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ROOSEVELT
BOROUGH



BULLETIN

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We are not immune

The following article was compiled by Freda Hepner, William Knight, Bob Monk, Bob Petrilla, Lee Selden, and Bernie Suttake from reports by the following households--Muellers, Herrstrom, Socholitzy, Gay, Suttake, Cooper, Antosky, Goldberg, Crozier, Knight, Senders (Synagogue), Lifland
The Editors

The following summary of break-ins in Roosevelt during the past year or so is intended to illustrate that Roosevelt is facing deep and serious problems. The break-ins are symptoms of issues the town will be asked to address in a town meeting scheduled for Tuesday, November 1, at 8:00 p.m., at Borough Hall. The meeting and its agenda are described elsewhere in this issue.

Rabbi Senders reported the theft of two bottles of Canadian Club from the synagogue in September during Rosh Ha Shannah. The theft occurred late at night. Access was made through a window left ajar.

The investigating sergeant believed local adolescents were responsible. The rabbi admitted, "It hurt me; I love them all," referring to the town young people. The bottles, emptied, were subsequently found at the Hill Top Pool grounds.

The Herrstroms home was twice broken into this year. In August, while away, their front door and downstairs windows were locked, and the home was entered through an upstairs window via a ladder. The beds were slept in and food was missing. Nothing, however, was stolen. A stereo, typewriter and other available articles were un-

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We are not immune

touched. The police were called, came reasonably quickly; the Herrstroms feel they know who entered the house and decided not to press charges believing there was no criminal intent motivating the break-in. The police were solicitous and seemed concerned for the town. The second break-in occurred earlier this month and the house was entered in exactly the same way as before. The liquor cabinet was cleaned out. The police came reasonably quickly and had no suspects of their own. Later, the Herrstroms received a personal confession, which is apparently not legal, and wish to press charges, but the matter is unresolved at this writing.

The Lifland home was also twice broken into this year. The first time was a year ago, between 9 a.m. and 3 p.m. The door was locked and the thief entered through a window and took a collector's set of baseball cards valued at \$200 and \$100 in cassettes from the son's room. The intruder came in, sat down, and played music in the home. Mrs. Lifland's music cassettes were not taken, nor was the house ransacked, nor was costume jewelry taken. The police were called and came quickly and had no suspects, but suggested Mrs. Lifland keep her ears open for suspects around town. The second break-in occurred toward the end of this winter. The home was entered through a back door which was open. Dirt and footprints were found through the house, but, curiously, nothing was taken from the home. The police were called. No other details are known.

On Saturday night, March 19,

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1983, between 8:30 and 10:30 p.m., the home of David Arnold and William Knight was entered through a kitchen window which was ajar. (The telephone answering machine registered one caller who hung up without leaving a message suggesting to the police someone knew the owners, watched the house, and called to make sure no one was home while the house was robbed.) It's believed there were two thieves; they were neat and thorough, going through file cabinets, desks, dressers, closets, and dirty clothes where an expensive good bracelet was hidden. Knight, a former goldsmith, had kept several favorite hand-made items including gold pendants, bracelets and cuff-links all of which were stolen. Knight asked us to advise curious readers that none of these items was replaced and that he has since lost interest in gold. Also taken was an antique cuff-link and stud set made of gold, platinum, sapphires, and diamonds. Mr. Knight said that it had been his intention to wear said finery to Mr. Arnold's debut with the Metropolitan Opera. Knight asked us to say he is offering a \$200 no-questions-asked reward for the antique cuff-link and stud set.

Curiously, no watches left in plain view, televisions or radios were taken. The burglars were surprised by Knight's early return; one dropped a camera at the back door, and one left through the kitchen window leaving a muddy footprint about size 7 on the ledge and fingerprints on the window. The police were called, came quickly, and the officer said he had several suspects in

mind, that they were kids in town, and that they'd be caught. He asked to return in a day or two to take fingerprints and a tracing of the footprint, and for the owners not to clear these away. The officer, however, was not heard from. After a few weeks, the owners made reminder calls to the police several times a week, and Officer Wiseman finally returned to say he decided not to take the footprints after all. He did take a silver and enamel piece and a plexiglas case for fingerprinting. Now, seven months later, these items are still in the possession of the police and no report to the owners has been made. Repeated calls and letters to the State Police, the owners say, have gone unanswered. Suspects were suggested to the owners by townspeople and the owners requested meetings with the suspects and their families; these requests have not been answered. The case appears to the owners to have been abandoned, and the owners have installed a security alarm system.

