

"I think the district should keep it the way it is. It (to change the grades in Wycallis) doesn't make economic sense; it ends of being a waste of money."

John Litz: "I think the realignment is something that has to be investigated more thoroughly with the stakeholders (faculty, students, administration, parents) involved."

"On full-day kindergarten we're waiting to see what Gov. Rendell will do, the state may mandate it. However, I think I am leaning toward all-day kindergarten."

Gary Mathers: "I like full-day, but I don't necessarily like the realignment of the elementary schools. I just think in doing that, they'd be going back on their word that they gave to the people from Westmoreland school."

Deborah Morgantini: "Well that depends, we have to do more investigation into it and what funding is involved."

"If it's to the students' benefit then we may do it, but a lot more investigation has to be done. The same thing goes for realignment."

Thomas Russ: "Right now at this time we I haven't really done a lot of thinking on the whole process yet. We've received a lot of paperwork, a lot of information. We want to do what's best for the district, what's best for the kids."

"So, I'm not sure which way to go yet. We need to discuss it as a big group and everyone gets all the information together. There are pros and cons on both sides."

— Do you support Gov. Rendell's plan to shift the school tax burden from property to income?

Ashbridge: "The bad part of that is when you shift to income tax all of the taxes are turned to the state. The majority of tax dollars generated by the income tax are sent into the state and then redistributed to the district and the district would end up getting less than our population is generating."

"If it was equitable, if taxes generated by the Back Mountain were left to the Back Mountain, that would be fine. But the larger districts end up getting the larger portions; in that respect it's not equitable and it's not fair. But I do believe something has to be done with the property tax."

Bigus: "What I've seen with the governor so far is that he's not a pro-education governor. I haven't seen that he is an anti-education governor either. He has begun to cut educational funding and that is a concern."

"If that's as simple as it's going to be (shift school tax burden from property to income), I'd rather see those with a higher income taxed."

Gochoel: "If governor Rendell mandates it and doesn't pay for all of it, then that would put the members of the board in a tenuous position to find out where that money would come from."

"I'm not a person that takes the easy way out. I would exhaust every possibility including looking at Act 50 before it would be considered. And then I would never agree, I would make sure it got significant public airing so they understood the position the board was in and then get their

(public's) input."

Goeringer: "I think the tradition of funding schools with property tax is a fine way."

"I have a feeling everyone will end up paying more tax if that (the change to taxing income) is done."

"The problem is really a question of reassessment. The problem of changing from property-based tax to an income-based system is I think that the taxpayer would end up paying more, rather than less."

"Reassessment may be a fairer way taxing individuals."

Litz: "Without getting more details on the proposal, it's difficult to come to a position right now."

"I haven't seen details and I believe you can't make an informed decision without details."

Mathers: "I can honestly say I do not know enough about it to make an informed decision."

Morgantini: "I haven't totally made a decision. I'm leaning toward that I think it would be a good thing. I'm totally sold on it yet."

Russ: "I don't know where he's coming from on this one. I mean he's going to reduce it somewhere to make up the difference somewhere else. I don't agree. I don't disagree. Until this plan is etched out in layman's terms, I can't make up my mind."

"No matter where they take it on the one hand they're apt to pick it up on the other hand."

— Do you feel the district has a plan to help students succeed in a changing world?

Ashbridge: "Yes, they do most definitely. You can see that by how we encourage them to participate in the science fair. We fully backed those kids that were in LifeSmarts every inch of the way. We encourage kids to be involved in anything out there."

"Through initiation of our long-distance learning lab, we are able to hook up with schools or museums, different facilities that provide learning that we don't have staff or budget to do."

"We are pushing all the time to try to get the kids the best that's available."

Bigus: "The superintendent and educational staff probably do have a plan for the ever changing world and if they don't, I'd like to be a part of that."

