leader.net

Wilkes University News

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Wilkes University Approved for Unique Master's Degree/Certification Program

Wilkes-Barre -- Wilkes University was recently granted final approval by the State Board of Education for an innovative, master's program in which the candidates apply leadership knowledge and skills in real school settings.

The graduate program respects the professional experience of educators while fostering research applications to solve local school challenges. When completed, the program awards both a master of science degree in educational leadership and a Pennsylvania Elementary or Secondary Principalship Certification.

Based on nationally recognized competency standards, the program requires the students to complete traditional classroom assignments as well as an applied research project which helps link academic excellence with field practices. Degree candidates must design, implement, evaluate and present professional projects related to their work at their schools.

-MORE-

1st Add: Wilkes University Approved for Unique Master's Degree/Certification Program

"Wilkes is among the first institutions in Pennsylvania to be able to prepare educational leaders for 21st century schools through a competency-based, degree program like this," said Dr. Douglas Lynch, chair of the Wilkes education department.

To qualify, candidates must interview with the Admission Committee and complete the first semester of the Educational Leadership Seminar. At least two years of full-time teaching experience and Instructional 1 Teaching Certification are needed for principalship certification. Special admission by the Admission Committee is required for candidates with an undergraduate degree or experience in areas other than education.

Individuals interested in applying for the 36-credit degree program must: apply for graduate admission at Wilkes, submit official transcripts from all colleges/universities attended, provide a letter of recommendation from an immediate supervisor, principal or superintendent, provide graduate record examination scores and interview with the Educational Leadership Admissions Committee.

For more information, contact Dr. Lynch at (717) 408-4680.

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College courses taught right in Mifflin County

Lewistown — Five graduate courses for teachers will be taught in Mifflin County this summer through Performance Learning Systems and Wilkes University.

Lauren H. Grego of Lewistown, an instructor for Performance Learning Systems, said the courses earn three graduate credits each from Wilkes University Masters Degree program available locally or toward permanent certification within the state of Pennsylvania.

"Meaningful Activities to Generate Interesting Classrooms" will be taught by Grego from 8 a.m. to 5 p.m. on June 24-26 and 29-30.

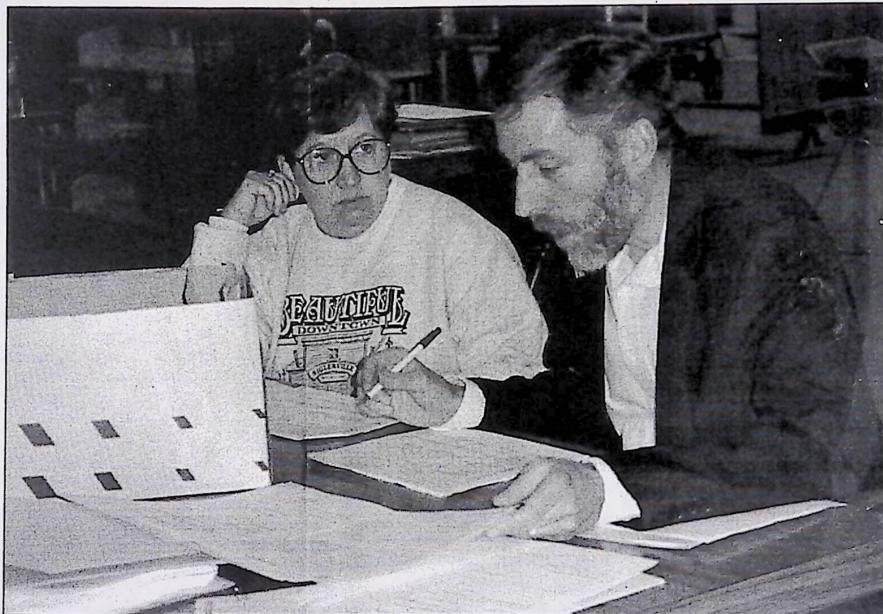
"Purposeful Learning through Multiple Intelligences" will be taught by Grego from 8 a.m. to 5 p.m. on July 6-7 and 13-15.

To register for these two courses teachers should call Performance Learning Systems at 1-800-862-7263.

Wilkes College course "Meeting the Needs of All Students" will be taught by Mamie Carlson from 8 a.m. to 5 p.m. on June 15-19. The course will be offered again on August 3-7.

Wilkes College course "Psychological Foundations" will be taught by Dr. Shirley Woika from 8 a.m. to noon on June 11-12, 15-19 and 22-23.

All courses will be taught at Lewistown Area High School.



Dr. Douglas Lynch, who chairs the education department at Wilkes University wraps up the recent course he taught in Lewistown, "Tests and Measures," with one of his students, Sylvia Crawford of Siglerville, a third-grade teacher at Highland Park Elementary School. Lynch was instrumental in the start of this off-campus master's program in Lewistown — the first in Pennsylvania through Wilkes University. Teachers can register for Wilkes University's Lewistown courses by calling 1-800-WILKESU, ext. 4461. Teachers may also receive additional information by calling Grego at 242-2546.

Wilkes University News

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DR. DOUG LYNCH NAMED TO STATE COMMITTEE

WILKES-BARRE- Dr. Douglas Lynch of Kingston has been selected as a member of the Pennsylvania Portfolio Assessment Committee. Serving on this committee is an honor earned by individuals who serve children, families, teachers/educators, families, and communities in Pennsylvania.

Committee members must have demonstrated leadership qualities and support the development of portfolios in the classroom to benefit students, parents, and other stakeholders. Lynch has been part of the Wilkes community since June of 1991 and is currently chairman of the Education Department at Wilkes.

SUNDAY DISPATCH

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Wilkes University Hosts Teacher Recognition Luncheon



Wilkes University Teacher Expansion Program recently hosted a Teacher Recognition Luncheon in honor of local teachers. The Luncheon recognizes outstanding teacher driven programs from the public, parochial, and private schools in Luzerne and Wyoming Counties. Teachers were accompanied to the luncheon by school administrators.

Pictured from left in the First Row—Nancy Davis, Ed.D., Teacher Extension Program Director, Wilkes; Ellen Warren, Lower School Wyoming Seminary; Lois Ostrowski, Pittston Area High School; Jacqueline Lekstrom, Wyoming Valley Montessori School; Donna Harding, Roslund Elementary, Tunkhannock; Margaret Burke, Luzerne County Intermediate Unit; Geraldine Baran, Hazleton Career Center; Joan Rakowski, Dallas Middle School; and Douglas Lynch, Ph.D., Education Department, Chair.

Second Row—Charles Herring, Crestwood High School; Nancy Seleski, Regis Elementary School; Marianne Argenio, Luzerne County Intermediate Unit; Carole Burnside, United Hebrew Institute; Donald Vescio, Wilkes University; Warren Storosko, Luzerne County Intermediate Unit.

Third Row—Fiore Liem, GAR High School; Lorraine Rioski, GAR High School; Georgette Siedlecki, Hanover Memorial Elementary School; Anthony Vestyck, Wilkes-Barre Area Vocational School; and Joseph Cortese, Hazleton High School.

Fourth Row—John H. Hudak Jr., West Side Area Vocational School; Nicholas Anzelmi, Wyoming Area Secondary Center; Ronald Powlus, Northwest Area High School.

Hazleton Standard Speaker

SUNDAY
MAY 11 1997

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TEACHERS HONORED — Wilkes University Teacher Extension Program recently hosted a luncheon honoring local teachers and recognizing teacher-driven programs from the public, parochial and private schools in Luzerne and Wyoming counties. Among those present were, from left: first row, Nancy Davis, teacher extension program director, Wilkes; Ellen Warren, Lower School Wyoming Seminary; Lois Ostrowski, Pittston Area High School; Jacqueline Lekstrom, Wyoming Valley Montessori School; Donna Harding, Roslund Elementary, Tunkhannock; Margaret Burke, Luzerne County Intermediate Unit; Geraldine Baran, Hazleton Area Career Center; Joan Rakowski, Dallas Middle School, and Douglas Lynch, Wilkes education department chair; second row, Charles Hering, Crestwood High School; Nancy Seleski, Regis Elementary School; Marianne Argenio, Luzerne County Intermediate Unit; Carole Burnside, United Hebrew Institute; Donald Vescio, Wilkes University, and Warren Storosko, Luzerne County Intermediate Unit; third row, Fiore Liem and Lorraine Riofski, GAR High School; Georgette Siedlecki, Hanover Memorial Elementary School; Anthony Vestyck, Wilkes-Barre Area Vocational School, and Joseph Cortese, Hazleton Area High School; fourth row, John H. Hudak Jr., West Side Area Vocational School; Nicholas Anzemi, Wyoming Area Secondary Center, and Ronald Powlus, Northwest Area High School.

Parents air safety issue at session of W-B school board

By SUE McCARTY
Citizens' Voice Staff Writer

Student safety and school bus policies came under discussion at the Tuesday meeting of the Wilkes-Barre Area School Board.

During a bid to stop the planned transfer of fifth grade Bear Creek Elementary School students to the new Leo E. Solomon Education Complex Plains Memorial K - 8 School, Bear Creek parents raised concerns about the possible safety hazards regarding missed stops and bus delays.

Approximately a dozen parents attended the meeting in the hopes of keeping the fifth grade students at the Bear Creek facility.

According to Denise Rogan, the mother of three Bear Creek Elementary students, keeping the fifth grade students should be a decision made on the availability

of space. She said the Bear Creek school will have three empty classrooms following the transfer of the sixth grade, more than enough room for the two fifth grade classes and a computer room.

"Why add to the cost of busing students to Plains when space exists at the Bear Creek school for the fifth grade," Rogan asked.

The potential problem of having to rely on fourth graders as student monitors if the fifth grade is moved was another concern.

In response to a questionnaire circulated in the Bear Creek Elementary School, the parents of 86 students agreed that nine year olds were incapable of handling the responsibilities of being student monitors.

"The parents won't allow their fourth graders to handle that responsibility in the first place,"

Rogan said.

She pointed out the benefits of peer leadership in having older students serve as monitors for the younger children.

Lynn Getz, the mother of two students, suggested keeping the Bear Creek facility as a middle school, which would eliminate the need to transport younger students to the Plains school.

"The growing concern of parents is traveling on Route 115. It doesn't have to be snowing for that road to be dangerous," she said, citing instances of black ice and foggy conditions.

Patty Rother, the mother of two students, said the younger children rely on the fifth and sixth graders.

"They view them with trust... they look up to them," she said, also stressing that security and safety is foremost with the parents. "Taking the fifth and sixth grades jeopardizes the safety of the younger students," she said.

Heather Moyer, the mother of two students, cited two times when her son had to be walked back to her driveway by an older student, once because of a minor school bus accident, and once because the driver missed the stop.

"When he missed his stop he got very upset and started crying. The sixth grade monitors comforted and calmed him," she said. "A fourth grader doesn't have the maturity to do something like that. They could be just as upset, especially during an accident situation."

Rogan said an older child can handle the normal responsibilities of being a monitor. "Most fifth graders have the maturity to help the younger students and the bus driver," she said. "But in the case of a missed stop, having the bus driver get off the bus is as unac-

ceptable as having another child get off the bus."

"As parents, we're committed to making the transition to the new school as smooth as possible," she said, "but safety and transportation concerns are first and foremost."

Attorney Alice T.K. Corba called for an investigation into the school district's policy regarding missed stops and delays.

"It's never been the board's policy that a child on a bus is responsible to get another kid home," she said.

Corba proposed guidelines outlining the responsibilities of student monitors and bus drivers in the case of a missed stop or delay. Dr. Jeffrey T. Namey, Wilkes-Barre Area School Board superintendent, agreed to look into the matter, saying the policy should be that kids do not leave the bus, especially along a busy highway.

The board did not make a decision regarding the fifth grade Bear Creek students. Further discussion of the parent's proposal was agreed upon.

Dr. Douglas Lynch, representing Wilkes University, presented the school district with a donation of

70 software programs and videos for use in the elementary and secondary schools.

In other business, the board approved refunding 1996 school real estate taxes in the amount of \$766 to Frank and Linda Mullery of Wilkes-Barre due to a court approved assessment reduction.

Joseph Sebastian, a representative of Identikid of Northeastern Pennsylvania, asked for and was denied permission to distribute order forms and hold a child ID program in the district's schools.

According to Dr. Jeffrey Namey, Wilkes-Barre Area School Board superintendent, allowing private enterprises to operate within the schools for profit goes against school board policy. He suggested Sebastian breach the idea to the school PTA's.

Assistant School Board Solicitor Michael Tool suggested hiring a realtor in order to contest recent appraisals of tax-exempt properties within the school district.

A resolution was passed approving the contribution of \$57,887.50 by the Wilkes-Barre Area School District toward the 1997-98 proposed budget of the Luzerne Intermediate Unit

District rethinks moving students

■ The Wilkes-Barre Area School District will reconsider its decision to move some students from Bear Creek Elementary School.

By SANJAY BHATT
Times Leader Staff Writer

WILKES-BARRE — Bear Creek Elementary parent Heather Moyer says a sixth-grade bus monitor walked her son 100 feet along state Route 115 against high-speed traffic when a bus driver was forced to park beyond her stop.

Fourth-graders could be asked to shoulder the same responsibility if the board sticks by its decision to transport fifth- and sixth-graders from Bear Creek Township to the new school in Plains Township.

Also the fifth- and sixth-graders would be bused through dangerous weather conditions from Bear Creek to the new Leo Solomon Education Complex-Plains Memorial School.

"We have strong reservations about transporting students down such dangerous roads," said Denise Rogan, who spoke on behalf of about a dozen parents in attendance at Tuesday's Wilkes-Barre Area School Board meeting.

The \$21 million Solomon school, slated to open in September, will house students from kindergarten through eighth grade.

Board members John Yencha and Owen Costello supported retaining the fifth grade in Bear Creek Elementary. Board President Sally Jervis asked Superintendent Jeff Namey to re-evaluate the possibility of keeping fifth-graders at Bear Creek Elementary and to report back to the board.

Moyer's story persuaded board members to set new guidelines on the scope of bus monitors' responsibilities. Drivers are not allowed to leave the bus, under their company's contract with the district.

“We have strong reservations about transporting students down such dangerous roads.”

Denise Rogan
Spoke on parents' behalf

Rogan said she would feel comfortable with fifth-graders acting as bus monitors within certain limits. Seating students, keeping them orderly and helping the bus driver were all tasks selected fifth-graders could handle, she said.

In other business, the School Board:

- Learned about a change order to install a ramp, retaining wall, stairwell and railing at the rear entrance of the new school's gym. The board voted 6-1 to approve payment of an additional \$13,000. A construction manager gave the order to correct a grading-level error and keep the project on schedule, said Business Manager Ralph Scoda.

- Approved an additional \$70,365 to upgrade two industrial arts laboratories at the new school.

- Approved paying the district's share of the Luzerne Intermediate Unit's 1997-1998 proposed budget. The district will spend \$57,887 next year, \$1,158 less than this year.

- Voted to set June 11 as graduation day for the district.

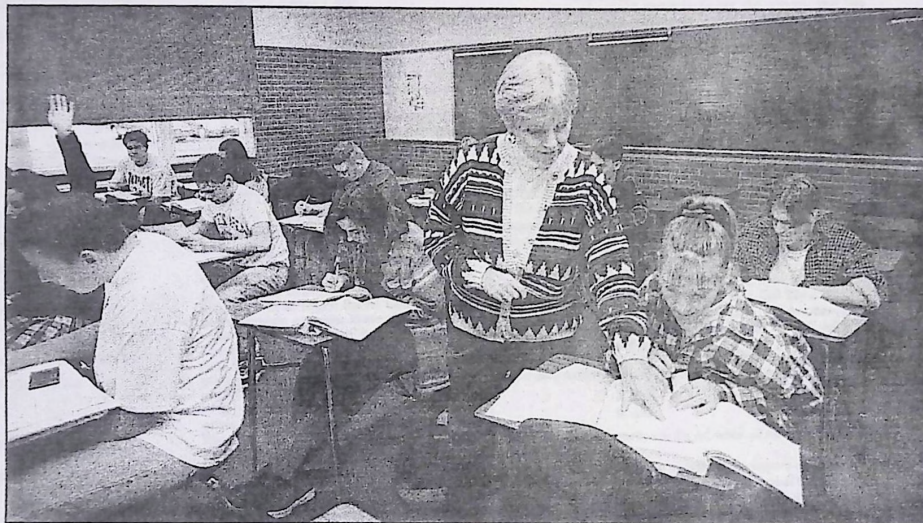
- Accepted a gift of 70 educational video and computer software programs from Douglas Lynch, chairman of Wilkes University's Education Department.

- Approved a new districtwide cheerleader policy to replace each high school's policy. High school advisers drafted the policy to replace the varsity and junior varsity cheerleading squads with a single cheerleading squad at each high school.

State tests
FLUNK
with educators

HAZ T.L. 11-24-96

Assessments rank schools without measuring what kids are learning, say critics.



TIMES LEADER/RICHARD SABATURA

Math teacher Jean Egan helps junior Brandt Morris, 16, work on algebra problem at Pittston Area Senior High School. Next spring,

11th-graders will use their math and reading skills for the state-mandated Pennsylvania System of School Assessment.

By **SANJAY BHATT**

Times Leader Staff Writer

"If all you do is
compare a school

When it comes to mediocre schools, Luzerne County's are not all that bad. That is what the Pennsylvania Sys-

schools scored the same as or above their counterparts, while 17 schools scored above the state average. In reading, 21 schools scored the same as or above their counterparts, while 13 scored above the state average.

