

PRESIDENT'S MESSAGE CONTINUED

Finally, let's think ahead about a year from now. We'll be electing new officers. Our officers now are serving at least their second or third terms. If you would like to know what these officers actually do, please let any of us know, or contact Diane Ganz's nomination committee. Many chapters do shadowing the last year of terms, so potential new officers can see what they're getting into. This is really possible. Just let us know.

As always, please give us any ideas you have about meetings for next year. In April we'll have a joint meeting with the Perry County Chapter, which should be fun. Start thinking about the rest of the year!

Sandy

Beta Delta Chapter Meeting May 16, 2015



Members met at the Moundbuilder's Country Club for our spring Founders' Day Recognition, "Hats Off to DKG." Prior to enjoying our delicious brunch, Sandy Stoker welcomed guest Ronna Beery and our scholarship recipients, Morgan Cole from Watkins Memorial High School and Kayann Hoffman from Lakewood High School. Thanks to Patty Denune and her committee for selecting two deserving young ladies.



A moment of silence was shared in memory of Emily Williams, the current State President. In the final months of her term in office, Emily suddenly passed away. Her memorial service was held today at the Worthington Christian Church.

In keeping with the theme of the day, a unique musical selection, "Sentimental Hats" was enjoyed by all. The program continued with twelve chapter members each sharing a brief tribute to one of the founders while "modeling" an appropriate hat.

Planning for the 2015-2016 program year will take place at the Licking County Library on June 9th at 10:00 A.M. If you cannot attend, please share any ideas with a board member.

Respectfully submitted,

Linda Mackey, Recording Secretary



Alpha Delta State Officers for the 2015 -2017 Biennium



(L to R) Mary Jane Kaufman, Parliamentarian; Diana Haskell, Treasurer; Eileen McNally, Corresponding Secretary; Pat Miles, Recording Secretary; Diana Kirkpatrick, Second Vice President; Meier Bauer, First

GREAT HATS!

More are on our website <http://BetaDeltaOh.weebly.com>



BOOK TALKS BY EILEEN

The Girl on the Train has been on the NY Times list for some time now. Having no book on my agenda, I thought I would read it. I did not care for it at all.

From the window of her train, troubled, alcoholic commuter Rachel Watson watches the world -- including a couple who are frequently out on their terrace at the very point her train stops every day. She names them Jason and Jess and decides their lives are the perfect happy-ever-after that hers has never been. But then Jess, whose name is really Megan, goes missing; and Rachel's memory of the night Megan disappeared is a yawning black hole. Did she see something? Can she help these strangers who continually draw her into their lives? I expected a taut psychological exploration driven by the mystery, but Hitchcock this isn't. None of the characterizations ring true, and the plot is created by withholding information the characters would naturally be thinking about (other than Rachel, who can't think about the plot due to alcohol-induced blackouts).

I didn't find a single one of these characters to be genuine in their humanity. They're not merely unlikable; their un-likability is forced and exaggerated. Rachel's convenient blackouts happen so frequently as to become tedious. Even sober, she constantly makes atrocious decisions, all the while acknowledging to herself variations on "I'm stupid" and "I shouldn't be doing this." She has no common sense, no boundaries, no willpower, no emotional fortitude whatsoever. The other first-person narrators are no more believable: Anna, who is married to Rachel's ex-husband Tom and seems to be a mash-up of sociopath and nurturer; and Megan, about whom I really can't say anything without spoiling the mystery.



The problem is, Megan's point of view conceals key things about herself as well, to the degree that the reader doesn't even know about the concealing until the climax (at which point there's no "aha," only frustration). In addition, the voices of these women are interchangeable and the climax includes the villain opining about his/her heartlessness using dialogue cliches to disparage the others while everyone sits around on sofas and drinks tea.

**Pay Your Dues Now
No Waiting In Line**

Send your \$60 (made out to DKG) to Robin Somers 309 Moull St. Newark, OH

This will really help Robin. Do it NOW!

“GOD BLESS YOU” SPEECH

This is based on a true story from a 2001 graduation in Peoria, Illinois.

They walked in tandem, each of the ninety-three students filing into the already crowded auditorium. With rich maroon gowns flowing and the traditional caps, they looked almost as grown up as they felt.

Dads swallowed hard behind broad smiles, and moms freely brushed away tears. This class would not pray during the commencements; not by choice, but because of a recent court ruling prohibiting it. The principal and several students were careful to stay within the guidelines allowed by the ruling.

They gave inspirational and challenging speeches, but no one mentioned divine guidance and no one asked for blessings on the graduates or their families.

The speeches were nice, but they were routine; until the final speech received a standing ovation.

A solitary student walked proudly to the microphone. He stood still and silent for just a moment, and then he delivered his speech -- a resounding sneeze! The rest of the students rose immediately to their feet, and in unison they said, "God bless you."

Achoo!

The audience exploded into applause. The graduating class found a unique way to invoke God's blessing on their future -- with or without the court's approval.