The Goldbergs' home was dark one night in mid-summer when, shortly after 11 p.m. they heard a noise outside, turned on the outdoor light, and scared away an intruder who had damaged their fence in attempting entry. Their aluminum extension ladder was discovered missing a few days hence; they are unsure whether it was taken during the evening described or on a following day. The police felt local young people were responsible. The theory is that the theft was committed by one or both of the fellows sent to cut the

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Goldbergs' lawn on a day when the regular grass mowers were not able to work. The Goldbergs showed the newcomers a special entry through the fence for their mower--the same entry used the night of the theft.

The Mueller household was robbed on a weekend around four months ago. The premises were entered through a back door which the thief kicked in. Well-hidden jewelry was stolen; other jewelry, in plain sight, was not taken. Nor was a TV set. The State Police were called and responded quickly. The case is under investigation.

Bernie Suttake's home was broken into on April 29, 1981, sometime during the day between 8 a.m. and 6 p.m. The window adjacent to the home's front door was smashed and the door was thus opened. The items stolen included camera equipment, rings, watches, and a bottle of wine. Items not taken include stereo and TV. The police were called, were responsive, took finger-prints and interviewed neighbors. No one was apprehended, and to Mr. Suttake's knowledge the police have no suspects.

In late August, the Leffs' two cars were vandalized while parked next to their house in their driveway which extends 100 feet from the road. The incident took place between 1 a.m. and 5 a.m. The cars were unlocked. Both cars had been gone through thoroughly and stolen were a calculator, leather brief case (whose contents were left), a pen and pencil set, etc. The State Police were called and responded quickly; the Leffs were later advised that about

ten Roosevelt cars had been vandalized the same evening, and one car stolen. The police officer was friendly, efficient, and seemed anxious to solve the case, but he said that one of the problems with Roosevelt is that residents don't like to prosecute suspects.

One afternoon toward the end of August, the David Cooper home was entered through an open window. A bottle of liquor was stolen. The police were called, and responded quickly; the police claimed to know the thief, but did not have enough evidence to go after the person. David Cooper also thinks he knows the individual responsible, but has learned the person is leaving town which means this particular case will be closed.

One day this past spring, a thief entered the Antosky home through an open door and searched the house for money, taking about ten dollars in quarters and twenty dollars; no jewelry was stolen. The police were called and came right away. They said not much could be done about it since it seemed too little to bother about. The owners believe the police sometimes take a defeatist attitude which reflects that of our residents. Shortly after the robbery, gas was syphoned from the Antosky's camper and they suspected it was done by the original thief as a result of their report to the police.

The Crozier's home was broken into one day in late August at noontime. The thief broke a window at the porch at the rear of the house and thereby opened the

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back door which was locked. About the same time the cleaning woman, entering through the front door, came across the thief who--thought to be an adolescent boy--ran away. The State Police were called and came that evening. There are no suspects; the cleaning woman was startled and could not give a description of the thief.

The Socholitzky home was broken into in November, 1982, while the owners were away for a few days. Evidently the front door lock was picked to gain entry. The thief was very neat as well as discriminating, taking gold jewelry and rejecting costume jewelry, taking rolled quarters, nickels and dimes and rejecting pennies. The only objects of the theft were items easy to carry in a pocket. Televisions, radios and items were not disturbed. The police were called and suspected someone local--either a current or recent resident. The police were particularly interested in descriptions of easily-identifiable jewelry which was stolen. The State Police stopped by a few weeks later to say the Socholitzky's was one of four robberies in town around the same time. The case remains unsolved.