Some districts, including Wilkes-Barre Area, al-

with similar poor schools, you tend to create a scenario of excuses. We're trying to provide information that encourages comparisons that ultimately promotes parents getting involved."

— Sean Duffy,
state education
department spokesman

How fifth grade
students fared

How students in
eighth and eleventh
grades fared

More sample test
questions

tem or School Assessment test results say — and that's what is wrong with the test, educators and critics agree.

The statewide test, in its second year, will soon be replaced because it does not really tell teachers and parents what their kids know. It does provide a ranking of schools' scores in math, reading and writing skills compared to the state average and schools in similar neighborhoods.

When students fare poorly, local officials can paint it in "a positive light," critics say, because their scores fall within an acceptable range determined by similar schools' scores.

Schools are grouped by whether they are urban, rural or suburban and by their percentage of low-income students.

For example, Nanticoke's reading score for 11th-graders seems acceptable when compared to similar schools, but is the worst in the county and 220 points below the state average of 1,300. Scores range from 1,000 to 1,600.

That is why Gov. Tom Ridge appointed a commission to study and recommend new standards that would set basic proficiency levels. Proponents say standards would allow parents and teachers to judge schools based on how much their children learn, rather than how well they do against similar schools.

"If all you do is compare a school with similar poor schools, you tend to create a scenario of excuses," says Sean Duffy, a state education department spokesman. "We're trying to provide information that encourages comparisons that ultimately promotes parents getting involved."

Duffy's point becomes clearer after a brief overview of Luzerne County's math and reading scores:

■ In math, 11th-graders in eight schools scored the same as or above 11th-graders in similar schools, while four schools scored below them. Compared to the statewide average, however, few were even close. Only four high schools — Crestwood, Hazleton Area, Lake-Lehighman and Wyoming Area — scored above the state average. Northwest Area School District did not release its scores.

■ In reading, 11th-graders in 11 schools scored the same as or above their counterparts, with one school below. But only six scored above the state average.

■ And the picture is worse for eighth-graders: While 12 schools scored the same as or above their counterparts in math and reading, only two schools scored above the state average in math and only four in reading.

■ But fifth-graders did well: In math, 22

ready conduct their own testing for basic proficiency in reading, spelling and other areas.

Superintendent Jeff Namey says the tests give the district a chance to tell parents what their kids are learning and to measure the quality of teaching.

While some support changes to the state's test, others say it won't remedy poor learning or low scores. "We have a tendency ... to test and test and test our students, but we don't tend to use the test results we have and spend the time to interpret them to improve instruction from one year to the next," says Douglas Lynch, chairman of the education department at Wilkes University.

More teacher in-service time should be devoted to interpreting state assessment scores and learning more about how to assess students' learning accurately, says Lynch, who teaches a graduate course in testing and measurements.

Namey agrees. "There's been a tendency on the part of school districts to get the scores, put the sheet in the student's folder and move on from there."

Part of the reason for this, Namey says, is that the state's educational objectives and district objectives are not always a perfect match.

For example, Wilkes-Barre Area's 11th-graders never performed well on the state math tests be-

■ See TEST, page 8C

SAMPLE QUESTIONS

This sample question for fifth-graders is from the reading portion and is designed to assess students' comprehension of directions or meaning. The sample document has two questions:

LOST AND FOUND

FOUND: Black dog, medium size, white spot around left eye, west side of town. Call 224-6587 between 3:00 p.m. and 9:00 p.m., or leave message. Will keep for two weeks. After Dec. 10, call the animal shelter.

What information is missing from the description of the dog?

- | | |
|----------|-------------|
| A. size | C. age |
| B. color | D. markings |

According to the information in the ad, which of the following situations will probably be true?

- E. A person calling at 1:30 p.m. will need to leave a message
F. The person who found the dog will always answer the phone
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H. The dog owner's telephone number is 224-6587.

(correct answers are C and E)

Test

(Continued from Page 1C)

cause the district's business education, vocational technical and general education students are not taught advanced math. Namey says he will recommend to the School Board in January that algebra and geometry be manda-

tory.

Still, Namey thinks the state tests are important. "It makes us take a very hard look at the curriculum, but over a period of time."

And with impending changes to the statewide assessment — the standards-based test could be given as early as 1998 — Namey and other area superintendents say they are concerned about losing the long view.

Namey's staff has only given

the test twice. He has asked teachers to teach concepts measured by the tests. "Anything we can do to familiarize students with the Pennsylvania assessment tests we're going to do."

Whether students should be taught according to the state's criteria is another issue, Namey says.

But for now any changes to the state's test could confuse efforts at improving the curriculum. "You have to look (at scores) over

a period of years and determine what the curriculum is doing and what it should be doing," Namey says. For example, how fifth-graders fare this year could be compared to their results three years from now as eighth-graders.

Grades 11, 8 and 5 take the math and reading sections, while grades 9 and 6 take the writing section. Writing scores were not compiled because only one-third of school districts are tested statewide.

READY TO READ?



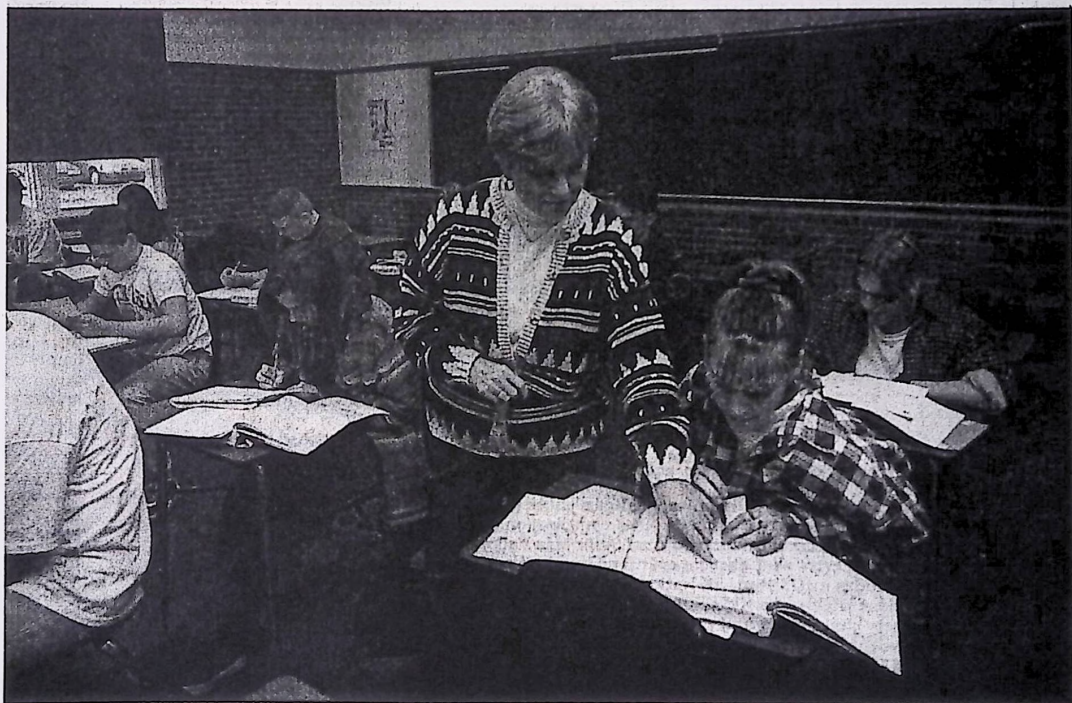
Several local education leaders appeared Thursday at Chester Street Elementary to begin a reading program throughout February. The program includes a book fair and celebrities reading children's favorite stories. People can sponsor children for every book they read, the proceeds of which will benefit Chester Street's library. Adam Define, top, a first-grader at Chester Street Elementary, listens to Wyoming Valley West Superintendent Andrew Marko read to his class. Above, Marko reads to Irene Nenni's first-grade class. At right, from left to right, Marko; Douglas Lynch, chairman of Wilkes University's education department; Charles Suppon, assistant superintendent; Larinda Kaufer, a member of the Parent-Teacher Organization; and Ivor Smith, principal.



TIMES LEADER PHOTOS/RICHARD SABATURA

State tests 'LUNK' educators

Assessments rank schools without measuring what kids are learning, say critics.



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Egan helps Junior Brandi Morris, 16, work on
Pittston Area Senior High School. Next spring,

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TL 11/24/96

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INSIDE

▼ How fifth grade students fared

— Page 8C

▼ How students in eighth and eleventh grades fared

— Page 9C

▼ More sample test questions

— Page 9C

That is what the Pennsylvania system of School Assessment test results say — and that's what is wrong with the test, educators and critics agree.

The statewide test, in its second year, will soon be replaced because it does not really tell teachers and parents what their kids know. It does provide a ranking of schools' scores in math, reading and writing skills compared to the state average and schools in similar neighborhoods.

When students fare poorly, local officials can point it in "a positive light," critics say, because their scores fall within an acceptable range determined by similar schools' scores.

Schools are grouped by whether they are urban, rural or suburban and by their percentage of low-income students.

For example, Nanticoke's reading score for 11th-graders seems acceptable when compared to similar schools, but is the worst in the county and 220 points below the state average of 1,800. Scores range from 1,000 to 1,800.

That is why Gov. Tom Ridge appointed a commission to study and recommend new standards that would set basic proficiency levels. Proponents say standards would allow parents and teachers to judge schools based on how much their children learn, rather than how well they do against similar schools.

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Duffy's point becomes clearer after a brief overview of Luzerne County's math and reading scores:

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score districts, including Wilkes-Barre Area, already conduct their own testing for basic proficiency in reading, spelling and other areas.

Superintendent Jeff Nanney says the tests give the district a chance to tell parents what their kids are learning and to measure the quality of teaching.

While some support changes to the state's test, others say it won't remedy poor learning or low scores. "We have a tendency ... to test and test and test our students, but we don't tend to use the test results we have and spend the time to interpret them to improve instruction from one year to the next," says Douglas Lynch, chairman of the education department at Wilkes University.

Math teacher in-service time should be devoted to interpreting state assessment scores and learning more about how to assess students' learning accurately, says Lynch, who teaches a graduate course in testing and measurements.

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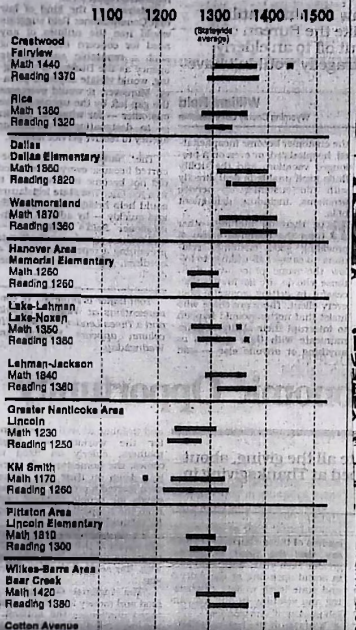
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(correct answers are C and E)

Test scores: How 5th-graders fared

Here are Luzerne County elementary school scores for fifth-graders in the statewide assessment for reading and math. Shown are the school's scores relative to those of similar schools (in shaded band). The statewide average for both reading and math was 1300. Similar schools are based on community type — rural, urban or suburban — and the percentage of low income students in the school. When making comparisons, differences of 50 points are not educationally significant.



Test

(Continued from Page 1C)
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Whether students should be taught according to the state's criteria is another issue, Nancy says. But for now any changes to the state's test could confuse efforts at improving the curriculum of school districts are tested statewide.

Still, Nancy thinks the state tests are important. "It makes us take a very hard look at the curriculum, but over a period of time."

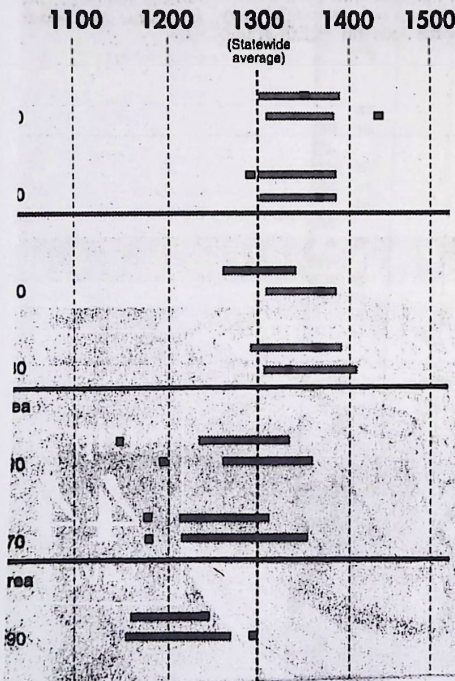
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Grades 11, 8 and 5 take the math and reading sections, while grades 9 and 6 take the writing section. Writing scores were not compiled because only one-third of school districts are tested statewide.

es: How 8th-, 11th-graders fared

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SAMPLE QUESTIONS

MATH: Grade 5

1. Kristi needed to buy school supplies. She had \$10.00 to spend. The prices of the supplies at her local store are shown in the table below. These prices include tax. She buys 6 pencils, 4 pens and 2 folders. What is the greatest number of notebooks she can buy with her remaining money?

PRICE LIST

Pencils	 2 for \$0.25
Pens	 2 for \$0.98
Folders	 \$0.69
Notebooks	 \$0.89

- A. 4 notebooks
B. 5 notebooks
C. 6 notebooks
D. 7 notebooks

(C is correct answer)

GRADE 8

2. An average of 5,000 people enter a certain shopping mall each day. If the shopping mall is open every day of the year, which of the following would be a reasonable estimate of how many people enter the shopping mall each year?

- A. 1,500,000 people
B. 2,000,000 people
C. 200,000 people
D. 9,000,000 people

(B is correct answer)

GRADE 11

In the figure below, the shaded region is a semicircle. Its diameter is the hypotenuse of the right triangle XBC. Which of the following is closest to the area of the shaded region?



- A. 50.28 sq in
B. 16.50 sq in
C. 25.13 sq in
D. 12.57 sq in

(D is correct answer)

Lake-Lehman
11th grade
Math 1340
Reading 1440

8th grade
Math 1260
Reading 1310

Greater Nanticoke Area
11th grade
Math 1000
Reading 1080

8th grade
Math 1220
Reading 1220

Pittston Area
11th grade
Math 1240
Reading 1280

8th grade
Math 1300
Reading 1300

Wilkes-Barre Area
11th grade
Coughlin
Math 1180
Reading 1220

GAR
Math 1110
Reading 1250

Meyers
Math 1240
Reading 1270

8th grade
GAR
Math 1230
Reading 1250

Meyers
Math 1290
Reading 1250

Plains
Math 1270
Reading 1210

Wyoming Area
11th grade
Math 1390
Reading 1460

8th grade
Math 1380
Reading 1440

W. Valley West
11th grade
Math 1240
Reading 1320

8th grade
Math 1190
Reading 1260

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Dallas High redesigning school day

■ *Teachers are skeptical of the plan for fall, but top administrators anticipate a host of benefits for the students.*

By MIKE RUBINKAM

Times Leader Staff Writer

DALLAS TWP. — This is not your father's high school:

An hour and 21 minutes worth of calculus. A 45-minute "flex" period in which students can get help with math, prepare for the SAT, write for the school newspaper or play basketball. Courses that last for a semester instead of a year.

It's called intensive scheduling, and the Dallas School District will be among the first school systems in Luzerne County to try it.

The idea, borrowed from higher education, is to allow students to explore subjects in greater depth while making course loads more manageable.

"In order to improve test scores and teach students in a way that is fashioned to the 21st century, we felt it was time to restructure our school," said Dallas High School Principal Frank Galicki.

Under the current system, students take seven 50-minute classes per day, with a 30-minute break for lunch. Courses last for the entire school year.

Beginning in the fall, students will take four 81-minute classes per day. Lunch is still 30 minutes, but the 45 minutes directly after lunch will be devoted to tutoring, enrichment classes, activi-

Intense schedule

What: Beginning in the fall, Dallas and Hazleton high schools will switch to a system of four 81-minute classes per day, a 45-minute "flex" period for tutoring and enrichment, and courses that last for one semester instead of the whole year.

Why: The idea is to allow students to explore subjects in greater depth while making course loads more manageable.

Benefits: Upper Dublin High School switched to intensive scheduling three years ago, and the principal says test scores have improved and attendance has risen while disciplinary problems have declined.

Drawbacks: Teachers usually are resistant to intensive scheduling at

first, says an education professor. The new system inevitably will have kinks that must be ironed out, the Dallas principal says.



School—

(Continued from Page 1A)

ties and special projects. Classes will last for a semester.

Dallas is the latest in a series of districts across the state that have implemented or are considering the new system. In Luzerne County, Hazleton Area High School plans to convert to intensive scheduling in the fall.

"It seems as if this is another trend that hit education. It started with a couple of districts over the last few years and it's really sort of caught on," said state

Department of Education spokesman Sean Duffy.

"More and more schools are looking at this as an option," said Douglas Lynch, chairman of the education department at Wilkes University. "The advantage is it allows concentrated study without interruptions and students tend to do better."

Upper Moreland High School in Montgomery County converted to intensive scheduling three years ago. Principal L. John DeLaurentis says his school has seen many improvements since the switch.