"I've lived here for 32 years; I have deep roots in the Back Mountain. Based on living here and being a concerned citizen it seems up to this point in time Dallas has met the educational needs of its students and produced a student that is well prepared for an ever changing world. We want to make sure we can do that as the need grows larger."

Gochoel: "I think they have a plan; do I think it's the best or would I change it? Yes."

"One of my concerns with my daughter, a freshman now, two-thirds of the kids are on the honor roll. The incredible amount of kids on the honor roll is reason to believe that maybe we could be challenging them a bit more."

"Another thing is we had 45/50 minute classes. It's (intensified scheduling) almost like a double period — less classes, but they're in class longer."

"It doesn't seem that it's been

terribly popular with the teachers. Anything that's unpopular with teachers is something that I would want to look at seriously — they're on the front lines."

Goeringer: "I think the students graduating from Dallas, I think they're well educated, probably as well as students educated at any school in the Wyoming Valley."

"We have a good teaching staff. The intensified schedule has pros and cons. I'm still not crazy about that, I think the one-hour class might work better, but I think switching back might cause more chaos because they have adjusted to it."

Litz: "I believe so, evidence of this would be the results of the statewide testing program and also the district's track record of students going on to not only higher education but on to work. I think the district has a very good record in both of these respects."

"I think you always have to continuously review those programs to keep them current and applicable."

Mathers: "I think they have a very fine plan for the top 20 percent on the class, but I'm not so sure that is the case with the middle of the road student."

"That is my main concern those students that are in the middle."

"The state provides for those students at the very top and also at the end of the spectrum. But they are not so concerned with those in the middle and I'm quite concerned about the future of those in the middle — the average student."

Morgantini: "Absolutely, our strategic planning is one of the best in the area. It addresses standardized testing, the No Child Left Behind Legislation — we have an excellent strategic plan. I think our kids get some of the best education in this part of the state."

Russ: "I think our technology courses are always upgrading, we're always trying to get the most we can out of computers and upgrading. Does it need improvement? Sure. But it's a constant change. Every year classes keep changing. I think we're ahead of the rest in the area."

"I just feel as though we're moving in the right direction."

RESEARCH MATTERS

by Dr. David J. Madeira



The Dangers Of NSAIDs

Millions of people take NSAIDs each year for a number of conditions, specifically to relieve pain and reduce inflammation. However, these analgesic and anti-inflammatory benefits can be accompanied by dangerous side effects, particularly gastrointestinal complications.

How dangerous are NSAIDs? A British study in the journal *Pain* reviewed 49 randomized, controlled trials with data on gastric or duodenal ulcer, ulcer hemorrhage or perforation and death attributable to NSAID (aspirin) use. The authors estimated that one in 1,200 patients taking NSAIDs for at least two months died from gastrointestinal complications. They also estimated that 2,000 people in the United Kingdom die each year from gastrointestinal lesions who would not have died if they were not taking NSAIDs.

The authors are quick to note that different NSAIDs are no doubt associated with different degrees or types of risk, and that these risks may be influenced by patient-related factors such as age or disease. However, they also note that their results "strongly" suggest that chronic oral NSAIDs pose a high risk of adverse effects and urge that "patients receive minimum effective doses for the minimum possible time."

Always ask your doctor about the potential risks of any medications you may be taking, and inquire about possible non-pharmaceutical alternatives to managing your condition.

Reference: Tramer MR, Moore RA, Reynolds DJM, et al. Quantitative estimation of rare adverse events which follow a biological progression: an new model applied to chronic NSAID use. *Pain* 2000; Vol. 85, pp169-82.