The home of Ann Gay, a widow, was burglarized around May, 1983, while Mrs. Gay was away. The home was entered through a kitchen window that was ajar, and a lot of glass was broken upon entering; a back door was broken apparently when the thief left the house. Sections of the house were ransacked, and twenty dollars in coins was taken. Nothing else was stolen. The police were called by a

neighbor and a report was made. Neighbors were particularly distressed by the robbery, which the police seemed to think was carried out by local kids, because of the advanced age of the victim, who was known for her generosity and friendliness to townspeople. Not long after the break-in, she had six specimen azaleas dug from her yard and donated them to the town. Four of these were stolen from her front yard; the other two are now planted at the entrance to Borough Hall. Not long after the break-in, Ann suffered a heart attack, recovered and has moved out of town.

Please report any errors in the above summaries to the editor of the Bulletin. If your property was broken into during the last two years, and is not reported above, feel free to send a descriptive report of the incident (s) to the Bulletin.



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Police blotter

The Editors and staff of the Bulletin wish to announce a new, continuing feature in which any involvement of Roosevelt citizens with the State Police will be reported. This month we present a review of 1983.

In the first nine months of 1983, according to investigation reports of the State Police at the Hightstown Barracks on Route 130, Roosevelt has been the scene of 12 thefts, four burglary-thefts, one burglary only, two stolen vehicles, one possession of drugs and one possession and distribution of drugs.

January 29: \$822 worth of construction materials was taken from Witches Hollow.

February 7: a trailer, owned by Arctic Corner, Inc. and parked on South Valley Drive, was entered by breaking a lock; \$3,060 worth of new windows and doors was taken.

March 27: a home on Tamara Drive was entered and property valued at \$245 stolen.

May 30: a vehicle worth \$2500 was taken from Homestead Lane, later recovered.

July 3: the front door of a home on Tamara Drive was entered and a wallet with contents worth \$25 was taken.

July 25: a home on Homestead Lane was entered by breaking a window and unlocking the door; nothing was reported missing.

August 5: various contents of six cars were taken including \$429 worth of stereo equipment. Three of the cars were parked on South Rochdale Avenue and three on Elm Court. In addition, a vehicle was stolen from School Lane.

August 6: two bikes worth \$355 were taken from Tamara Drive.

September 29: a bike worth


\$150 was reported stolen from Rochdale Avenue. The owner had previously recorded the serial number of the bike.

October 1: two bikes worth \$170 and \$50 were taken from Rochdale Avenue.

August 20: a suspect was arrested for possession of drugs and is awaiting a court appearance.

September 12: a second case involving possession and distribution of marijuana and LSD. An on-going investigation is being conducted by the detective bureau of the State Police.

Investigations are also being carried out concerning a theft on May 8 and a burglary-theft on September 26 according to State Police.



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Two Council members resign

by A. Weiner

Two major issues were considered at the regular October meeting of the borough council: the resignation of two council members and the steeply rising costs of garbage collection by year's end.

Jan Terry and Norman Nahmias both submitted resignation letters citing family and personal and/or business commitments as obstacles to further service on the council. Replacement procedures require that three nominees for each post be supplied to the council by the local Democratic Committee. One of these will be chosen for each seat and will then each serve for one full year. These appointments will have been completed by the end of this month.

The solid waste problem presents serious financial and administrative concerns. Landfill companies are asking the State for raises in rates charged to waste collectors, amounting in some cases to an increase of 513%, beginning January 1st. These are passed on to the communities and can result in a doubling or more of our garbage collection budget. There are two components to the cost of solid waste collection: the landfill fees and the costs to the company in transportation, equipment and labor.

In consultation with both the present contractors, Russo and Muscatello and with Larry Zaazenga of the Monmouth County Planning Board, the council determined that this drastic price rise is the result of past infractions of federal

environmental guidelines regarding the dumping of wastes. New Jersey has been conspicuous for its disregard of mounting water pollution and other environmental abuses. The State has consistently charged lower fees than Connecticut, Pennsylvania or Maryland, where for example the charge is around \$25.00 per ton to N.J.'s \$4 to \$8 per ton. Howell Township landfill to which our borough is assigned is a major offender and has now been legally required to clean up the conditions that threaten to contaminate the surrounding sources of drinking water. Although the council recognizes and applauds the need to protect the environment, members expressed their dismay at arbitrary edicts that fail to allow for financial assistance to communities as small and modestly budgeted as ours. The requested rate increase may not be granted, of course, but the cost of finally complying with EPA standards will at this point be necessarily high.