Grade point averages are up, and failing grades are down, ac-

cording to district figures. The percentage of students on the honor roll went from 41 percent to 53 percent. The average number of students disciplined per day declined from 14 to 7, partly because students spent less time in the hallways. Attendance climbed from 93.5 percent to 96.7 percent, in part because kids didn't want to miss class.

Students are taking eight subjects over the course of a year, four per semester, instead of seven that last the whole year. Teachers teach six classes, three per semester, instead of five that last a year. With the elimination of study halls and preparation pe-

riods the school's 65 faculty members spend an estimated 6,000 hours more per year teaching.

"Within the classroom setting there is something that takes place between teacher and students," said DeLaurentis. "It's really a settling in, an understanding. Students actually behave better sitting in that 86 minutes."

Although most teachers are happy with intensive scheduling, DeLaurentis said, he concedes that the plan was a tough sell three years ago. He said the teachers were "reluctant to change."

And so it is with the Dallas

teachers, who in an informal poll last October voted 32-2 to reject intensive scheduling. All but one teacher contacted for this story declined comment, and the teacher who did comment Monday afternoon was ambivalent. "If the concept is carried out well, it's worth it. If it's not carried out well, there's problems," said the teacher, who did not want to be identified.

"Realistically speaking, we've had some resistance on the teachers' part. Teachers are very traditional people," said Galicki, the Dallas principal.

As for the students, some like the idea of having fewer subjects

but dread the 81-minute class period.

"I'm really not looking forward to it. I can't even stay awake in class now," said Andy Ferko, 16 a junior. "I think it'll be easier but the class length itself will bury me."

Despite the initial resistance at Upper Moreland, DeLaurentis said his school could never go back to the old way.

"If we go back that means you want more kids to be absent from school. You want more discipline problems. You want poorer grades. I can't see giving up what we've been able to achieve."

Wilkes University News

Krista Gromalski
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University Relations
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CORRECTION TO PREVIOUS RELEASE

Wilkes University Hosts Mountain View School District

Wilkes-Barre -- Wilkes University recently hosted the Keystone Integrated Framework Project, a Project of the Pennsylvania Department of Education. The group, consisting of students from the Mountain View School District, toured the University's E.S. Farley Library and the Regional Computer Resource Center.

The Keystone Integrated Framework Project is a federally funded program which is the result of a competitive grant awarded to the Bureau of Curriculum and Academic Services through the U.S. Secretary's Fund for Innovation in Education. The Project has two purposes: to promote an integrated, multi-disciplinary curriculum framework to be used by Pennsylvania schools in the development of K-12 curriculum standards to meet both state and national goals and to impact on the reform of teacher preparation programs.

-MORE-

1ST ADD - Wilkes University Hosts Mountain View School District

Wilkes University and the Mountain View School District, along with ten other sites made up of a school or district and an institution of higher education, were selected to serve as pilot sites for the 1995-1996 school year.

Representatives from Wilkes University involved in the project include Dr. Nancy Davis, director of teacher extension programs; Dr Douglas Lynch, chairperson of the Education Department; and Dr. Richard Brown, assistant professor of Music. Mountain View High School teachers involved include Darin Bain, George Barbolisk, Christopher Lake, Madonna Munley, and Peter Regiski.

The Keystone Integrated Framework Project and its resulting print and media documents are expected to provide the vision and direction for an innovative approach to the integration of content standards to meet the needs of all children in Pennsylvania. They will also serve as a plan for teacher preparation and staff development to assist teachers in implementation of content standards and integrated curriculum.

WILKES NAMES ASSOCIATE PROFESSORS: Wilkes University recently announced the following promotions to associate professor: Robert C. Tuttle, Kingston; Patricia B. Heaman, White Haven; Ann Marie Kolanowski, Kingston; Lawrence T. Kuhar, Old Forge; Linda M. Paul, Wilkes-Barre; Michael A. Steele, Wilkes-Barre; Terese M. Wignot, Jim Thorpe. Louise M. Bernard, Conyngham, and J. Michael Case, Trucksville, received promotions to professor. All of the previous also received tenure. Douglas J. Lynch, Kingston, and Dale Bruns, Dallas, received tenure. John G. Reese, Kingston, and Roland C. Schmidt, Plains, received professor emeritus status.

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WEST SIDE WEEKLY

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West Siders receive honors at Wilkes University

P225FF

Several West Side residents recently received tenure, promotions or were honored with emeritus status at Wilkes University.

In the School of Business, Society and Public Policy, Dr. Robert C. Tuttle, Kingston, received tenure and was promoted from assistant professor to associate professor of sociology.

In the School of Liberal Arts and Human Sciences tenure and promotions went to: Dr. Ann Marie Kolanowski, Kingston, promoted from associate professor to professor of nursing; Dr. Douglas J. Lynch, Kingston, associate professor of education, received tenure.

Receiving professor emeritus status was John G. Reese, of Kingston, professor of physical education and wrestling coach.

Parents flunk school for promoting son

By MARK GUYDISH
Times Leader-Hazleton Bureau

HAZLETON — David Tripp Jr.'s final fourth-grade report card shows five Fs and a D-minus, all in major subjects. But school officials said it is in his best interest to move to fifth grade — despite a protest by his parents.

The 10-year-old boy failed math. He failed reading. He failed spelling, English and science. He got a D-minus in his favorite subject, social studies.

Yet the back of his report card says "Assignment for 1995-1996 School Year: Grade 5, room 209." Tripp's parents said it makes no sense, and they want their child held back.

They have called school district Superintendent Geraldine Shepperson. They have talked

with Eugene Gallagher, their son's principal at Heights Terrace Elementary. Meetings have been promised but not yet arranged.

"I feel like I've been getting a runaround," Kimberly Tripp, David Jr.'s mother, said. "But I don't want anything to be arranged, but it involves other people, including counselors who have been evaluating the boy and who do not work for the school district. She said she could not comment on the specifics of the case until she meets with the parents and Gallagher."

The superintendent did say that, generally, parents have the right to insist their children be held back, though the trend in the district has been to not make students repeat a grade. "If a parent demands that a child be retained he will be retained."

The Tripps said they were never told that. They said they don't believe they should have to speak with school officials when their son's grades tell the story of his lack of progress. They also want to know why their son's retention was promoted if the district now says they have the final say.

"I'm a little confused with their logic in pushing kids through school," Kimberly Tripp said. Both Kimberly, 26, and her husband David Sr., 30, wonder how their son could cope with fifth-grade material without mastering lessons in the fourth grade.

Principal Gallagher said the answer lies with individualized education. He said studies show his personal experience and that holding students back a

■ See GRADES, Page 14A



David Tripp Sr. and wife, Kimberly, want their son, David Jr., to be held back by the Hazleton Area School District because of poor grades. School officials say it's in his best interest to move ahead.

TIMES LEADER/PETE G. WILCOX

Grades

(Continued from Page 1A)
grade rarely works. "What we're looking at here is to individualize a program and to establish goals that are realistic for this kid."

Douglas Lynch, chairman of the Department of Education at Wilkes University, Wilkes-Barre, supports Gallagher's opinion. He said children often improve their scholastic performance when different teaching strategies are tried. "Research shows that children who are retained a grade are rarely successful."

Kimberly Tripp said none of this has been explained to her. "They haven't told me anything about fifth grade. I'm afraid if they persuade me into letting my son go into the fifth grade I'll be up the school an awful lot, like the past two years," she said.

David Jr. is not a special education student, or learning disabled, his parents said. He attended first grade at Heights Terrace, with poor but passing grades. In second grade his performance dropped and he was enrolled in the Resource Room, a special education program that Gallagher said provides more personal attention to students. The boy's parents and Gallagher said David Jr. improved in that program.

Gallagher said he pulled David Jr. out of the special program at the end of the year because he felt the boy was ready to reintegrate with the regular students. But the Tripps moved and their son enrolled at Arthur Street school, and Gallagher had no more control over David Jr.'s education.

David Jr.'s grades got worse again, and he was caught stealing several times, his mother said. When the Tripps moved to their home on West Chapel Street, David Jr. re-enrolled at Heights Terrace for the last quarter of 1994-95. His mom said the stealing stopped, but his grades didn't improve.

"For emotionally disturbed kids, serious, at-risk kids, kids with poor family support, retention is just another nail in the coffin."

Eugene Gallagher
Principal at Heights Terrace Elementary

Kimberly Tripp said she fears pushing her son through school despite his failures will only compound his problems. She envisions her son reaching junior high school unable to comprehend anything and losing all interest in school, even dropping out.

But Gallagher said holding students back, without changing the way they are being taught, often solves nothing. "You can hold people back until they are bent over with age and have a gray beard, and they're not going to learn the material."

Gallagher said the Tripps' son needs to undergo more tests to determine what the schools should do for him. He said the parents might have been premature in going public about their son's promotion because their complaint had not gone through proper school channels.

The Tripps said they contacted The Times Leader to complain because they view the issue in black-and-white terms: their child flunked and should be retaught fourth grade.

Gallagher disagreed. He said, "For emotionally disturbed kids, serious, at-risk kids, kids with poor family support, retention is just another nail in the coffin. A lot of strategy is involved in helping those kids succeed."

■ The days of holding students back are over, says Hazleton Area School District, but traditionalist mom and dad think F-student boy should repeat grade.

Schools & Colleges

CV 3/5/95

Wilkes hosting Japanese students from Tamagawa University



Department of Education providing American culture and experience to visitors

For the fourth consecutive year, the Wilkes University department of Education is hosting 15 students from Tamagawa University, Japan. The students are education majors who travel to Wilkes-Barre and visit public and private schools, attend classes and seminars at Wilkes University and experience American education and culture.

Some of the schools they will visit include Wyoming Seminary Lower School, Martin L. Murray Elementary School, Montessori Elementary School and Lake Neshan Elementary School.

The Tamagawa students are staying with Wilkes students in residence halls for the two-week visit. They also are assigned to host families from Wyoming Valley who will spend a few evenings with them for traditional American activities. On weekends, the students will go the New York City and Philadelphia.

Tamagawa University, in Tokyo, a private school, kindergarten/university level, was founded in 1929 by the Obara family.

First row, from left: Reiko Saito, Takako Furugoun, Mariko Kyogoku, Junko Iiyama, Kiyomi Takayama and Yoshie Aizawa; second row: Dr. Robert S. Heaman, dean of the school of liberal arts and human sciences, Dr. Nancy Davis, director, teacher extension program, Michiya Fujikashi, Yoshio Imao, chaperones; Mio Oh; Rina Kikuchi; Dr. Christopher Breiseth, president, Wilkes University; Dr. Douglas Lynch, chairperson, Department of Education, and Dr. Diane Polachek, associate professor of education; third row: Masayo Hayakawa, Noriko Tsuzuki, Hiroko Kemura, Yoshie Kanaoka, Naoko Miura, Tomoko Noguchi and Hiromi Ozawa.

CV 3/3/95



Montessori and Wilkes to co-sponsor Open House

Wilkes University Education Department will co-sponsor an informational Open House at the Wyoming Valley Montessori School, 851 W. Market St., Kingston, from 9:30 to 11 a.m. Friday, March 3.

Parents, grandparents and community leaders with an interest in pre-school and elementary education are encouraged to attend. Faculty and staff from both the Montessori School and Wilkes will be

available to answer questions about the school and its educational philosophy. Classroom observations and tours will follow a brief presentation.

From the left are Casey Husted, Dr. Douglas Lynch, chairman, Wilkes Department of Education; Jamie Spengler, Wilkes student; Nora Menedict and Dr. Mary Brown, professor, Early Childhood Education, Wilkes.

Wilkes University News

Christine Liberaski
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Wilkes University Hosts Students from Tamagawa University, Japan

Wilkes-Barre--For the fourth consecutive year, the Wilkes University department of education is hosting 15 students from Tamagawa University, Japan.

The students are education majors who travel to Wilkes-Barre and visit public and private schools, attend classes and seminars at Wilkes University, and experience American education and culture. Some of the schools they will visit include, Wyoming Seminary Lower School, Martin L. Murray Elementary School, Montessori Elementary School and Lake Noxen Elementary School.

The Tamagawa students are staying with Wilkes University students in residence halls for the two-week stay. They are also assigned to host families from the Wyoming Valley community who will spend a few evenings with the students to show them some traditional American activities. On the weekends, the students will go the New York City and Philadelphia.

-MORE-

1ST ADD--WILKES UNIVERSITY HOSTS TAMAGAWA UNIVERSITY

Wilkes-Barre Mayor Lee Namey named the Japanese students honorary citizens of Wilkes-Barre in honor of their visit. During a recent welcome breakfast, Dr. Robert Heaman, dean of the School of Liberal Arts and Human Sciences, awarded the certificates to the students.

Another event scheduled for the Tamagawa students include "Japan Night" on Monday, February 27, at 7 pm, in Rumours, located in the lower level of the Arnaud C. Marts Sports and Conference Center, 274 S. Franklin Street. Tamagawa students and the community will participate in traditional Japanese games, foods and activities. The public is encouraged to attend.

The exchange program with Tamagawa University was established in 1991 when 20 Tamagawa students and 2 faculty members visited Wilkes. The exchange program brings educators together to study educational systems of different cultures.

Tamagawa University, located in Tokyo Japan, is a private school for kindergarten through university level students. It was founded in 1929 by the Obara family.

PHOTO: First row, sitting from left to right, Reiko Saito; Takako Furugouri; Mariko Kyogoku; Junko Hiyaama; Kiyomi Takayama and Yoshie Aizawa.

Second row, standing from left to right, Dr. Robert S. Heaman, dean of the School of Liberal Arts and Human Sciences; Dr. Nancy Davis, director, Teacher Extension Program; Michiya Fujikashi, chaperone; Yoshio Imao, chaperone; Mio Ohi, Rina Kikuchi; Dr. Christopher N. Breiseth, president, Wilkes University; Dr.

-MORE-

1ST ADD--WILKES UNIVERSITY HOSTS TAMAGAWA UNIVERSITY

Douglas Lynch, chairperson, Department of Education and Dr. Diane Polachek, associate professor of education.

Third row, standing from left to right, Masayo Hayakawa; Noriko Tsuzuki; Hiroko Komiya, Yoshie Kanaoka; Naoko Miura; Tomoko Noguchi; and Hiromi Ozawa.

MUTUAL
PRESS CLIPPING SERVICE

OCT 25, 1994

NEW AGE-EXAMINER
TUNKHANNOCK, PA

WKLY - 5,713

Workshop features local educators



MEMBERS OF the coordinating team for Project Learn included, from left to right, William Sierafalis, King's College; Dr. Nancy I. Davis, Wilkes University; Frank Malikes, Bishop Hoban; Dr. Douglas Lynch, Wilkes; and Frank Valvano, Tunkhannock Area.

BY LYNNE SLACK SHEDLOCK

For years, youngsters in Pennsylvania schools have been the recipients of "garbage can education," defined by a Tunkhannock Area School District administrator as "throwing facts in and not caring what (students) do about them."

"We all assume that from the facts, they're all going to know all of a sudden how to use them," said Frank Valvano, assistant superintendent at Tunkhannock Area. "Like a diploma is a magic carpet."

The new state regulations that urge districts to experiment with outcome-based education (OBE) seek to change that.

Students will now be required to demonstrate how to use those facts before they can graduate and move into the job market.

To me," Valvano said, "that is what OBE is all about."

Valvano was one of three presenters at a workshop on the new Chapter 5 regulations Friday at Wilkes University as part of Project Learn, a day of education seminars for teachers and administrators.

The workshop sought to dispel misconceptions about the regulations, which have been portrayed negatively in the media.

Under Chapter 5, districts will have to revise their curricula so that students will learn the 53 "outcomes" that are mandated by the state.

Outcomes are basically skills and abilities that fall under one of nine broad categories such as communications, mathematics and science.

(See "workshop" on page 11)

workshop

(Continued from Page 1)

A

Schools must determine whether those outcomes have been learned through assessment tools such as portfolios and other measures of performance which include, but are not limited to, pencil-and-paper tests.

Students will also have to complete a graduation project and verify at some point prior to graduation that they have the ability to converse in one language other than English. That basically translates to two years of a foreign language.

Districts are invited, but not required, to eliminate grade levels, create their own outcomes, eliminate clock hours and vary the length of courses.

"You can see where performance-based education is wrapped all through Chapter 5, but it never mentions OBE," said Ray Bernardi, director of curriculum and instruction at Wyoming Area School District.

The workshop presenters em-

phasized that a number of districts are already doing many of the things required under Chapter 5 to various degrees.

For example, Bernardi said, elementary teachers frequently use cooperative learning and techniques other than simple lectures.

"We have to bring that to the secondary level," he said.

Certain districts are experimenting with the length of periods. Rather than eight 42-minute periods a day, they are using four 90-minute periods, similar to a college semester. That way, students are concentrating on only two or three subjects as opposed to five or six.

Events like science fairs and history days where students must complete large projects are similar to the graduate project requirement. They just need to be expanded.

Many students already take two years of a foreign language. The state

is simply saying that all students must complete those two years.

The requirement can be done as early as elementary school, which workshop participant Dave Renoll, a Tunkhannock Area German teacher, said is actually the best time to learn a foreign language.

The key to the new regulations is that teachers must ensure that every student is given every opportunity to work to his or her highest ability.

"All" is the operative word," Bernardi said. "It's throughout Chapter 5."

Jeris Baranowski, a lead teacher at Lake-Lehman School District trained in OBE, noted that the new regulations were developed after businesses complained that students were not graduating with basic skills such as the ability to work together and reach a consensus.