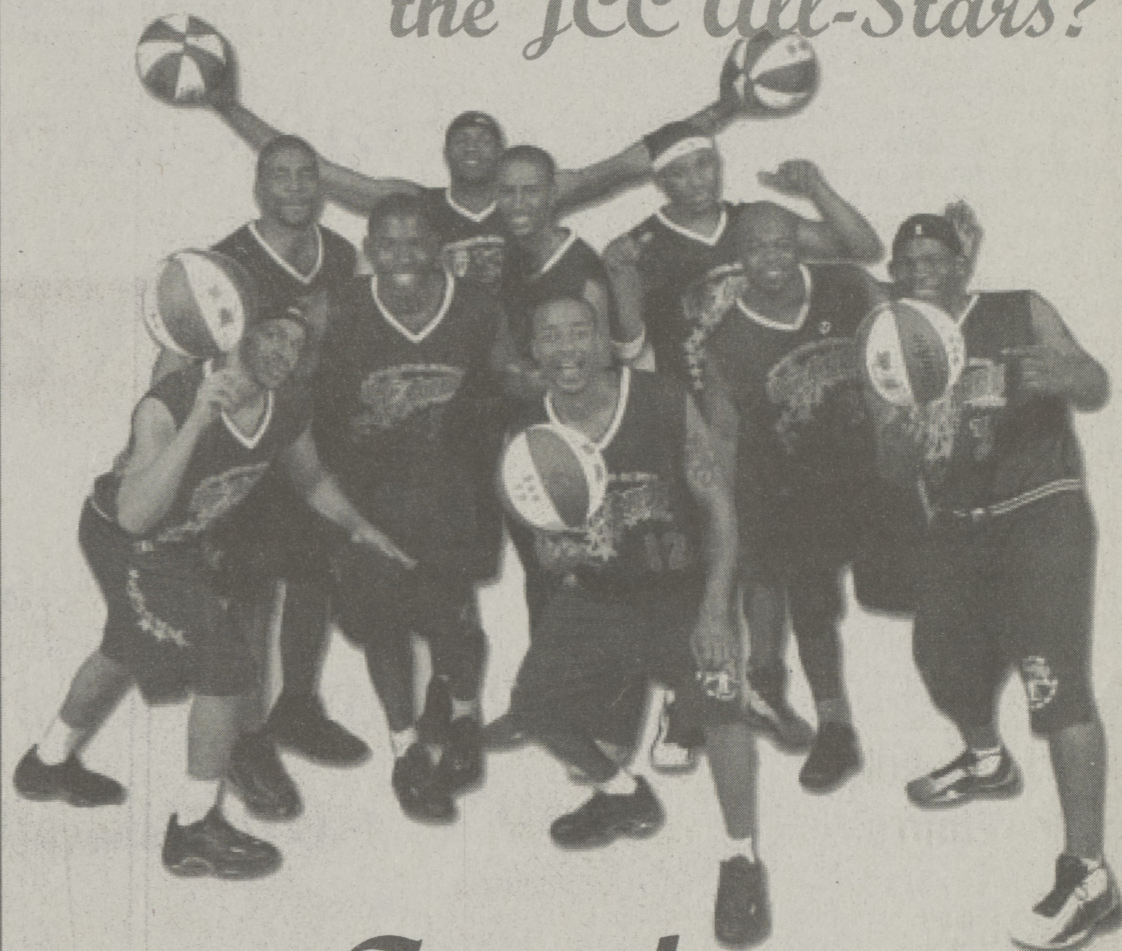


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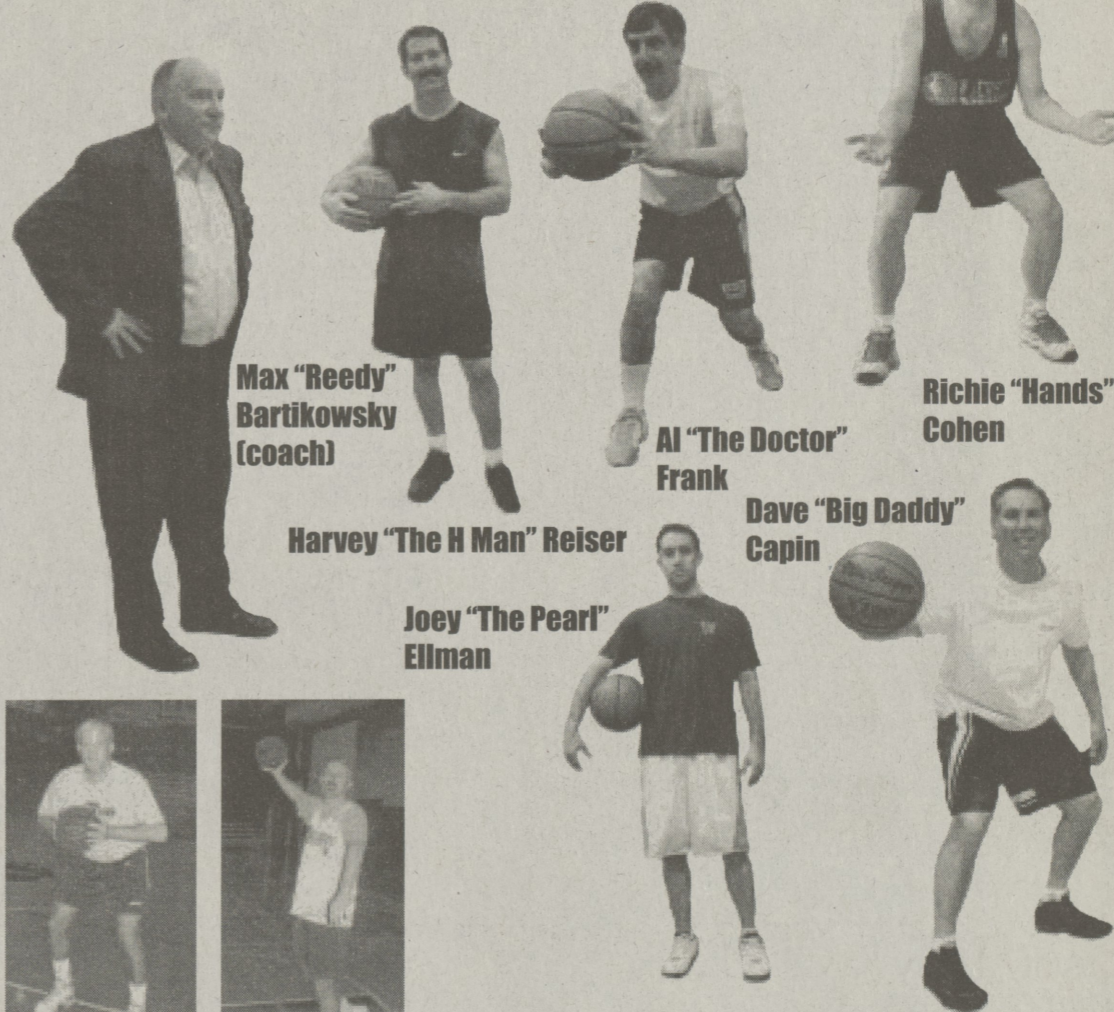


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Fred "Hot Rod" Berley

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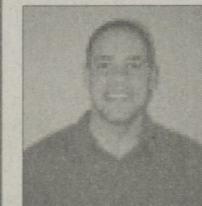
Michael Fine

Jane Messinger

Jeremy Cohen

Marcus Cutler

Geoff Cutler



School board

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leading assistant coach; Mathew Samuels, head cross country coach; Cynthia Maier, head coach field hockey; Tom Kilduff, golf head coach; Chris Scharff, co-coach boys' soccer; Chris Chapple, co-coach boys' soccer; Justin Udzilla, head coach girls' volleyball; Mike Williams, assistant coach girls' volleyball; Mike Balutanski,

head coach girls' tennis; Ted Jackson, head coach football; Marjorie Adams, assistant in charge cross country; Lisa Niewinski, assistant in charge soccer; Jaime Slocum; assistant coach soccer; Jonelle Cavill, assistant in charge field hockey; Lori Besecker, assistant coach field hockey.

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