Faced with this necessity, the council is considering ways to economize and win the cooperation of our townspeople. The following are some possible approaches: 1. Reduce collections to once a week. 2. Institute by ordinance a system of separation of garbage from recyclable waste such as newspapers, glass, yard waste etc. In respect to recycling, materials can be sold for an income of about \$1300-\$1400 a year. This, however, would

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require storage facilities, which besides being costly would create hardships for residents to reach with their waste.

Collection of recyclable waste could be done by the contractors who would then keep the proceeds as (part?) payment.

3. An additional proposal was to start a community compost pile for yard waste (grass, leaves, etc) which could produce useful humus in about two years. Council members declared their openness to suggestions from residents before final decision is taken at the next council meeting.

Other business acted on:

- At a special meeting held on Sept. 21, a new ordinance amending Land Use Ordinance 97, was adopted to redefine the "family unit". With this change it is hoped that the community will be in compliance with the State Supreme Court and still impose a measure of restriction on multi-family dwelling arrangements. The new ordinance defines a family as one person or two or more who are issue, married or adopted, or three persons living together as a single non-profit unit, for every two bedrooms and one indoor bathroom. Strong opposition was expressed by a majority of the visiting public. There were no dissenting council votes.

- A joint meeting of residents, the borough council and the State Police was announced for November 3 at 8 p.m. at Borough Hall to discuss the issue of juvenile crime in the borough.

- A waiver of the \$10.00 fee for the permanent certificate of occupancy for residents of the Senior Citizens Housing Project was approved.

- A vote to retain the original \$15.00 per month water/sewer

fee, instead of the current \$30.00 payment by Roosevelt residents, was passed with three in favor, 1 opposed and 1 abstention.

- The council voted to replace the windows at the water treatment plant for \$1325.00.

- Approval was given for an expenditure of \$3600.00 for radio equipment, air packs and new coats for the Fire Department, to be taken from revenue sharing funds.

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F.D.R. - Who was he and what?

(Continued from last issue)

by Peter Berlinrut

Whatever pain or strain it may have cost him to stand there on the inaugural platform and ringingly deliver those words that were a bolt of reassurance to the country wallowing in disheartened anxiety, he bore it almost without trace. Between March (when he took office) and June, 1933 followed a flood of legislation (the famous Hundred Days) that were to transform almost every facet of American life. By the time he died in April, 1945, the country had undergone a revolution so wide and deep that historians haven't caught up with it yet. One reason is that it was a relatively quiet and peaceful revolution, despite the rage and rant and abuse of conservatives. Who can ever forget the thunderings of the Liberty League that he was undermining the Constitution, bringing in socialism or even communism by the back door, abridging the heaven-decreed prerogatives of laissez-faire capitalism to run its affairs any way it pleased without governmental meddling? And the abuse!! Ah, that traitor in the White House! Ah, that anarchist pig! Ah, that demagogic buyer of votes! Etcetera, etcetera, etcetera, the worst epithets unfit for public print! He held his ground, he held his calm, he held his confidence. The victory he had won over his paralysis and the lesson he learned therefrom, served him; the one dedication that life calls us to is to right a wrong that stands for

human pain and suffering and that means perseverance in the face of obstacles. He was not by inmost nature a reformer, not a moralist, not a theorist of society, not a visionary, not a seeker for personal power. (A certain type of patrician born to social station and to money, a darling of life by natural fiat, doesn't need power) He knew one thing well: to live is to right a wrong, whether inflicted by a virus or by flawed social customs or by unfair laws.