"Our children are falling behind in the work place," she said.

Teachers will have to ensure that all children are able to learn the material by presenting it in different ways. That may take additional time.

"Now, when you learn is more important than whether you learn," she said. "OBE says whether students learn is more important than when they learn it. If the students are preassessed and ready, then you give the test or the assessment. Not because the chapter is over. Not because it's Friday."

This system lends itself to the elimination of grades and the movement towards grouping in general levels, such as primary and intermediate, since all students learn at different rates in different subjects.

But Baranowski cautioned against such drastic alterations in spite of the advantages.

"Change has to be very slow to be successful," she said.

Project LEARN means quality education

■ *Teachers sharing their expertise and experience enhances learning opportunities for students.*

By ROBERT J. HEAMAN

The history of Project LEARN is the history of unparalleled cooperation among educators and community leaders in the Wyoming Valley and beyond. Project LEARN, standing for Local Education Action Resource Network, began with the collaboration



Robert J. Heaman

among the presidents of the local colleges and universities, who met on a regular basis to explore their responsibilities as educational leaders in the community.

Realizing they could not address the issues surrounding education fully without working with area superintendents, they formed a partnership among the five area presidents, their 15 superintendent colleagues, the superintendent of the Diocese of Scranton, and the heads of the local private schools and vocational-technical schools. This partnership became the Education Leadership Council (ELC).

The first tangible collaboration among this group was to create the Wyoming Valley Faculty Partnership, a team made up of faculty representatives

“They felt the need to bring all teachers together to share what each had to offer.”

from each of the member institutions of the ELC. The Faculty Partnership focused on the discipline of writing and, working with the Northeastern Pennsylvania Writing Council, raised funds to establish this area as a site for The National Writing Project.

The Writing Project brought college and public school teachers together each summer since its inception in 1986 for month-long workshops to improve their skills as teachers of writing across the curriculum.

After the success of this project, the ELC unanimously agreed that this effort could not be taken on one discipline at a time. They felt the need to bring all teachers together to share what each had to offer the other to improve learning opportunities for our students. They charged the Wyoming Valley Faculty Partnership to come up with an approach to bring educators, kindergarten through university, together to explore ways for this to happen. Thus, Project LEARN was born after many meetings.

We identified a common in-service day for the many districts in the Wyoming Valley and scheduled the college calendars so that the two colleges in

downtown Wilkes-Barre would be available for one massive education conference.

It was clear that the experts who should share new approaches to learning were the teachers themselves. Asked to present singly or in teams those approaches to education that seem most promising as we look toward the 21st century, we finally had more than 400 teachers come forth as presenters for Project LEARN I, Feb. 15, 1991.

The fundamental accomplishment was to affirm that we have a single educational system made up of diverse institutions meeting a great range of needs of students, and that we need to look at this system in terms of the needs of the students and the larger economy.

After the overwhelming success of Project LEARN I, the coordinating team organized Project LEARN II, extending the partnership beyond educators to include business, industry, and community service organizations. The 4,000-plus educators met again on Oct. 12, 1992, to address the theme of “Building Educational Communities: Uniting Force for the Next Journey.”

Project LEARN III will be held on the campuses of Wilkes University and King's College Friday. This conference will once again benefit student learning through Wyoming Valley educators sharing their wide range of knowledge.

Dr. Robert J. Heaman is dean of the school of liberal arts and human sciences at Wilkes University.

Teachers continue their education sharing methods at workshop

■ **Project LEARN**
conference draws about
3,500 teachers to its
200 diversified workshops.

By **MONTANETTE C. ROCKER**

Times Leader Staff Writer

WILKES-BARRE — The streets and sidewalks were particularly crowded Friday as teachers from the Wyoming Valley rushed back and forth to attend workshops at twenty colleges.

About 3,500 teachers and ad-

ministrators attended the third biennial Project LEARN conference held at King's College and Wilkes University to share information with colleagues and talk about trends in education.

"We find a real validation in what we're doing," said Nancy Davis, Project LEARN coordinator at Wilkes University. "These teachers are so hungry to talk to other teachers."

Martha Barchik, a teacher at Northwest Area High School in Union Township, said the conference enabled her to learn what

techniques her colleagues use and meet potential classroom speakers.

"We get alienated within our districts," she said. "It's bringing us together."

Keynote speaker Harry K. Wong told teachers how to be effective classroom managers. He said they should learn to teach procedures that would allow students to learn a pattern that would inevitably become routine.

About 200 workshops offered information as varied as dominating racism in the classroom to

"We get alienated within our districts. It's bringing us together."

Martha Barchik
Northwest Area teacher

using Alfred Hitchcock films to teach introductory philosophy. Workshops also offered demonstration, including elementary

students from the Wyoming Valley Montessori School participating in a simulated work environment.

The Montessori method was devised in 1907 by Maria Montessori, whose basic philosophy of education was to allow children to learn at their own pace.

"Some kids learn visually. Some kids learn audibly," said Jean Warrington, director of the Wyoming Valley Montessori school in Kingston.

"We've got a system where kids learn at their own rate."

TL 10/22/94

4,000 teachers discuss ways to enrich education

By SHANNON McNULTY
Editor, News and Opinion

This year's event, with the theme, "Community of Commitment: Cooperation and Collaboration for Better Teaching and Learning," was designed as a stepping stone for continued communication between teachers, parents, administrators, business and the community.

The conference was originally designed as a means for the business and education communities to join in an effort to improve the local workforce. Three years later, it is still meeting that objective as it continues to grow and face new educational challenges.

This year's Project LEARN conference set forth several objectives to be addressed throughout the year, including: improve student learning through new approaches in teaching using technology; address educational issues of national significance and how they pertain to this region; bring teachers, administrators and board members together to discuss common challenges in teaching and learning; motivate educators and learners and promote partnerships among educators, parents, business and industry to

strengthen education. One of the hottest topics at Friday's conference was outcome-based education, or educational restructuring, the controversial overhaul of the educational system approved by the State Board of Education and voted into law by the state legislature in April of 1993.

Area schools are in the process of forming OBE strategies, but few teachers have actually witnessed outcome-based techniques in action.

Wyoming Valley Montessori School, Kingstons, set up a model classroom at Wilkes yesterday so teachers from across the county could get a glimpse of the school's performance-based education philosophy in action.

Under the direction of teacher Kitty Lutz, first and second grade students worked in an non-invasive, interactive environment. Teachers who are used to standing in front of the room while students are lined up in rows before them

(See EDUCATORS, page 6)



Mapping out a strategy

Ian Skidde, and William Frey, both 4, put together a puzzle in the shape of the world as part of yesterday's Project LEARN III.

Educators discuss ways to improve their skills

Continued from page 2

Teachers gathered to observe the reform. Teachers were able to sit at desks, others sat on the floor. Some of the children sat at desks, others sat on the floor. Some of the children sat at desks, others sat on the floor.

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10/22/97
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MARY JANE SARAS / THE SCRANTON TIMES

Mary Jane Saras of the American Association of University Women leads a discussion of gender bias in a workshop that was part of Project Learn at Wilkes University.

Gender Bias: Do Schools Shortchange the Girls?

BY LYNNE SLACK KENLOCK
THE SCRANTON TIMES
The cuddly stuffed animal chased for a baby girl and a truck bought for a baby boy appear innocent, but the boys present the first step in a process that leads to career differences between men and women.
"It's determined from the time you get the pink or the blue blanket," Mary Jane Saras

of the American Association of University Women told a workshop held Friday as part of Project Learn at Wilkes University.
The AAUW released a study in 1997 on gender bias in education titled "How Schools Shortchange Girls."
The study found that teachers call on boys more often, offer them more praise and give them more constructive

comments on their work. Generally, this gender bias is unintentional.
The consequences of unequal treatment by teachers, parents and society have economic implications.
Consider: From 1989 to the year 2000, two out of three new entrants to the labor force will be women, and by the year 2000, the United States economy

Please see GENDER, Page A5

Scranton Times
SCRANTON, PA SATURDAY, OCT.
10/23/97

GENDER

FROM PAGE A5

omy will need 500,000 additional scientists and engineers.

But young women are discouraged from taking advanced math and science courses, with young men making up 80 percent of all students in physical science courses and 60 percent of all students in trigonometry and calculus.

Girls and boys start out roughly equal in math, science and verbal abilities. But by high school, girls have dropped below the boys.

It's becoming more balanced in math and verbal," Saras said. "It's still below in science."

Teachers begin to treat girls and boys differently because boys tend to act out more. They wave their hands in the air to be called on while the girls sit patiently with their arms raised.

We allow a little bit more from boys," Saras said. "Girls get the message to sit quietly and behave."

Because of their behavior, teachers tend to spend more time with the boys. That soon becomes a habit, even when such attention is not needed.

The point was graphically illustrated in a segment Saras showed from the NBC newsmagazine "Dateline."

A camera was placed in the classroom of fifth-grade teacher Lori Lowe at the Abington School in Arlington, Va. Lowe was aware of the camera and that it was there to detect gender bias.

In one exchange, a young girl gave a correct answer to a question asked by Lowe. The teacher then immediately moved on to the boys next to her. Each not only gave an answer, but was then asked a probing follow-up question.

During quiet work time, Lowe moved from boy to boy, giving a constructive suggestion. When she finally stopped to look at a girl's paper, she merely said, "OK," and moved on — to another boy.

Another segment showed a library teacher who ignored the hands of the girls seated directly in front of her as she called on the boys in the periphery. She even called on a boy who was not raising his hand, he was stretching.

"Is there bias in the classroom? Yes," Lowe said after viewing the tape of herself. Eventually, girls get the message.

"They feel they can't learn this," Saras said. "I can't be the dentist. I have to be the dental hygienist."

Parents who are concerned can ask their daughters about the performance of their teachers. The girls get an equal chance. Are boys called on more? If there is a problem, Saras said, talk to the teacher.

SEP 29, 1994

STANDARD SPEAKER
HAZLETON, PA
AM - 24,440

Wong to present address at Wilkes

225FF
WILKES-BARRE — Dr. Harry K. Wong will give the principal address at Project LEARN III, a day-long educational conference Oct. 21 at Wilkes University and King's College.

Wong, an award-winning classroom teacher with more than 35 years experience, will discuss "how to be an effective classroom manager."

His lecture will be presented from 9:30 to 10:30 a.m. and from 11 a.m. to noon Oct. 21 at the F.M. Kirby Center for the Performing Arts.

Wong will suggest techniques on how to succeed in the classroom through practical techniques. His discussion topics will include: organizing time and students while reducing confusion and gaining time; producing students who can think on their own; reducing and preventing discipline problems; and how to become respected and admired as an educator.

Wong, of Sunnyvale, Calif., earned his bachelor of science degree in education in 1957 from San Francisco State University



Dr. Harry K. Wong

and a doctorate in secondary curriculum in 1980 from Brigham Young University, Provo, Utah. He has taught senior high school and junior high school science for the past 35 years in Menlo Park, Calif.

Wong has given more than 3,000 presentations in all 50 states and overseas. He has written articles for more than 30 publications and has a video and audio tape series, three films and numerous magazine and journal articles to his credit.

Wong has won many teaching awards.

Project LEARN III, which stands for Local Education Action Resource Network, is the third conference in an ongoing project conducted by five area colleges and universities. Its objectives are to bring people together to improve student learning through new approaches; to address educational issues of national significance; to bring teachers, administrators and board members together to discuss common challenges; to motivate educators and learners to build an even stronger working partnership between schools and education; and to promote partnerships among educators, parents, and business and industry to strengthen education.

The theme this year is "A Community of Commitment: Cooperation and Collaboration for Better Teaching and Living." More than 4,000 regional educators are expected to attend the conference, which will feature approximately 200 presentations from local educators.

Studies, Section

Project LEARN III Educational Conference Friday at Wilkes and King's to attract more than 4,000

The Coordinating Team of Project LEARN III recently met at Wilkes University to discuss plans.

Project LEARN III which stands for Local Education Action Resource Network, will be held Friday, Oct. 21, on the campuses of Wilkes University and King's College.

It is the third educational conference in an ongoing project designed to bring educators from all grade levels together to share ideas.

More than 4,000 regional educators are expected to attend the day-long event, which will feature 200 presentations.

Dr. Harry K. Wong, award-winning classroom teacher with more than 35 years of experience, will be the keynote speaker. His subject will be, "How To Be an



The Project LEARN III Coordinating Team

Effective Classroom Manager."

In PHOTO are the Coordinating Team members. From the left are William Shergalis, of King's College; Dr. Nancy I. Davis, Wilkes

University; Frank Majikes, Bishop Hoban High School; Dr. Douglas Lynch, Wilkes University, and Frank Valvano, of the Tunkhannock Area School District.

CW 10/18/94

Wilkes University News

Christine Liberaski
Communications Assistant
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Project LEARN III's Coordinating Team Meets to Discuss Plans

Wilkes-Barre -- The Coordinating Team of Project LEARN III recently met at Wilkes University to discuss plans.

Project LEARN III, which stands for Local Education Action Resource Network, will be held Friday, October 21, on the campuses of Wilkes and King's College. It is the third educational conference in an ongoing project designed to bring educators from all grade levels together to share ideas. More than 4,000 regional educators are expected to attend the day-long event, which will feature 200 presentations.

Keynote speaker for Project LEARN III will be Dr. Harry K. Wong, an award winning classroom teacher with more than 35 years of experience. He will deliver a speech entitled, "How To Be An Effective Classroom Manager."

PHOTO:

From left are coordinating team members William Shergalis, King's College; Dr. Nancy I. Davis, Wilkes University; Frank Majikes, Bishop Hoban High School; Dr. Douglas Lynch, Wilkes University; and Frank Valvano, Tunkhannock Area School District.

Wilkes University News

Christine Liberaski
Communications Assistant
University Relations
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(717) 831-4773

Wilkes University Holds Education Seminar with National Endowment for the Humanities Grant

Wilkes-Barre -- Wilkes University recently held a seminar for Wilkes faculty and students, area educators and national education experts, to discuss the similarities and common themes of curriculum for kindergarten through university levels.

The seminar was funded through a portion of a \$26,000 National Endowment for the Humanities (NEH) grant Wilkes received in the Spring of 1994. The University plans to use remaining funds for similar seminars.

"We want to strengthen the humanities preparation of the people being certified to teach," says Dr. Douglas Lynch, chairperson of the education department. "At the seminar, kindergarten through 12th grade teachers informed the university faculty about the realities of teaching these particular grades, specifically in the humanities courses."

The seminar's participants spent several days exploring the commonalities of teaching different grade levels in an effort to further integrate humanities and liberal art studies through the student's entire educational experience. The humanities are courses such as art, English,

-MORE-

1ST ADD - WILKES HOLDS EDUCATION SEMINAR WITH NEH GRANT

philosophy and foreign languages.

Participants divided into three focus groups, in which they discussed different themes and ideas they found in various works of literature.

National education consultants helped the groups explore their findings.

Lynch says another seminar is planned for the beginning of November with NEH funds. He says it will deal with some of the issues that came up at the first seminar, but it will mainly focus on diversity.

PHOTO:

Participants, first row, from left: Lynn Baynum, former project coordinator for Wilkes's Literacy Corps Education; Pat McDonnell, elementary teacher, Wilkes-Barre Area School District; Myrna Schaffer, secondary teacher in the Wilkes-Barre Area School District; Dr. Robert Heaman, dean of the school of liberal arts and human sciences; Gay Meyers, associate professor of education; Dr. Patricia Heaman, chairperson of the English department; and Dr. Douglas Lynch, chairperson of the education department.

Second row, from left: James Mahon, secondary teacher in the Wyoming Valley West School District; Diane Thomas, elementary teacher in the Wyoming Valley West School District; Dr. Holiday Adair, assistant professor of psychology; Dr. Bonnie Bedford, assistant professor of English; and Dr. Linda Paul, chairperson of the philosophy department.

Third row, from left: Melissa Asbury, Wilkes student; Dr. James Merryman, associate professor of sociology and anthropology; Connie Hubburt, secondary teacher in the Northwest Area School District; and Dr. James Rodechko, professor of history.



rokes of Genius

The 3/2/94

Many parents believe computer literacy is the key to their children's future, but face the question of what computer to buy.

By CHRISTINE SIBERSKI

In their spare time, brothers Ethan and William Frey like to play on air planes, compose piano scores and build rocket ships. The only problem they have in doing all that is deciding who gets to use the computer first. "Is it my turn yet, Dad?" says William, 8, anxiously waiting for 6-year-old Ethan to let him on the family's Macintosh.

Four years ago the boys' father, David Frey, first brought a computer into their Malibu, Fla. home in Wilkes Barre. It's now one Mac later, and the children's interest in computers is growing as fast as the number of educational programs available to them.

For instance, there are programs to improve math and reading skills, some that teach children (and adults) world geography, and programs that help them learn science and works of art. And if the computer doesn't have a program yet that suits your child's educational needs, don't worry—it will probably soon be on the market.

But for the parents who buy the computers, the world of megabytes and CD-ROMs can be intimidating. Not only can the machines cost thousands of dollars, but usually within months of their purchase they are outdated. Other dilemmas involve finding the right time to start someone on a computer, purchasing the appropriate programs that will help improve studies, and teaching a child to use the machine.