**EMILY WILLIAMS, STATE PRESIDENT,
DIES SUDDENLY**

Emily Jane Williams, 63, died unexpectedly at her Dublin home on April 25, 2015. Jane was preceded in death by her parents Bob and Selma (Jonas) Williams, and brother Bill. She is

survived by sister, Beth. Born in Athens, Ohio, Jane was in the first graduating class at the new Athens High School in The Plains. She earned a bachelor's and master's degree from the College of Education at The Ohio State University. Jane completed a 30-year career as an elementary teacher in the Columbus City Schools, serving as a first grade and "Reading Recovery" teacher at West Broad Elementary School and Duxbury Park Alternative School. She was a member of the Delta Kappa Gamma Society International, an organization dedicated to excellence in education. She was a past president of the Gamma Nu Chapter. As president of Alpha Delta State, Jane enjoyed traveling around Ohio and visiting local chapter members. A long-time season ticket holder for OSU football games, Jane was in the stands for the national championship victory in the Fiesta Bowl against Miami and in the Rose Bowl win over Oregon. An enthusiastic supporter of the Columbus Zoo, Jane served for ten years as a docent tour guide. An informal memorial service will be held at 3 p.m. on Saturday, May 16 at the Worthington Christian Church, 8145 North High Street. To recognize Jane's steadfast loyalty to the Buckeyes, it's okay to wear "scarlet and gray." In lieu of flowers, contributions in memory of Jane Williams can be sent to the Columbus Zoo and Aquarium, 9990 Riverside Dr., Powell, Ohio 43065 or online at give.columbuszoo.org.

This is an actual 8th Grade Final Exam given at Salina, Kansas in 1895

Grammar (Time, one hour)

1. Give nine rules for the use of Capital Letters.
2. Name the Parts of Speech and define those that have no modifications.
3. Define Verse, Stanza and Paragraph.
4. What are the Principal Parts of a verb? Give Principal Parts of do, lie, lay and run.
5. Define Case. Illustrate each Case.
6. What is Punctuation? Give rules for principal marks of Punctuation.
7. Write a composition of about 150 words and show therein that you understand the practical use of the rules of grammar.

Arithmetic (Time, 1.25 hours)

1. Name and define the Fundamental Rules of Arithmetic.
2. A wagon box is 2 ft. deep, 10 feet long, and 3 ft. wide. How many bushels of wheat will it hold?
3. If a load of wheat weighs 3942 lbs., what is it worth at 50 cts. bushel, deducting 1050 lbs. for tare?
4. District No. 33 has a valuation of \$35,000. What is the necessary levy to carry on a school seven months at \$50 per month, and have \$104 for incidentals?
5. Find the cost of 6720 lbs. coal at \$6.00 per ton.
6. Find the interest of \$512.60 for 8 months and 18 days at 7 percent.
7. What is the cost of 40 boards 12 inches wide and 16 ft. long at \$20 per meter?
8. Find bank discount on \$300 for 90 days (no grace) at 10 percent.
9. What is the cost of a square farm at \$15 per acre, the distance around which is 640 rods?
10. Write a Bank Check, a Promissory Note, and a Receipt.

U.S. History (Time, 45 minutes)

1. Give the epochs into which U.S. History is divided.
2. Give an account of the discovery of America by Columbus.
3. Relate the causes and results of the Revolutionary War.
4. Show the territorial growth of the United States.
5. Tell what you can of the history of Kansas.
6. Describe three of the most prominent battles of the Rebellion.
7. Who were the following: Morse, Whitney, Fulton, Bell, Lincoln, Penn, and Howe?
8. Name events connected with the following dates: 1607, 1620, 1800, 1849, and 1865.

An 8th Grade Education in 1895

Orthography (Time, one hour)

1. What is meant by the following: Alphabet, phonetic, orthography, etymology, syllabication?
2. What are elementary sounds? How classified?
3. What are the following, and give examples of each: Trigraph, subvocals, diphthong, cognate letters, and linguals?
4. Give four substitutes for caret 'u'.
5. Give two rules for spelling words with final 'e'. Name two exceptions under each rule.
6. Give two uses of silent letters in spelling. Illustrate each.
7. Define the following prefixes and use in connection with a word: Bi, dis, mis, pre, semi, post, non, inter, mono, and sup.
8. Mark diacritically and divide into syllables the following, and name the sign that indicates the sound: Card, ball, mercy, sir, odd, cell, rise, blood, fare, last.
9. Use the following correctly! ! in sentences: cite, site, sight, fane, fain, feign, vane, vain, vein, raze, raise, and rays.
10. Write 10 words frequently mispronounced and indicate pronunciation by use of diacritical marks and by syllabication.