He took the country off the gold standard to ease and increase the money supply. (And how Al Smith yelled in indignation that F.D.R. was making 'baloney' dollars out of real dollars, the same Al Smith who was a crusading progressive as governor of New York and whose bid for the presidency in 1928 F.D.R. had served fervently well). He stopped the demoralizing run on banks by closing them and then changing banking laws so that the savings of modest depositors were guaranteed by the government. He created a formidable list of appointed agencies to deal with particular problems, among them, the N.R.A., the A.A.A., the W.P.A., the P.W.A., R.F.C., S.E.C., C.C.C., and numerous others. I list these agencies to suggest the sweep of the New Deal into every nook and cranny of our national life. Idle workers willing and able to work and jobless through no fault of their own, were to draw unemployment compensation. People reaching retirement age would

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receive cash benefits. Young men past the age of schooling and unable to find work, could enroll in special government projects of land reclamation and improvement. Bulk unemployment of all ages was relieved by made work of use to the community, ridiculed endlessly by conservatives as 'leafraking', 'boondoggling', 'parasitic idling', etc. (The political conservative refuses to draw a distinction between social evils and the abuses of reforms aimed to eliminate them, able to make peace with the former but not the latter.) The fifty or fifty-five hour work week became the forty hour week, reserving Saturday and Sunday as days of rest, surely a momentous change. Farmers obtained at least a measure of relief from the ravages of market and weather. Banking was made subject to laws assuring greater honesty, fairness, and reliability. Stock Exchanges were enjoined from shady practices that mulcted defenseless investors, 'margin' buying, 'bucket shops', etc. Living standards of the poorer rural communities were improved through government money sparking development of cheaper electricity. Small businesses, their backs against a wall fighting for life, could get loans at very low interest. Painters, sculptors, writers, artists in other fields had opportunities to carry on their skills on government-sponsored projects.

I was a grateful beneficiary in one instance when I was discharged from the Air Corps at the close of World War II and trying to decide where to live I came across a descriptive directory of New Mexico, com-

plied by the Works Progress Administration. It was excellent in the completeness of its scope. There were many such state directories, all solid money's worth for the federal funds expended. The same is true of the murals decorating the walls of numerous public buildings (Ben Shahn's in our school lobby, among them). So this day, the gains accruing to cultural life from the federal projects remain a glowing episode.

F.D.R.'s hand was at the helm of it all. The man who had found ebullience and spirit in overcoming his affliction was warmly on tap to minister to the afflictions of the country. I don't mean to convey that he ushered in the millennial society, the perfected human order. Emphatically not. Severe problems remained and persist. Nor was his the sole hand that waved a wand to suggest and create the basic reforms of the New Deal. It was in the times. I am reminded that the trade unions, the unemployed organizations, the radical left had laid the groundwork for the reforms of the New Deal by militant campaigning. Also, the general feeling of outrage and protest in the unorganized strata of society, lent it momentum. The country found itself living in the twentieth century by lights lit in the eighteenth and nineteenth centuries. A country that had been a colonial dependency, pioneering in a new continent, farming for a living and settled in small towns, rubbed its eyes in confusion to see itself a mass society, in big cities and up to its neck in technology. Henry Ford's Model T was rattling over most of the country's roads, Pitts-

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burg's blast furnaces were filling the overhead with dark smoke and sweated workers were packed into slums of the large cities and here was Norman Rockwell painting semi-bucolic idylls of dozing Civil War veterans on shaded park benches in little towns the while that fun-loving youngsters tied cans or dogs to the elderly ankles. The times cried out, let us know ourselves as we actually are. The more probing periodicals were exploring the theme of America's Coming of Age (the actual title of a book, I believe) from one viewpoint or another. It could scarcely be avoided: the times were urgent in suggesting the country reappraise itself and recognize itself as a great modern society with a dominant urban core, no longer a nation of small towns near winding streams and raggedy boys playing hookey from school and carrying home-made fishing rods. And the country had had it, as much as it could stand, of feature stories in Sunday papers how uneducated men by hard work and upright character had made it to fame and fortune and round-the-world cruises (vide Ford, Firestone, Edison, McClure, Woolworth et. al.).