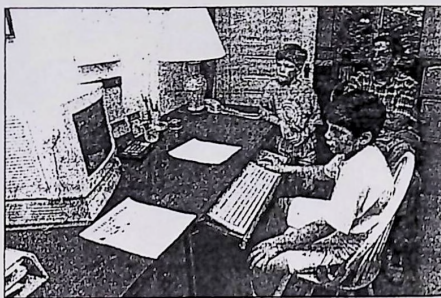
Frey lucked out. He first bought a computer out of necessity to help manage his real estate business, which wasn't really on his mind when he decided on a model. Yet, because he chose one that was pretty simple to use, Ethan and William naturally took to the computer and caught on quickly, he says.

But for Nancy and Richard Kauffer of Kingston, buying a computer for their 7-year-old son Zachary was a six-week cramming session on computers. Nancy Kauffer read books and magazines on advancing technology and programs, also called software. She sought advice from other parents who had bought computers. And she shopped, shopped and shopped some more.

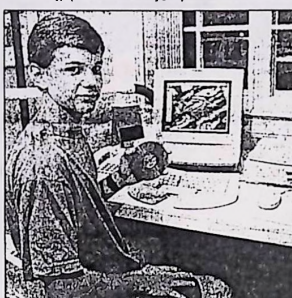
"My husband and I just thought it was a very good idea to get Zachary a computer because no matter what profession or whatever you do in the future, you will be touched by computers," says Kauffer. "We felt he needed to get familiar at an early age so that computers weren't too far foreign to him."

The Kauffers set a limit of \$2,000 before the search began. adds, run from \$400 to \$600 each. A lot of the kids come in for the games, says Castano, but the parents come in and want the educational programs."

It's these programs that made Ethan, in addition to the experience Kauffer is getting on computers, she says the software makes learning enjoyable for her son. Plus, the different educational games can be used as an alternative to television and Nintendo.



William Frey, 8, works on the family computer as his brother Ethan, 6, and dad David watch.



Ethan Frey, 6, holds a computer CD which contains a complete set of encyclopedias.

brand-new computer in his classroom, supplied by the school. Sharon Castano, general manager of Compex Technologies, sees many children like Zachary who have computers in school. Many come into the Kingston store with their parents, but it's the children who are selecting the machines.

"The kids will tell me what they do at school and what they want to do with the computer at home," says Castano. "They know what they're talking about, too, sometimes more than the parents."

Technological advances

When Roger Lacy, of Kingston, upgraded his family's computer earlier this year, he let his son Ethan do the research and decision-making—the 15-year-old would be the primary user, anyway. Lacy chose to buy a new computer because he wanted a more powerful machine than the portable Macintosh he owned at the time. He says he wanted a computer that could handle the new educational and interactive programs on the market that need a lot of power and memory to operate.

And the \$3,400 Apple Macintosh Quadra 660 Ethan came up with has satisfied both father and son. The machine has just about everything, from a CD-ROM, to a fax machine to America Online, a membership service that lets you talk to other members across the country, among other things. Ethan only wishes it had more memory.

Lacy and his son make a good team at the computer. He tells the teen what to do—"Find that program where you can spray paint"—and Ethan knows exactly where to point and click with the mouse. When his father tells a visitor "the computer has a 13-inch screen," Ethan corrects him: "It's 14, Dad."

■ See GENIUS, Page 3C

Genius

(Continued from Page 1C)

"I don't know everything," says Ethan. "I don't know who the computer does what it does. I just know how to do it."

And parents who can't afford the top of the line model that the Lacy bought don't have to worry. Castano says you can get a good computer for somewhere between \$900 and \$1,200. Program, she

there and what's exciting about it is they have creative, logical learning with it as has," says Douglas Lyster, chairman of the education department at Wilkes University. "And of course the wonderful thing about computers is kids don't have a built-in aversion about breaking them, and they're not intimidated by the technology."

Ethan Frey looks anything but frightened as he plays Math Blaster on his computer. The math game is designed so that ev-

ery time the player picks the correct answer to an addition problem, he or she scores points. If Ethan gets 100 points, a rocket ship on the screen will blast off past Jupiter, as he says.

"I 2 the screen reads The Great Antagonist graduate scratches his chin and then types, 'A'."

"How do you know all this stuff, Dad?" asks his brother William. "He just does," says Dad Laffel.

Survey

(Continued from Page 1A)
from his fellow superintendents at the symposium.

"We're going to have it. We've been working pretty hard at this. They're a great bunch," he said of the other superintendents.

Student Input

District Attorney Peter Paul Olszewski Jr. said the survey wasn't meant to offer a scientific sampling of the opinions of Wyoming Valley youth, but rather to provide some input from the students about how they see their world.

"A unique aspect of our committee is we have sought out the input of young people," Olszewski said. "Some perceptions are very accurate and workable. Others are not. Instead of dictating to them what the problems and what the solutions are, we get to it from them."

Carmen Ambrosino, executive director of Wyoming Valley Alcohol and Drug Service, acknowledged the survey probably wouldn't hold up against a scientifically conducted one. But he said it still provides a clue as to how the students feel.

"Is it culturally sensitive? Is it socio-economically sensitive? The answer probably would be no,"

Ambrosino said of the survey. "But these are not the results of counselors. These are from the kids themselves. We can't sweep them under the rug. If we do, we are doing ourselves a disservice."

John Plucenik, a community relations specialist at Wyoming Valley Alcohol and Drug Service and a former teacher at Hanover Area High School, said the local survey idea was taken directly from an unsentimental survey conducted by USA Weekend magazine.

The national poll of more than 65,000 sixth- through 12-graders, revealed that fewer than 65 percent of students feel safe in school — compared with 86 percent of Wyoming Valley student respondents.

While these results seem to back up the Wyoming Valley superintendents' contention that their schools are relatively safe, Plucenik said he was afraid that the students have just become used to the idea of violence in the schools.

"They've almost become desensitized," he said.

Cleaning up

Rushton said he and other superintendents aren't trying to ignore the problem — where there

is a problem.

"Yes, there are fights; yes, there have been weapons brought to school," he said. "But as far as living in fear, I don't think that's the case in our schools, or in any schools around here."

However, Rushton, Olszewski and the others agree that staving off further or, perhaps escalated, violence in Wyoming Valley schools is to hash out the topic in the symposium.

"We hope to gain interaction, movement in some direction — we hope," said Rushton.

Ambrosino is willing to offer a suggestion: introduce a "life-skills course" into schools' curricula, one that would teach topics somewhat akin to the old-fashioned civics or citizenship courses.

"What is respect?" Ambrosino said. "And what is meant by that? Why is it important to society? Why do we have laws?"

Douglas Lynch, associate professor of education at Wilkes University and chairperson of the college's Education Department, suggested that school boards should adopt what he calls "a controversial issue policy" that would encompass teaching such courses.

"That way they would set up a procedure for how sensitive is-

ues are dealt with," said Lynch, a former high school teacher. "You need to have some policy for discussing such things. The big picture is it's only in school where we spend our day with people who may have significantly different views than us. It's the bedrock of the purpose of schooling."

Lynch said that students can be taught assertiveness while learning to curb aggression.

"None of this is new," he said. "There are tapes out there. There are workshops."

Olszewski said he's open to any ideas and wants to hear from the superintendents and the students about how his office can help. And despite his concerns, he said he is generally optimistic about the state of the schools. But he still weighs in with a cautious tone.

"We appreciate the commitment the superintendents have given us," he said. "And the students have told us that the people who are causing problems are small in number," he said. "What we want the students to know is let's keep it that way. Report to school officials when you see a student with a gun or knife."

"I just don't want the day to come when I get a phone call at 2 o'clock in the afternoon that some kid has just been shot in school."

1/20/94
**Officials:
Violence
not rife
in schools**

■ Superintendents fear
unsentimental survey may
leave impression of
crime-ridden schools

By CHARLES H. BOGGINO

Times Leader Staff Writer

WILKES-BARRE — Seventy-two percent of Luzerne County junior and senior high school students said recently they have witnessed violence at school during the past year.

But many

Luzerne

County school

superintendents

were re-

luctant Tues-

day to talk about

the results of a

survey released Mon-

day by the

county District At-

torney's Office.

The

survey about the

image of their

schools the survey

might leave,

called the violence

question as an

example with the

problems they

have with the

unsentimental

survey

— requested by

the District At-

torney's

Committee on

Youth and Vi-

olence.

"We were afraid

that people

would get the

impression

that there

were all kinds

of problems,"

there were all

kinds of prob-

lems," said

Thomas J. Rus-

hton, Wilkes-

Barre Area

Schools superin-

tendent and a

member of the

District At-

torney's

Office.