Geography (Time, one hour)

1. What is climate? Upon what does climate depend?
2. How do you account for the extremes of climate in Kansas?
3. Of what use are rivers? Of what use is the ocean?
4. Describe the mountains of North America.
5. Name and describe the following: Monrovia, Odessa, Denver, Manitoba, Hecla, Yukon, St. Helena, Juan Fernandez, Aspinwall, and Orinoco.
6. Name and locate the principal trade centers of the U.S.
7. Name all the republics of Europe and give capital of each.
8. Why is the Atlantic Coast colder than the Pacific in the same latitude?
9. Describe the process by which the water of the ocean returns to the sources of rivers.
10. Describe the movements of the earth. Give inclination of the earth.

It makes you wonder if any of us would have passed the 8th grade in 1895. It definitely gives new meaning to the saying that an early 20th century person "only had an 8th grade education."

Ohio students are less prepared for college, career, report shows

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A day after the House [voted to abolish new and more rigorous student assessments](#) and place limits on state testing, a new report shows Ohio students are far less prepared for college and career than their parents have been led to believe.

According to the report released today, Ohio has some of the largest gaps between results on state proficiency tests and the [National Assessment for Education Process, or NAEP](#), considered to be the most accurate measure of student achievement.

Essentially, many Ohio students scoring proficient in reading and math on state exams lagged behind on the national test, indicating that state tests are less challenging.

The analysis by Achieve Inc., a nonprofit which supports higher standards and assessments, found Ohio and other states “continue to mislead the public about whether students are proficient.” The report examined state and NAEP tests given in the 2013-2014 school year. “When Ohio parents read that their child is ‘proficient,’ they expect it to mean something,” said Chad L. Aldis, Vice President for Ohio Policy and Advocacy at the Thomas B. Fordham Institute. “This report should serve as a wake-up call for policymakers about the importance of telling families the truth about student achievement.”

State education officials noted that the report is based on tests which were replaced by new rigorous exams this school year.

“In Ohio, we appreciate all these reports but telling us we’re not good is not news to us. That’s why we’re doing the things we’re doing,” said John Charlton, spokesman for the Ohio Department of Education, adding

that Ohio’s scores on NAEP have shown no gain in more than a decade.

“There is good reason for the new 3rd-grade reading guarantee, new learning standards, more rigorous assessments. We need to stay the course otherwise we continue to fall behind.”

Still, Ohio’s use of new Common Core standards and Partnership for Assessment of Readiness for College and Careers (PARCC) tests have been under fire. Critics have argued they are too hard and take too much time and focus away from classroom learning.

May 13th, [the House approved by a vote of 92 to 1 a wide-ranging bill](#) that would eliminate PARCC tests in Ohio and limit state achievement tests to three hours per year.

FIX, BUT DON’T SCRAP, COMMON CORE (Newark Advocate Sunday May 17, 2015)

It’s fair to say few educational programs in memory have been as divisive or ill-received as Common Core or standards-based testing.

Critics of the new program — just wrapping up its first year of implementation — believe the tests are an affront to educators and actually destructive to student learning. The most vehement of critics continue to embrace the absurd belief Common Core is in fact part of a larger effort to twist public education to political or activist ends.

But even some proponents of Common Core testing have voiced significant concerns several months into its roll out. Many of those same supporters candidly acknowledge implementation during this first school year has been more than a bit of a mess.

As the process stumbled awkwardly on, hundreds of parents started opting out of having their children take the test.

The test providers (the Partnership for Assessment of Readiness for College and Careers or PARCC) allotted far more time than most students actually needed to complete testing, consuming hours and days of time that could have been spent teaching students. The actual scope of the testing also has drawn fire as excessive.

Then there are the legitimate complaints from teachers, who feel under attack or under-valued.

Still, it seems premature and too much of an overreaction to scrap Common Core wholesale. It also would seem the votes simply aren’t there in the Ohio House to put down Common Core for good. Such a move also would have a profoundly negative effect on federal dollars coming into Ohio.

Rather, lawmakers are eying a bipartisan bill that could require a switch of test providers and would greatly streamline testing.

We’re heartened to see there is a bipartisan will to fix this mess.

Given the disorganization of PARCC’s execution, finding a new provider for testing might make sense if the current vendor doesn’t take swift and timely steps to remedy the problems seen this year.

It also makes sense to learn from the mistakes made this school year and tighten up testing times and limit execution of the tests to a single time each school year.

Key to the process in moving forward to a second year of Common Core is ensuring that those on the front lines who must implement the vision — teachers — have more of a voice in shaping and honing the process.

It is critical local educators retain the autonomy to teach our young rather than dwelling on testing and test preparation to the exclusion of meaningfully educating students.

Enjoy Your Summer!

IF YOU DON'T LIKE SUMMER

School is out and summer camps start
And older people feel younger at heart
And even at night it's warm and lazy
If you don't like summer you must be crazy

Swim in the pool, eat some ice cream
Stare at the clouds, get lost in a dream
Spin in circles until your brain is hazy
If you don't like summer you must be crazy

Go to the beach and build a castle
Or you and your friend in the sand can wrassle
Lie on the green grass, make a chain with a daisy
If you don't like summer you must be crazy

Meeting Dates

June 9, 2015
Planning Meeting
10 AM
Newark Public Library
Everyone is welcome!

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