Rushton said

he expects to

have a great

deal of partici-

pation

■ See SURVEY, Page 12A

**SCHOOL
VIOLENCE**

Wilkes University News

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JAPANESE STUDENTS LEARN ABOUT AMERICAN EDUCATION AT WILKES UNIVERSITY

~~~~~

### **Students Will Share Culture and Crafts at Japan Night March 23**

**WILKES-BARRE** -- For the third consecutive year, the Wilkes University Department of Education is hosting a delegation of students from Tamagawa University, Japan. Each year the education students travel to Wilkes-Barre to visit area public and private schools, attend courses at Wilkes University, and experience American education and culture.

On Wednesday, March 23, the Tamagawa University students will host "Japan Night" in Rumours at the Arnaud C. Marts Sports and Conference Center. Traditional Japanese games, foods, and activities will be on hand to explore and enjoy. Origami and a traditional Japanese tea ceremony are expected highlights of the evening. The Tamagawa students will invite the American students they meet during their classroom visits to attend "Japan Night." The public is also encouraged to attend and to bring children of all ages.

Tamagawa University, located in Tokyo, Japan, is a private school for Kindergarten through University level students. It was founded in 1929 by the Obara family.

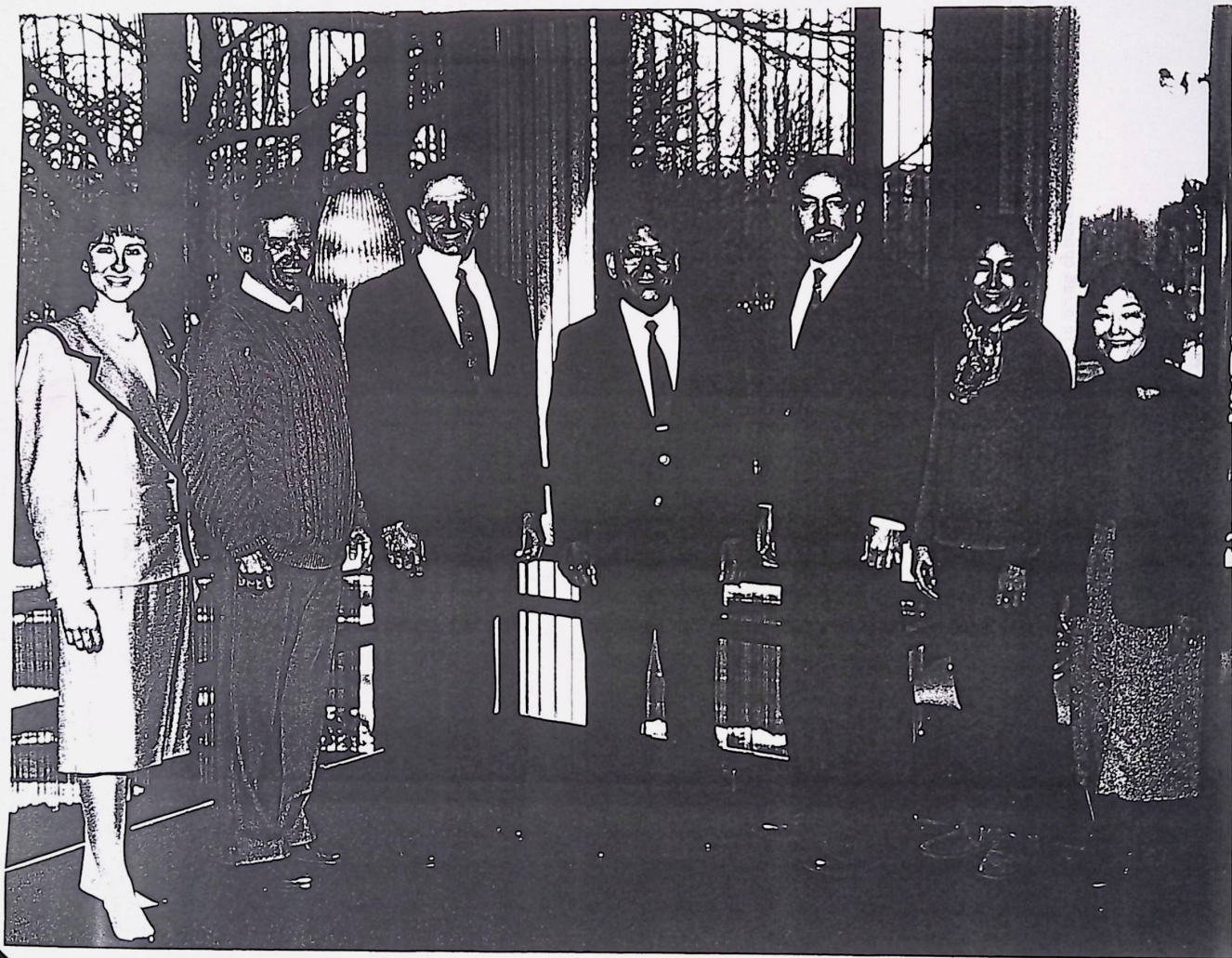
**MORE**



### **1ST ADD JAPANESE STUDENTS VISIT WILKES UNIVERSITY**

For two weeks the students, sophomores and juniors, stay with Wilkes University students in the residence halls during the week. On the weekends they will stay in Philadelphia and New York City. They are also each assigned to host families from the Wyoming Valley community who will spend a few evenings with the students showing them some traditional American activities.

**PHOTO:** Wilkes-Barre Mayor Lee Namey recently attended a breakfast to welcome the students of Tamagawa University to the Wyoming Valley. He presented each student with an honorary citizenship certificate. From left: Dr. Diane Polachek, assistant professor of education, Wilkes University; Dr. Robert S. Heaman, dean of the School of Liberal Arts & Human Sciences; Mayor Lee Namey; Dr. Yasutada Takahashi, Tamagawa University; Dr. Douglas Lynch, chair of the Education Department, Wilkes University; Chie Ando, graduate student and chaperone, Tamagawa University; and Mitsuru Denaro, adjunct faculty, Wilkes University.





# Wilkes University News

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## **WILKES UNIVERSITY HONORS AREA TEACHERS AT ANNUAL LUNCHEON**

**PHOTO: WILKES-BARRE** -- Faculty members from Wilkes University's education department recently honored and formally recognized the contributions of area teachers at the Sixth Annual Teacher Recognition Luncheon. Plaques are given to each teacher to recognize the importance of the teaching profession and express appreciation for their commitment to education.

First row from left: William Biniek, Wilkes-Barre Area; Gordon Snow, Crestwood; Gerald Wyallicas, Dallas; Rita Mauriello, Wyoming Area; Jack Kmetz, Superintendent, Hanover; and Barbara Florek, Hanover.

Second row, from left: David Namey, Wilkes-Barre Area Vo-Tech; Myrna Schaefer, Meyers; Robert Fumanti, Wyoming Area; John Tolericio, Hazleton Area Career Center; and Tom Poluka, Hazleton Area Elementary.

Third row, from left: Dr. J. Michael Lennon, Vice President for Academic Affairs, Wilkes University; Dr. Robert J. Heaman, Dean of School of Liberal Arts and Human Sciences, Wilkes University; Dr. Douglas Lynch, Associate Professor/Chairperson of Education, Wilkes University; Frank Sarino, Superintendent, Pittston Area; and Len Pesotimi, Pittston Area.

**MORE**

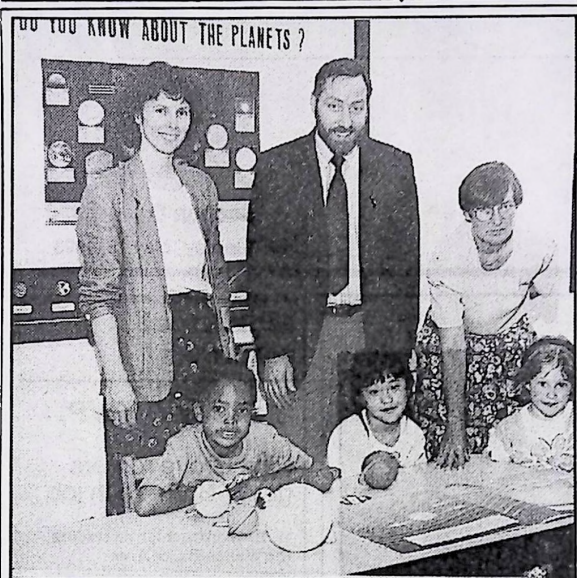
## 1ST ADD WILKES UNIVERSITY HONORS TEACHERS

Fourth row, from left: Steve Stahl, West Side Tech; Barbara Wall, Lake Lehman; Nancy Davis, Lake Lehman; Gerry Shepperson, Hazleton; and Tara Mazzoni, Northwest.

Fifth row, from left: Joseph Stankus, West Side Area Vo-Tech; Tom O'Donnell, Wilkes-Barre Vo-Tech; Karl Martin, Northwest; and Dr. Wagiha Taylor, Dean of Graduate Studies, Wilkes University.



★ 2D The Times Leader, Wilkes-Barre, PA, Tuesday, May 18, 1993



## Open house scheduled

Wilkes University Education Department will co-sponsor an informational open house at Wyoming Valley Montessori School in Kingston on Wednesday. Left to right seated: Paul Maholtra, Emily Pidcock and Christine Hobbs. Standing: WVMS Director Jean Warrington, Dr. Douglas Lynch and Dr. Gay Myers of Wilkes University Education Department.



**WILKES HONORS TEACHERS** — Wilkes University recently honored and formally recognized the contributions of area teachers at the Fifth Annual Teacher Recognition Luncheon during American Education Week. Each teacher received a plaque from the university honoring all of the teachers in the district. The plaques read: In recognition of the importance of the teaching profession and with deep appreciation for the deep commitment of individual teachers. At the luncheon are, front row from left: Dr. Eugene Gatty, Hazleton; Thomas Mistal, Hazleton; Robert Fumanti, superintendent, Wyoming Area; Karen Metta, Greater Nanticoke Area; Jean Killian, Northwest Area; Lawrence Westawski, Crestwood. Second row: Dr. Christopher N. Brelseth, Wilkes University president; Margaret Stoffick, Wyoming Valley West; Charles Davis, superintendent, Greater Nanticoke Area; Tom O'Don-

nell, Wilkes-Barre Area Vocational Technical School; Dr. John Kmetz, superintendent, Hanover Area; Gay Meyers, Wilkes University Education Department; Barbara Florek, Hanover Area. Third row: Karl Martin, Northwest Area; Tim McGinley, principal, Wyoming Valley West; Jill Saporito, Wilkes-Barre Area; Tim Rushton, assistant to the superintendent, Wilkes-Barre Area; David Namey, Wilkes-Barre Area Vocational Technical School; Paul Reinert, Lake Lehman; Nancy Davis, superintendent, Lake Lehman. Fourth row: Kent Kresge, superintendent, Tunkhannock; Rosella Fedor, counselor, Wyoming Area; Douglas Lynch, chair, Wilkes University Education Department; Delmarwade Rosemergy, Tunkhannock; Dr. Gordon Snow, superintendent, Crestwood; Dale Long, administrator, Hazleton Area Vocational Technical School; Carmen Matteo, Hazleton Area Vocational Technical School.





## Wilkes ice cream social

Wilkes University president Christopher N. Breiseth and his wife, Jane, recently hosted an ice cream social at Weckesser Hall to open the academic year and welcome faculty back to campus. Above at left, Dr. Breiseth, vice president for academic affairs Dr. J. Michael Lennon and history professor Dr.



James Rodechko admire the festive neckwear sported by Dr. Douglas Lynch, chairman of the education department.

Above at right, visiting assistant professor of English Alicia Lindgren visits with Jane Breiseth.

9/20/92 TL





## Wilkes University honors area teachers

Wilkes University recently honored and formally recognized the contributions of area teachers at the Fourth Annual Teacher Recognition Luncheon. The event is held in conjunction with American Education Week. Each teacher received a plaque from the university on behalf of all of the teachers in the district.

At the luncheon are, front row from left, Eugene Gatty, Hazleton; Adam Edmondson, Hazleton; Mary Elizabeth Thomas, Wyoming Valley West; Dominick Graziano, Hanover; Judith Lehl, Hanover; Marilyn Glogowski, Lake-Lehman; and Steven Long, Lake-Lehman; second row, James Moran, West Side Voc-Tech; John Alagoski, Wyoming Valley West; George Grove, Pittston Area; Meg Geffken, Northwest; Bill Wagner,

Dallas and Walt Glogowski, PSEA; third row, Stephen Stah, West Side Voc-Tech; Joe Chicaiese, Hazleton Voc-Tech; Ed Pashinski, Nanticoke; Charles Davis, Nanticoke, and Bob Fumanti, Wyoming Area; fourth row, Diane Polacheck, assistant professor of education, Wilkes University; Dr. Doug Lynch, co-chairman Education DePazent, Wilkes University; Dwight Fink, Crestwood; Dale Long, director of vocational education, Hazleton; Robert Elias, administrator, Wilkes-Barre Voc-Tech; Gerard Musto, Pittston; John Gamble, Wyoming Area, and Dr. Christopher N. Breiseth, president of Wilkes University; fifth row, Gordon Snow, Crestwood and James Newell, Wilkes-Barre Voc-Tech.

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FEB 10 1991

BURRELLE'S

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## Wyoming Area Needs And Goals Assessment Survey

44817  
The Wyoming Area Long Range Planning Committee is now entering the most important segment of its work. This segment is the survey of the professional staff, service staff, students and community members to determine the strengths and weaknesses of our school system in order to assign priorities in planning the future development of the district.

Thomas Kearns, Chairman of the Long Range Planning Committee, has designated the month

of February as "Know Your Schools Month." A series of meetings and open houses will be scheduled. The Long Range Planning Committee will sponsor seminars by Dr. Douglas Lynch of Wilkes University and Dr. Shin of Bucknell University. Dr. Lynch will address the committee on February 4, 1991 at 7:30 p.m. in the high school. The public is cordially invited to attend.

Dr. Douglas Lynch is Associate Professor of Education at Wilkes University. He brings to his talk 20 years of experience as a professional educator as a high school teacher, K-12 Department Head and professor. He has been active in curriculum development and faculty improvement efforts in several school districts. His academic qualifications (MS, Curriculum Development, Wisconsin; MS, Ph.D., Educational Psychology, Massachusetts) provide a sound foundation for expertise in effective instruction, evaluation of learning, and motivation. The

topic he will address is titled: Improving Schools — Implications from Educational Practice and Research.

The February meeting of the Board of Directors will be conducted at the Montgomery Avenue School followed by an Open House in the new Computer Laboratory. Superintendent Robert Fumanti will demonstrate and discuss the district's computer technology.

The most important feature of the month will be the distribution to all concerned citizens of the Wyoming Area community a Needs and Goals Assessment Survey Form. The participants are asked to complete the questionnaire and return the form to the administrative office of the district prior to February 28, 1991. If you do not receive a survey form and are a resident of the Wyoming Area School District and would like to express your views, please visit the administrative office in the high school in Exeter or call 655-3733 to obtain a form.

The assessment will determine the policies and priorities of the Wyoming Area Schools for the next five years. This is an opportunity for your voice to be heard. In addition to replying to the

questions provided on the form, the committee urges all respondents to provide any comments and additional information they feel may improve their schools.

A team of speakers will be available to address civic organizations, social clubs and senior citizen organizations to discuss the Long Range Plan Assessment Survey and computer program of the district. Please call Tom Kearns at 457-7799 if you wish a team to visit your group.

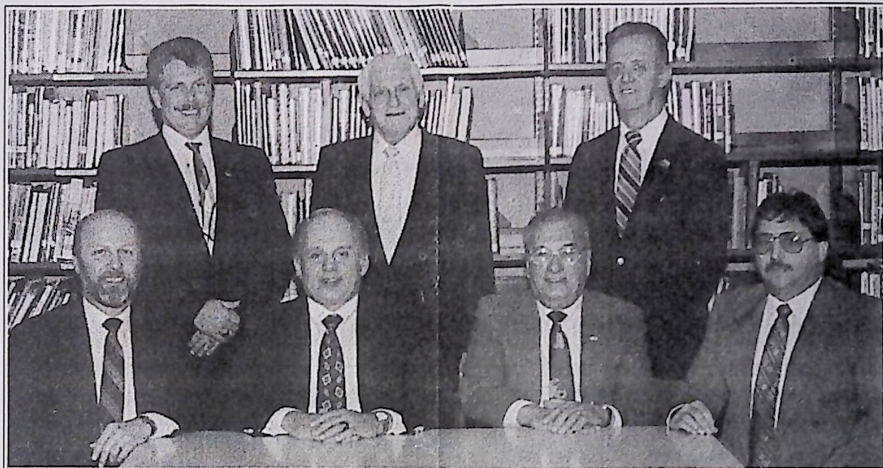
Please participate in the activities of "Know Your Schools Month." Our kids need your help. Working together, Wyoming Area will be Number 1 in education.

FEB 10 1991  
*BURRELLE'S*

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## WA Board Highlights Programs



The newly reorganized Board of Education of the Wyoming Area School District recently pointed out some of the district's accomplishments.

Board Chairman Michael Birosak explained the district has now implemented a totally new computer network. All schools in the district are interconnected by telephone modem. Library materials and research information can be exchanged throughout the district. Funds for the computer program have come from federal and state sources and from careful allocation of district monies. Much of the networking of the computers was accomplished at no cost to the taxpayers as the district accumulated extra interest on monies from the district building plan.

Board member Matt Colangelo reported the district's building plan has now been completed. Again, due to wise management and interest accumulation, building renovations were completed at the Montgomery Ave. and Dymond Elementary centers beyond original plans without additional taxpayer cost.

Board Secretary Richard Pepe reported the district has received an excellent report on the district's audit by the Pennsylvania Auditor General's Office. The district also received a letter of commendation from Secretary of Education Donald Carroll for that highly successful audit.

Education Committee chairman Thomas Kearns reported the district's Long Range Plan outline has been received by the State Department of Education. Kearns explained the district will participate in the Chapter 2 Gifted Program. WA students will be allowed to attend classes at Wilkes University to receive college credit while still in high school. The Long Range Planning Committee will meet February 5 to hear Dr. Douglas Lynch of Wilkes University speak on improving schools and implementing programs.

Chairman Birosak said the Board maintains its goals of completing the development of a state of the art computer program, working to improve Scholastic Aptitude Test results through a long term SAT preparation program and further improvement in the mathematics program through the established remediation classes in the middle school. Completion of these goals will allow Wyoming Area to remain a leader in the education field through the next decade.

Shown, seated are: Secretary Richard Pepe, Chairman Michael Birosak, Vice Chairman Matt Colangelo and Treasurer Dominick Aritz. Standing, Kevin Dowse, Charles Adonizio, and Gil Dominick. Absent was Gene Allegrucci.



FEB 7 1991

**BURRELLE'S**

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## WA Looks to the Future

By Scott Cronick P4817

Douglas Lynch, a professor at Wilkes University, spoke to an audience of 50 people at the Long Range Planning Committee meeting which was held at Wyoming Area on Monday evening.

Lynch spoke to the crowd giving interesting items to discuss. Previous speakers have been Donald Langlois and Dr. Fusaro. Lynch talked about why schools may need to be changed and brought up practices of motivation which parents, students, and teachers may want to adopt.

Lynch said that current curriculum should be structured so that students learn meaningful knowledge and skills which should be taught in an integrated matter. He said that math, science, and other subjects should be integrated together for better education.

The Wilkes University professor also brought up some suggestions that he taught the people should consider. Lynch said that the school district should provide a considerable amount of staff development time for faculty members during working hours. He said that this way, the teachers can get together and discuss every aspect of education and their teaching methods to provide better education for the students. He said that this will also provide a session where ideas may be transferred to help

each other deal with the students.

After the speech was finished, audience members asked questions about different aspects of his speech and education.

The people in the audience were then asked to sign up for different committees. The committees are designed so that each aspect of the school system is studied to see if there is room for improvement. The committees are focused on the academics of the school and other aspects such as administration, financial planning, and extra-curricular activities.

Thomas Kearns, the chairman of the Long Range Planning Committee, said that he's delighted to see the turnout that has been coming to the Long Range meetings. "This meeting we had about 50 people. It evened out pretty well too," Kearns said, "It was about 1/3 teachers, 1/3 students, and 1/3 parents. It's a real nice turnout."

Kearns also said that he encourages everyone in the community to come to their next meeting. He said that it's open to everyone and not just the committee members. The next meeting is scheduled for Monday, February 25 at 7 p.m. at the High School. The principal speaker will be Larry Shin, the vice-president of student affairs at Bucknell University.

# Wilkes University

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## *News*

Stephanie Simmons  
Assistant Director of Public Relations  
Wilkes-Barre, Pennsylvania 18766  
(717) 822-8413

### **WILKES TO PARTICIPATE IN NATIONAL PROJECT TO STRENGTHEN TEACHER EDUCATION**

**WILKES-BARRE** -- Wilkes University has been selected as one of 21 planning institutions to join seven resource institutions in a two year project, Strengthening Humanities Foundations for Teachers. The national network of campuses will develop methods to strengthen humanities preparation of current and prospective school teachers.

Sponsored by the Association of American Colleges (AAC), each resource institution has been matched with three planning institutions. Three person teams from each school met recently with mentors from the resource institution at a working conference in Baltimore, Maryland.

The Wilkes Team, consisting of Dr. James Rodechko, Dean of the School of Liberal Arts & Human Sciences; Bonnie Bedford, Assistant Professor of English; and Dr. Douglas Lynch, Chairman of the Education department, met with teams from Oklahoma State University and New England College, and with their mentors from Millersville University. Site visits and consultations with the planning institutions by the team members and the mentors will be

-MORE-



1ST ADD WILKES TO PARTICIPATE IN NATIONAL TEACHER EDUCATION PROJECT

scheduled as a follow-up to the conference.

The mission of the AAC is to improve undergraduate liberal education accomplished through research projects, publications and workshops. Founded in 1915, AAC comprises more than 620 public and private institutions.

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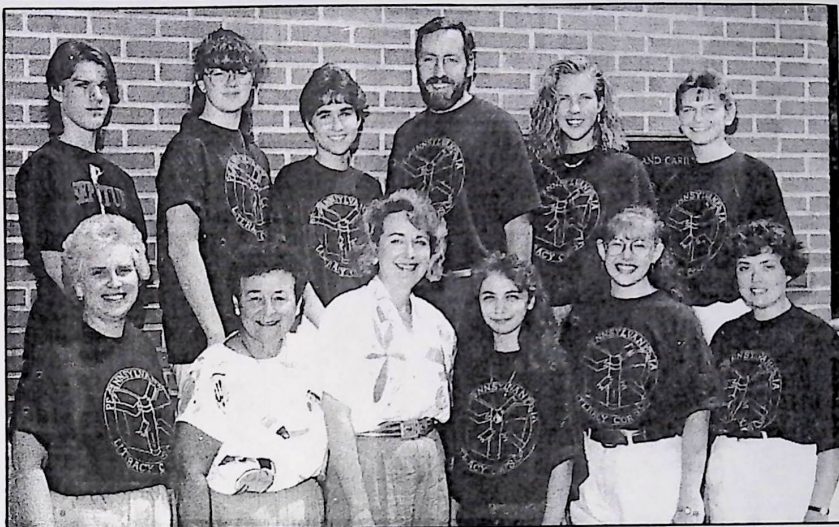
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WILKES TO PARTICIPATE IN NATIONAL  
PROJECT TO STRENGTHEN TEACHER EDUCATION

The Wilkes College has been selected as one of 10 pilot  
institutions to help guide teacher education in a new year project.  
The project is being conducted by the National Teacher Education  
Project which is a part of the National Teacher Education Project  
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institutions to help guide teacher education in a new year project.  
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which is a part of the National Teacher Education Project.



### Literacy Corps members tutor children at Wilkes

Nine area high school students spent a number of their summer days at Wilkes University teaching children to read.

The students, members of the Pennsylvania Literacy Corps, had attended recent training sessions in a program, funded by the state, that provides free tutoring services for children in need of reading assistance. The student tutors have also benefited by gaining teaching experience and learning the value of community service.

Front row, from left, are Mary Martino, project coordinator; Peggy Turner Shaffler and Maureen

Voitek, instructors in English as a Second Language; Jodi Matichka, of Tunkhannock Area High School; Amy Peper, Wyoming Seminary College Preparatory School, and Katherine Chase, project supervisor; back row: Chris Beleski, Dallas High School; Tracey Ankudovich and Tessa Wright, both of Tunkhannock Area High School; Dr. Doug Lynch, project director; Barbara Mrozowski, Bishop Hoban High School, and Cathy Spirko, Wilkes University sophomore. Absent from photo are Margie Martino, Bishop Hoban, and Steven Perzia, Wyoming Valley West High School.



# Wilkes University

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## News

Stephanie Simmons  
Assistant Director of Public Relations  
Wilkes-Barre, Pennsylvania 18766  
(717) 831-4772

### WILKES HOSTS RETURN OF EDUCATION ALUMNI TO CAMPUS

EDITORS: NOTE CONNECTION TO YOUR COVERAGE AREA

WILKES-BARRE -- Dr. Christopher N. Breiseth, President of Wilkes University recently welcomed a group of education degree alumni to campus for a reunion. The alumni visited with classmates and the current and retired education department faculty. Tours detailing facilities and programs on the Wilkes campus and a barbeque picnic completed the day.

There are more than 3,500 graduates of the various Wilkes University education programs. Approximately 1,000 of these educators are teaching students at all ages and levels in Northeastern Pennsylvania.

PHOTO A: From left: Thomas Jenkins '58 and Georgia Jenkins '66 of Shavertown visit with Wilkes University President, Dr. Christopher N. Breiseth during the Education Alumni Reunion.

-MORE-

1ST ADD WILKES EDUCATION ALUMNI GATHER FOR REUNION

PHOTO B: From left: Ben Dainowski of Sweet Valley, Joseph Brislin '37, Ed Johnson, Associate Professor of Education at Wilkes University, and Mary Rhodes M'77 of Waverly are shown during the Wilkes University Education Alumni Reunion.

PHOTO C: From left: Bob Gardner '67 of Dallas, Helene Dainowski '72 M'75 of Sweet Valley visit with Anthony Shipula '78, Wilkes Director of Alumni, and Dr. Mahmoud H. Fahmy, Special Assistant for External Affairs during the Wilkes University Education Alumni Reunion.



# Wilkes University

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## News

Stephanie Simmons  
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### PROJECT LEARN II ORGANIZERS MEET AT WILKES UNIVERSITY

WILKES-BARRE -- The Steering Committee of PROJECT LEARN II met recently at Wilkes University. LEARN stands for Local Education Action Resource Network. The group includes 5 area colleges and universities and 15 area school districts.

The first LEARN event, held in February of 1991, drew a crowd of more than 4,000 teachers from the kindergarten through university levels to attend the in-service day. Participants chose from 235 available seminars focusing on various aspects of the vast changes occurring in the education in the 20th century.

The meeting was part of the planning effort for the second major teacher's conference to be held on October 23, 1992, at Wilkes University and King's College. Every school district in the intermediate unit and the area colleges and universities will be involved with and participate in the program.

The theme for this year's conference is "Building Educational Communities: Uniting Forces for the Next Journey." The objectives of the program will

# 1ST ADD PROJECT LEARN II ORGANIZERS MEET AT WILKES UNIVERSITY

include: bringing people together to improve student learning through new approaches in teaching, including those provided by new technology; addressing issues of national significance as they pertain to our regional situation; bringing teachers and administrators together to discuss common challenges in teaching and learning; motivating educators and learners and building a working partnership between schools and higher education; to promote partnership among educators, parents, and business and industry to strengthen education.

PHOTO: First row, from left: Dr. Robert J. Heaman, Wilkes University; Dr. Rosemary Williams, Wilkes University; Dolores Kivler, Wilkes University; Sharon Ward; Greater Wilkes-Barre Partnership; and Diane Blazure, Nabisco Foods Group.

Second row, from left: Dr. Christopher N. Breiseth, Wilkes University; Dr. William Shergalis, King's College; Gerald Elias, Wilkes-Barre Area Vocational Technical School; Frank Valvano, Tunkhannock Area School District; and Dr. Douglas J. Lynch, Wilkes University.



# Wilkes University

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## *News*

Stephanie Simmons  
Assistant Director of Public Relations  
Wilkes-Barre, Pennsylvania 18766  
(717) 831-4772

### PENNSYLVANIA LITERACY CORPS TUTOR LOCAL CHILDREN AT WILKES UNIVERSITY

WILKES-BARRE -- Nine area high school students spent their summer days at Wilkes University teaching children to read. Members of the Pennsylvania Literacy Corps attended training sessions in June and began their tutoring sessions in July.

Funded by the state, the program provides free tutoring services for children in need of reading assistance. The tutors also benefit by gaining teaching experience and learning the value of community service.

PHOTO: First row, from left: Mary Martino, Project Coordinator; Peggy Turner Shaffler, English as a Second Language Instructor; Maureen Voitek, E.S.L. Instructor; Jodi Matichka, Tunkhannock Area High School; Amy Peper, Wyoming Seminary; and Katherine Chase, Project Supervisor.

Second row, from left: Chris Beleski, Dallas High School; Tracey Ankudovich, Tunkhannock Area High School; Tessa Wright, Tunkhannock Area High School; Dr. Doug Lynch, Project Director; Barbara Mrozowski, Bishop Hoban; and Cathy Spirko, Wilkes University sophomore.

Absent from photo: Margie Martino, Bishop Hoban; and Steven Perzia, Wyoming Valley West.

# Dallas High redesigning school day

■ *Teachers are skeptical of the plan for fall, but top administrators anticipate a host of benefits for the students.*

By **MIKE RUBINKAM**

Times Leader Staff Writer

**DALLAS TWP.** — This is not your father's high school:

An hour and 21 minutes worth of calculus. A 45-minute "flex" period in which students can get help with math, prepare for the SAT, write for the school newspaper or play basketball.

Courses that last for a semester instead of a year.

It's called intensive scheduling, and the Dallas School District will be among the first school systems in Luzerne County to try it.

The idea, borrowed from higher education, is to allow students to explore subjects in greater depth while making course loads more manageable.

"In order to improve test scores and teach students in a way that is fashioned to the 21st century, we felt it was time to restructure our school," said Dallas High School Principal Frank Galicki.

Under the current system, students take seven 50-minute classes per day, with a 30-minute break for lunch. Courses last for the entire school year.

Beginning in the fall, students will take four 81-minute classes per day. Lunch is still 30 minutes, but the 45 minutes directly after lunch will be devoted to tutoring, enrichment classes, activi-

## Intense schedule

**What:** Beginning in the fall, Dallas and Hazleton high schools will switch to a system of four 81-minute classes per day, a 45-minute "flex" period for tutoring and enrichment, and courses that last for one semester instead of the whole year.

**Why:** The idea is to allow students to explore subjects in greater depth while making course loads more manageable.

**Benefits:** Upper Dublin High School switched to intensive scheduling three years ago, and the principal says test scores have improved and attendance has risen while disciplinary problems have declined.

**Drawbacks:** Teachers usually are resistant to intensive scheduling at first, says an education professor. The new system inevitably will have kinks that must be ironed out, the Dallas principal says.





# School—

(Continued from Page 1A)  
ties and special projects. Classes will last for a semester.

Dallas is the latest in a series of districts across the state that have implemented or are considering the new system. In Luzerne County, Hazleton Area High School plans to convert to intensive scheduling in the fall.

"It seems as if this is another trend that hit education. It started with a couple of districts over the last few years and it's really sort of caught on," said state

Department of Education spokesman Sean Duffy.

"More and more schools are looking at this as an option," said Douglas Lynch, chairman of the education department at Wilkes University. "The advantage is it allows concentrated study without interruptions and students tend to do better."

Upper Moreland High School in Montgomery County converted to intensive scheduling three years ago. Principal L. John DeLaurentis says his school has seen many improvements since the switch.

Grade point averages are up, and failing grades are down, ac-

cording to district figures. The percentage of students on the honor roll went from 41 percent to 53 percent. The average number of students disciplined per day declined from 14 to 7, partly because students spent less time in the hallways. Attendance climbed from 93.5 percent to 96.7 percent, in part because kids didn't want to miss class.

Students are taking eight subjects over the course of a year, four per semester, instead of seven that last the whole year. Teachers teach six classes, three per semester, instead of five that last a year. With the elimination of study halls and preparation pe-

riods the school's 65 faculty members spend an estimated 6,000 hours more per year teaching.

"Within the classroom setting there is something that takes place between teacher and students," said DeLaurentis. "It's really a settling in, an understanding. Students actually behave better sitting in that 86 minutes."

Although most teachers are happy with intensive scheduling, DeLaurentis said, he concedes that the plan was a tough sell three years ago. He said the teachers were "reluctant to change."

And so it is with the Dallas

teachers, who in an informal poll last October voted 32-2 to reject intensive scheduling. All but one teacher contacted for this story declined comment, and the teacher who did comment Monday afternoon was ambivalent. "If the concept is carried out well, it's worth it. If it's not carried out well, there's problems," said the teacher, who did not want to be identified.

"Realistically speaking, we've had some resistance on the teachers' part. Teachers are very traditional people," said Galicki, the Dallas principal.

As for the students, some like the idea of having fewer subjects

but dread the 81-minute class period.

"I'm really not looking forward to it. I can't even stay awake in class now," said Andy Ferko, 16 a junior. "I think it'll be easier but the class length itself will bury me."

Despite the initial resistance at Upper Moreland, DeLaurentis said his school could never go back to the old way.

"If we go back that means you want more kids to be absent from school. You want more discipline problems. You want poorer grades. I can't see giving up what we've been able to achieve."

## College Briefs

### Wilkes University

"They Break More Than Hearts" a program on domestic violence, will be held Wednesday, Feb. 11 at Wilkes University at 7 p.m. in room 213 of the Arnaud C. Marts Sports and Conference Center, South Franklin Street.

The program is being presented by the university's International Association of Business Communicators (IABC) and Luzerne County's Domestic Violence Resource Center in hopes of making students and the local community aware of a growing epidemic of domestic violence.

Pat Kwetkauskie, a counselor/educator from the Domestic Resource Center will be on hand to answer questions regarding who the abuser is, how you can tell if you are a victim, how you can manage anger and how to get help if you are a victim or an abuser.

In addition to "They Break More Hearts", the IABC will host a bowl-a-thon Sunday, Feb. 15 at 2 p.m. at Stanton Lanes, Stanton and Empire streets to raise money for local domestic violence resource centers. For more information, call the IABC at Wilkes at 408-4162.

In recognition of February as Black History Month, Wilkes University welcomes Jason Sieminski who will present "African Excursions" Monday, Feb. 9 in room 214 of the Arnaud C. Marts Sports & Conference Center, South Franklin Street. Sieminski's presentation came out of research for his honors thesis paper, "Our Land: an Analysis of South Africa's Restitution of Land Rights Program". For more information about the presentation, call 1-800-WILKES-U, extension, 4770.

The Luzerne County and North East chapters of the Pennsylvania Professional Engineering Society along with Wilkes University will be hosting eighth grade students to compete in the MATHCOUNTS competition. The competition will take place Saturday, Feb. 14 from 8 a.m. to 2:30 p.m. in room 101 of Stark Learning Center, South River Street. More than 130 students from 17 school districts will participate in competition.

Students will compete individually and as teams in written and fast-paced oral matches. Subjects include probability, statistics, linear algebra and polynomials.

MATHCOUNTS is a nationwide program designed to answer the problem of declining math skills among U.S. students.

Sponsors target seventh and eighth graders who are at a crucial stage in developing and sustaining interest and ability in math. For more information about the competition, call 1-800-Wilkes -U extension 4832.

Dr. Douglas Lynch of Kingston has been selected as a member of the Pennsylvania Portfolio Assessment Committee. Serving on this committee is an honor earned by individuals who serve children, families, teachers/educators, families and communities in Pennsylvania.

Committee members must have demonstrated leadership qualities and support the development of portfolios in the classroom to benefit students, parents and other stakeholders. Lynch has been part of the Wilkes community since June of 1991 and is currently chair of the education department at Wilkes.

C.V. 2-7-98





Community

KUDOS

■ **Dr. Douglas Lynch**, Kingston, has been selected as a member of the Pennsylvania Portfolio Assessment Committee. Committee members must have demonstrated leadership qualities and support the development of portfolios in the classroom to benefit students, parents and other stakeholders. He has been part of the Wilkes community since 1991 and is currently chairman of the Education Department at Wilkes.

T.L. 2-12-98



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## *In the wind . . . . . . on the West Side*

*"In the wind . . . on the West Side" is about West Side people and West Side events. We'd like to hear from you when you or someone you know accomplishes something worth mentioning. The column includes birthdays, birth announcements, personal accomplishments, vacations, out-of-town visitors, anything of interest. Just call the West Side Weekly office at 287-8484.*

8225FF

**Khara Thomas**, daughter of John and Connie Thomas, of Larksville, has been named to the Dean's List at Wilkes University for the fall 1997 semester. Khara is a sophomore pre-pharmacy major. A 1996 graduate of Wyoming Valley West High School, she is the granddaughter of Mary Lou Thomas, of Larksville and Anna Karl, of Lebanon, PA.

\*\*\*

**Wyoming Seminary senior Rohan Ramakrishna**, son of Dr. and Mrs. Srinivasarao Ramakrishna of Peckville, was named Student of the Month for January by the Kingston Lions Club.



Rohan Ramakrishna

\*\*\*

**Long-distance birthday greetings to Jane Rosenbarger**, of Brookville, Ohio, a member of the original West Side Weekly staff, who celebrated her special day on February 3.

\*\*\*

**Special birthday greetings to David Martin**, of Murray Street, Forty Fort, who celebrates his special day today, February 5.

**Bruce Thomas and Amy Miers** were recently welcomed into the congregation of First Welsh Baptist Church in Plymouth by Rev. Anita J. Ambrose, pastor.

\*\*\*

**Mary Mulcahy**, daughter of Jerry and Jeanne Mulcahy, Forty Fort, has been named to the Dean's List for the fall semester at Catholic University, Washington, D.C. A graduate of Bishop O'Reilly High School, Mary is active in the campus ministry food runs for the homeless, has served on the orientation team for two years and is a representative on the program board on campus. A political science major in her junior year, Mary is currently serving an internship in the office of Congressman Paul Kanjorski.

\*\*\*

**Navy Cmdr. Carl M. June**, son of Carl C. and Dolores S. June, of Wilson Street, Larksville, is currently halfway through a six-month deployment to the Mediterranean Sea aboard the aircraft carrier USS George Washington. The 1975 graduate of Bishop O'Reilly High School joined the Navy in May 1979. He is a graduate of The Citadel, Charleston, S.C., with a Bachelor of Science degree.

\*\*\*

**Cindy Bogdon** of Swoyersville and **Debbie Barnard** of Kingston recently participated in an Employee Raffle sponsored by the staff of the local Visiting Nurse Association and its Family of Agencies.

\*\*\*

**Jeffrey Naperski**, son of Edward and Carol Naperski, of Larksville, is celebrating his ninth birthday today, February 5. Jeff is the grandson of Bernard and Mary Ann Kachinko and Charles and Antoinette Naperski, all of Larksville. He is the great-grandson of Charles and Ann Napersky of Pringle. Jeff has a brother, Ed, age 13.



Jeffrey Naperski

**Dr. Douglas Lynch**, of Kingston, has been selected as a member of the Pennsylvania Portfolio Assessment Committee. Serving on this committee is an honor earned by individuals who serve children, families, teachers/educators and communities in Pennsylvania. Lynch has been part of the Wilkes community since June 1991 and is currently chairman of the Education Department at Wilkes.

\*\*\*

**Charles A. Shaffer, Esq.**, a trial partner in the law firm of Mahler, Shaffer and Pugliese, was elected president of the Wilkes-Barre Law and Library Association.



Shaffer

**Atty. Shaffer** is married to the former Barbara Kurlancheck. They are the parents of Jonathan Shaffer, Esq., who practices law in Vienna, Virginia; and Susan Shaffer, a graduate of Temple University and a resident of Albuquerque.



Jessica - I'm sorry for the  
delay. If you'll pardon me as  
well, it's easier to give you  
my full vita. ~~The Education~~

Degrees are obvious. There are  
too many publications &  
presentations for the general  
public - so I highlighted a  
few that represent the  
direction of my work.

Please call 4684 if you  
have questions.

Thanks -

Doug

TION BY RANK

SITY RELATIONS

for my internship,  
is to obtain brief  
the Wilkes home page  
e following

1)  
outside the University  
the last two years

ns office, as soon as  
ou have any questions  
+ MWF.

## **MEMO:**

TO: ALL FACULTY MEMBERS AND ADMINISTRATION BY RANK

FROM: JESSICA BIERBOWER, INTERN FOR UNIVERSITY RELATIONS

DATE: JANUARY 23, 1996

RE: WILKES FACULTY ON WWW

I have started working on my final project for my internship, and I am asking for your help. My final project is to obtain brief biographies of each faculty member to put on the Wilkes home page in the near future. Could you please send me the following information:

- Where you are originally from
- Education (BS or BA and beyond)
- Previous Work Experience (optional)
- Organizations you are involved in outside the University
- Any awards you have received in the last two years
- Any publications or writings.

Please send the information to University Relations office, as soon as possible. Thank you for your cooperation. If you have any questions you can reach me at extension 4773 between 1-4 MWF.



Douglas J. Lynch  
Associate Professor of Education /*chair*  
Education Department  
Wilkes University  
Wilkes-Barre, PA 18766

717 831-4684 (W)  
717 283-9571 (H)  
e mail: dlynch@wilkes1.wilkes.edu

## Education

Doctor of Philosophy, Psychology, 1984

University of Massachusetts, Amherst

Area of Concentration: Educational Psychology

Dissertation: Reading comprehension performance as a function of individual differences in working memory for texts of varying reading difficulty.

Master of Science, Psychology, 1982

University of Massachusetts, Amherst

Thesis: A construct validity study of the sentence verification technique as a method of measuring reading comprehension.

Master of Science, Curriculum and Instruction, 1971

University of Wisconsin, Madison

Thesis: Area studies and moral education: Emphasis on Latin America

Bachelor of Arts, Political Science, 1970

Colorado College, Colorado Springs, CO

## Honors

### \*Wilkes University

Outstanding Faculty Achievement Award 1993-1994

### Wichita State University

\ Outstanding Educator in College of Education 1989

\ Nominated for Kansas Regents Teaching Award 1989

Outstanding Educator in College of Education, Runner Up 1988

\ Nominated for University Excellence in Teaching Award 1986 &  
1987

## Academic Appointments and Course Responsibilities

### Wilkes University

Chair, Education Department 1992-Currently

Acting Chair, Education Department 1991-1992

Associate Professor of Education 1990-Currently

### Teaching Responsibilities at Wilkes

Effective Teaching (ED 201/190)

Social Studies in Early Childhood and Elementary Education (ED  
360/ED 326)

Educational Psychology (ED 200/ED 201)

Tests and Measurement (Graduate: ED 520)

Psychological Foundations of Education (Graduate: ED 510)

Motivation (Graduate: ED 556)

Educational Research (Graduate: ED 525)



Wichita State University

Assistant Professor of Educational Psychology 1984 - 1990

Teaching Responsibilities at Wichita State

Learning and Evaluation (primary assignment)

Principles and Applications of Educational Psychology  
(Graduate)

Social Psychology of Education (Graduate)

Adolescent Psychology (1984-1986)

Statistics in the Social Sciences (1985)

Note: As an active member of the faculty at Wichita State, I performed a variety of valuable university services. These are not listed here, but will be made available upon request.

University of Massachusetts

Teaching Associate

Psychology Department, University of Massachusetts, 1979-1984

Psychology of Good and Evil (Spring 1984)

Statistics (Fall 1984)

Methods of Psychological Inquiry (1980-1983)

Educational Psychology 1979-1982 (Mastery based  
individualized instruction in the Fall, 1979)

## Grants

Goals 2000: Educate America Act

With Nancy Davis. To be submitted October 7, 1994

Wilkes University Teacher Education: Success for All Students.

Assisted Gail Gayeski (Project Director), and Nancy Davis with grant proposal, August 1994. Grant awarded October 1994.

69 Connections: The Essential Role of the Humanities, Kindergarten through University. Funded by the National Endowment for the Humanities, 1994-1995; \$26, 537. I am the primary author and Project Director.

70 Project for the Advancement of Innovative Teaching and Learning at Wilkes University. Summer Academy Expansion Project Grant, 1993-Currently, I assisted in the writing of the grant and serve as member of the coordinating team and as a facilitator.

American Commitments: Diversity, Democracy and Liberal Learning. Grant funded by the American Association of Colleges and Universities. 1994-currently; I assisted in writing the grant proposal.

Pennsylvania State Coalition for Adult Literacy, Jan-Dec, 1993, \$2000. I served as Project Director, working with Lynn Baynum.

VITAL: Volunteers in Tutoring Adult Literacy. Grant by the PA Department of Labor and Industry, PA Literacy Corp. 1992-1994, \$60,000; I served as Project Director; Assisted by Mary Martino, Lynn Baynum and Katie Chase.



Strengthening Humanities Foundations for Teachers; Grant by the American Association of Colleges, 1991-1992; Supported AAC conference and contact with mentor institution. I served as team leader with Jim Rodechko and Bonnie Bedford.

## PUBLICATIONS

Lynch, D. J. (1994). Issues to consider in designing portfolio assessments. Submitted for publication to Perspectives, the Journal of the Association for General and Liberal Studies.

Lynch, D. J. (1994). Bridging the gap from college to classroom: Insights from cognitive psychology. First draft completed, reviewing in progress.

Duell, O., Lynch, D. J., Ellsworth, R., & Moore, C. (1992). Wait time in college classes taken by education majors. Research in Higher Education. 33 (4), 483-495.

McKenna, M., Lynch, D. J. (1990). Teaching controversial material: New issues for teachers. Social Education. 54 (5), 317-319.  
ERIC EJ415740

Lynch, D. J. (1990). Teaching students to be internally motivated. Reading Improvement. 27 (2), 155-157. ERIC EJ412966

Lynch, D. J. (1989). How do you succeed in America? Southern Social Studies Quarterly. 15 (1), 43-47. ERIC EJ401462

Lynch, D. J. (In press). What will they remember about human sexuality and AIDS education? The Record.

Lynch, D. J. (1988). You can write higher level test questions. The Record, 7, (4), 12-13.

Lynch, D. J. (1988, Summer). Reading comprehension under listening, silent, and round robin conditions as a function of text difficulty and working memory. Reading Improvement, 25, (2), 98-104. ERIC EJ376112

Lynch, D. J. (1988, Winter). Implementing curriculum guides: Positive insights from a failure. Illinois School Research and Development, 24, (2), 64-68. ERIC EJ371839

Lynch, D. J. (1987, Fall). If only my students were internally



motivated! The Record, 6, (1), 14-15.

Lynch, D. J. (1987, Fall). How to write a curriculum guide to specify content and sequenced objectives. Southern Social Studies Quarterly, 13, (2), 65-71. ERIC EJ371115

Lynch, D. J. (1987). How do you plan for effective curriculum change? The Record, 5, (2), 19-20.

Lynch, D. J. & Royer, J. M. (1986). The right and wrong ways to use standardized reading comprehension tests. Kansas Journal of Reading, 2 (1), 18-20.

Lynch, D. J. (1986). Anticipating implementation of a new social studies curriculum. Sun Up for Kansas Social Studies: Journal of the Kansas Council for the Social Studies, 5, (4), 6-7.

Lynch, D. J. (1985). Norm referenced vs. criterion referenced tests. The Record, 4, (2), 10.

Royer, J. M., Lynch, D. J., Hambleton, R. K., & Bulgarelli, C. (1984). Using the sentence verification technique to assess the comprehension of technical text as a function of subject matter expertise. American Educational Research Journal, 21, (4), 839-869.

Lynch, D. J. (1984). Reading comprehension performance as a function of individual differences in working memory for texts of vary reading difficulty. Dissertation Abstracts International, 45, 3607-B. (University Microfilms No. DA

8500095).

Royer, J. M, & Lynch, D. J. (1982). The misuses and appropriate uses of norm referenced tests of reading comprehension.

Reading Psychology, 3, 131-142. ERIC EJ272388

Lynch, D. J. (1982). A construct validity study of the sentence verification technique as a method of measuring reading comprehension. Unpublished master's thesis. University of Massachusetts, Amherst.

Lynch, D. J. (Ed.) (1975). Bangor school system curriculum guide for the social studies: Grades K-8. Unpublished curriculum guide, featured at the 1976 National Council for the Social Studies Annual Meeting.

Lynch, D. J. (1971). Area studies and moral education: Emphasis on Latin America. Unpublished Master's thesis. University of Wisconsin, Madison.

## PRESENTATIONS

Lynch, D. J. (1995, May) Learning to care about others: Prosocial behavior and reading. Paper accepted for presentation at the International Reading Association Meeting, Anaheim, CA,



Reviews research on the development of prosocial attitudes and behavior, with emphasis on books that provide the instructional opportunity for enhancing prosocial behavior.

Lynch, D. J., & Rodechko, J. (1994, Nov.) Connecting history K-16: Challenges for teachers and professors. Paper accepted for presentation at the American Association for Higher Education national conference, Washington, D.C..

This session will focus upon a National Endowment for the Humanities project at Wilkes that involved Kindergarten through University Faculty in seminars. Experience from the history seminar raises issues for professional development, collaboration with K-12 institutions, and the structure of higher education curriculum.

Lynch, D. J. (1994, Oct.) Connections: The essential role of the humanities, kindergarten through university. Paper accepted for presentation at the Association for General and Liberal Studies national conference, Savannah, Georgia.

Presents the National Endowment for the Humanities project at Wilkes as an example of a means to enhance liberal education and collaboration, Kindergarten through University.

Lynch, D. J. (1994, Oct.) Social Studies Comes Alive. Presentation accepted at Project LEARN III.

Presents a sample elementary social studies lesson derived from the Joint Council for Economic Education: Effective interactive approaches to teaching economics in elementary schools.

Lynch, D. J. (1994, May) Linking the humanities to Elementary Teacher Education. Paper presented at The Integration of Liberal Education in Teacher Preparation conference, Boston University Center for the advancement of ethics and character, May, 1994.

Through a workshop format examined the rationale for reviewing academic discipline and teacher preparation curriculum in higher education. The argument was made that both are inadequate for the needs of contemporary and future teachers, K-12.

Lynch, D. J. (1993, Oct.) Portfolio Assessment: How to Do it Right. Association for General and Liberal Studies, Memphis, TN; October, 1993

This presentation discussed issues and appropriate procedures for using portfolio assessment.

Lynch, D. J. (1993, Nov.) Assessing Critical Thinking: A Workshop for the Analysis of Presidential Speeches. National Council for the Social Studies, Nashville, TN, November, 1993

Presided over a two hour workshop to explain the development of a research validated method of assessing high school student analysis of public speeches.

Lynch, D. J. (1993, Nov.) Characteristics of Schools and Pennsylvania Teacher Certification. Seminar presentation to Tamagawa University students, March 1993.

Described societal trends and how they impact on teachers and school districts. Explained requirements for PA teacher certification.

Lynch, D. J. (1993, Nov.) They'll Read More...but Will they Like to Read?. International Reading Association Conference, Orlando, FL.

This paper critiques corporate attempts to motivate students to read. Although the corporations may be generous in the financial support, my analysis suggested their programs do not necessarily assist either students or teachers.

Briscoe, J., Lynch, D. J, et al. (1992, October). Service learning: The sleeping giant awakes. Presented at the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, PA.

Described the Wilkes University Literacy Corp program as a model for service learning, combining academic proficiency with literacy training and service.

Lynch, D. J, Starr, J., Haas, M., & Feldman, R. (1992, Nov.) Evaluating the Lessons of the Vietnam War. Paper presented at the College and University Faculty Assembly of the National Council for the Social Studies Conference, Detroit, MI.

Detailed overview of the research process and results for a national study to assess critical thinking of an innovative curriculum project. Critique of the Program Effectiveness Panel approach to identifying quality curricula.

Lynch, D. J. (1992, October) Principles for motivating students. Presented at Project LEARN II, Wilkes University.

Presented principles of motivation to learn to an enthusiastic audience, standing room only!

Lynch, D. J. (1991, Feb.) Effective learning in science: A sharing



of ideas based upon educational psychology research. Presented at Project LEARN I, Wilkes University.

Addressed topics of transfer of learning, meaningful knowledge, mastery learning and authentic assessment for science teachers,

Lynch, D. J. (1991, Feb.) Principles for motivating students. Presented twice at Project LEARN I, Wilkes University.

Presented principles of motivation to learn to an enthusiastic audience, standing room only!

Lynch, D. J. (1991, May) Motivation to read: Research ideas for classroom teachers. International Reading Association Conference, Las Vegas, NV.

Principles of motivation, drawn largely from attribution theory and research provide a guide for instructional practices. The research also identifies contemporary practices that inhibit motivation to read.

Lynch, D. J. & Gardner, R. (1991, October). Attributional patterns of United States History Textbooks. Paper accepted, but not presented due to travel problems. National Council for Social Studies, Washington, D. C.

Research study that analyzed American heroes as presented in a variety of U. S. History textbooks. This study, combined with a context from motivation research shows that students are not likely to understand the motivating factors that influenced famous Americans. We argue this has negative influence for the student self attributions.

Lynch, D. J. (1991, April). Future trends in Education. presented to the Wyoming Area School District Committee, Exeter, PA.

Presentation to school-community group empowered to design future plans for the Wyoming Area school district.

Lynch, D. J. (1991, March) Enhancing textbook biographies through reading and writing. presentation at the Eastern Reading Association Conference, Atlantic City, NJ

Critiques biographies and addressed ways in which biographies could be enriched to provide a more realistic psychological bonding with contemporary children.

Lynch, D. J. & Turner, M. (1990, April). Do norm referenced test questions use different memory processes? National Consortium for Instruction and Cognition, in conjunction with the American Educational Research Association annual meeting, Boston, MA.

This series of studies explored hypotheses regarding different memory processes (stm, long term memory, coding schemes) engaged when students answer questions. The research extended earlier studies by using computerized testing.

Duell, O., Lynch, D. J., Ellsworth, R., Moore, C. (1989, April). Wait time in college classes taken by education majors. Paper presented at the American Educational Research Association Convention, San Francisco, California.

Wait time has been shown to affect the quality of instruction in K-12 classrooms. This study thoroughly investigated wait time in a variety of higher education classrooms. The study also used much more accurate audio technology than previous research.

Lynch, D. J., Turner, M. L., & McNamara, D. (1989, April). Reading comprehension and working memory: Unique or separate resources. Paper presented at the Southwestern Psychological Association Convention, Houston, Texas.

Theories of reading comprehension posit single series or parallel processing. By manipulating type of stimuli (verbal, numeric, spatial and semantic), the experimenters investigated working memory.

Lynch, D. J. (1988, November). Recalling the surgeon general's report on AIDS. Paper presented at the Psychological and Educational Research Conference, Emporia, Kansas.

Presented an experiment that assessed the accuracy of immediate and delayed recall of the Surgeon General's Report on AIDS as a function of knowledge and attitudes about AIDS.

Lynch, D. J. (1988, October). The use of biographies to improve students' efforts. Paper presented at the Kansas Council for the Social Studies Annual Convention, Wichita, Kansas.

Biographical text may be used to enhance student learning. Suggestions were made for social studies education.



Lynch, D. J., & Gurley, D. K. (1988, April). Dilemmas of text analysis. Paper presented at the Southwestern Psychological Association Convention, Tulsa, Oklahoma.

An experiment that assessed recall protocols after subjects read controversial text provided the focus for a discussion of text analysis procedures, propositional analysis by Meyer or intuitive.

Lynch, D. J. (1988, March). Recall of controversial passages. Paper presented at the Southwestern and Rocky Mountain Division of the American Association for the Advancement of Science, Wichita, Kansas.

Previous research demonstrates that delayed recall of text is considerably different from the original stimulus. This study investigated immediate and delayed recall of controversial issues as a function of attitude and knowledge of the topic.

Lynch, D. J. (1987, April). Reading comprehension as a function of individual differences in working memory for texts of varying reading difficulty in different reading and listening conditions. Paper presented at the American Educational Research Association Convention, Washington, D. C.

The paper presented an experiment with implications for both basic research scientists and educators, assessing reading comprehension of subjects in listening, silent, and round robin reading conditions. Reading comprehension performance was assessed as a function of text difficulty and working memory.

Lynch, D. J. (1987, April). Does taking turns reading effect reading comprehension ? Paper presented at the Kansas Reading Conference, Wichita, Kansas.

A very common reading practice is having students take turns reading aloud. This presentation critiques the practice as counter to what research has demonstrated as necessary for reading comprehension.

Lynch, D. J. (1986, October). Do people remember only what they want to remember ? Paper presented at the Kansas Council for the Social Studies Convention, Salina, Kansas.

Social studies texts have incorporated a number of value laden sections in order to enhance social awareness regarding sexism and racism. This presentation reviewed memory research from a constructivist perspective, suggesting that the recall of

text may be considerably different from the original.

Lynch, D. J. (1986, April). A case study in social studies curriculum development. Paper presented at the Rocky Mountain Regional Conference on Conferences on Social Studies Education, Phoenix, Arizona.

Presented my experience as K-12 Social Studies Chair, developing an innovative K-6 curriculum, addressing issues of community support and reaction, with suggestions for other school districts.

Lynch, D. J. (1985, April). Reading comprehension performance as a function of individual differences in working memory for texts of varying difficulty. Paper presented at the American Educational Research Association Convention, Chicago, Illinois.

The study demonstrated individual differences in working memory accounted for differences in reading comprehension performance. Text structure analysis was used to identify semantic features associated with memory processing.

Lynch, D. J. (1985, October). Reading comprehension of psychology and non-psychology passages. Paper presented at the Psychological and Educational Research of Kansas Convention, Salina, Kansas.

Presented a construct validation study of the sentence verification technique as a measure of reading comprehension.

Lynch, D. J. (1985, October). Developing criterion referenced evaluation procedures. Paper presented at the School Administrator's Statewide In-service meeting, Hutchinson, Kansas.

Gave guidelines for the selection, development and appropriate use of criterion referenced tests as an alternative to norm referenced tests.

Lynch, D. J. (1985, October). A case study: The Ideals and reality of K-6 Social Studies Curriculum Development. Paper presented at the Kansas Council for the Social Studies, Salina, Kansas.

What is reasonable to "enlightened" teachers is not necessarily reasonable to other teachers and to all members of the community: Argued the need to recognize the power of



irrational factors and political forces in curriculum development.

Lynch, D. J. (1984, October). Working memory and reading comprehension. Paper presented at the Psychological and Educational Research in Kansas Convention, Salina, Kansas.

Described the role of working memory in reading comprehension, with attention to individual differences and text structure.

Lynch, D. J., & Royer, J. M. (1983, April). Text structure and reading comprehension as measured by the sentence verification technique. Paper presented at the American Educational Research Association Convention, Montreal, Canada.

Report of text structure analysis study that investigated the construct validity of the sentence verification technique as a measure of reading comprehension.

Royer, J. M., & Lynch, D. J. (1983, April). Does the sentence verification technique measure passage comprehension or sentence comprehension? Paper presented at the American Educational Research Association Convention, Montreal, Canada.

Report of experiment that demonstrated the sentence verification technique assessed passage comprehension rather than sentence comprehension.

Lynch, D. J., & Royer, J. M. (1982, March). Reading comprehension of psychology and non-psychology passages measured by sentence verification. Paper presented at the American Educational Research Association Convention, New York, New York.

This was a construct validation study of the sentence verification technique as a measure of reading comprehension. The SVT is an improvement over traditional norm referenced measures of reading comprehension.

## ACTIVE PROFESSIONAL ASSOCIATIONS

\ American Educational Research Association 1980-Currently

< Association for General and Liberal Studies 1993-Currently

Concern for Affect in Reading Education 1990-Currently

International Reading Association 1985-Currently

National Council for the Social Studies 1970-1979; 1991-Currently

Pennsylvania Association of Teacher Educators 1990-Currently

Phi Delta Kappan 1992-Currently

### OFFICES IN NATIONAL PROFESSIONAL ASSOCIATIONS

President of the Special Interest Group, Concern for Affect in Reading Education, of the International Reading Association. This group of 150 international members meets regularly at IRA and publishes a journal. 1992-1994

Program Chair for Concern for Affect in Reading Education, International Reading Association Annual Convention, Anaheim, CA 1995