F.D.R., matriculated in his own tussle with reality, early on began to distinguish between social reality and myth. He pinpointed the fallacy of living the realities of modernism with myths emanating from horse-and-buggy days. At a time when formal education was still suspect as qualification for a career in public affairs, he appointed a group of intellectuals as aides and

advisers when he was Governor of New York. The day of practical life as the one education, anything else as learned in books and colleges dismissed as merely theoretical or ornamental, was over. It might have served in pioneering days when Americans lived close to the soil and material objects, and knowledge had to be gained first-hand by direct contact with solid things. Not any more, not in the 1930's. The country now needed knowledge and understanding dominantly in the custody of formal education. He appointed such people as Tugwell, Moley, Berle, Perkins, others as advisers and assistants, none of them graduates of the School of Hard Knocks, none of them successful business people..The popular press had a holiday jibing at the Brain Trust, the theoreticians and absent-minded professors. (Sample jokes: did you hear about the absent-minded professor who kissed the train good-bye and jumped on his wife? And, what's wrong with So-and-so, was he kicked in the head by a wild horse? No, he graduated from Harvard) F.D.R. laughed at the jokes and went on appointing persons who demonstrated understanding of problems not necessarily gained in business or politics. The critics could jeer all they pleased that few of his appointees had ever met a payroll but he held to his course of picking able help wherever he found it. He put an end to the pioneers' myth that birth in a log cabin and hands calloused with hard work were preferred qualifications for public office or dealing with social problems. (Cont'd. on next page)

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Next month we will take a look at what I think were F.D.R.'s two or three worst errors of judgment, not in the smaller political tactics but in the larger grasp of human events. Until then, this thought: it is gross naivety to underestimate or minimize the depth and scope of the revolution in American life worked by F.D.R. and the New Deal. No matter how implicit or imminent it was in the times, it could easily have been aborted or not occurred at all but for F.D.R. It is even more naive to suppose that a profound revolution necessarily leaves a society without severe problems. On that day when any society finds itself without important problems or even thinks it has no important problems,

human decline will have gotten under way. The problematic nature of life is virtually decreed in our human genes. The important service of a revolution is that it shapes up problems so that they are in easier reach of human mastery. We live better because of F.D.R., with whatever faults he may have had. And I can't think of a more reverent tribute to pay any man.

And if fate wanted our town to be named for a prominent American, we could have done worse, a lot worse than to bear the name of the thirty-second president. And it isn't stretching truth unduly to hold this town wouldn't even have come into existence at all but for him (and Eleanor).



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Robert Petrilla

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Education and Art - part II

by Jacob Landau
(Continued from last issue)

When I began to get involved as a teacher in art school, I discovered that the students who came into my classes were imitating the cliches of the culture. They were Disneyized. They were mass-mediaized. They tended to see everything through the various forms, images, paradigms that they had received from their surroundings. One of the problems, for example, that we face at Pratt Institute when we take incoming students into a foundation program, is that we have to deprogram them for almost a year before they can begin to see anew, to disentrall themselves from some of these norms within the culture, to begin to discover something about themselves. What I also began to realize is that a new learning is beginning to emerge. When I say new learning, I am referring to an art-based learning rather than a science- or reason- or information-based learning, where new paradigms are being created. I am talking about the paradigm of wholism rather than the paradigm of specialization or partism. I am talking about the paradigm of globalism rather than the paradigm of national priority and authority. I am talking about the new paradigm of futurism which is an integrated rather than disintegrated paradigm. It tends to unite the disciplines rather than divide them.

I have had a number of experiences in teaching which have been among the most exhilarating in my life but they were usually done outside the educational mainstream. Pratt Institute, for example, gave me the opportunity a few years ago to conduct a five-day immersion learning workshop. There was only a small number of learners, about 12 in the group. The program I designed was interdisciplinary in character and involved the use of a large number of faculty members from the sciences and the arts. We had an art historian, a psychologist, a number of artists who were also therapists and musicians, a dancer, and several poets. One of the teachers came to me afterwards, dissolved in tears, and said that it was unbelievable that learning could be like this. The learning she was talking about was integrated, not fragmented. It was wholistic, not specialized.

In our educational systems, there is a tendency to avoid high order paradigms or abstractions because they are "controversial." There is a tendency to lop off anything which has any potential for becoming an integrative function within the curriculum. I must say that I am very saddened and I feel that if we are going to survive into the twenty-first century we are all going to have to do something about gradually bringing about an integration of the curriculum and the arts. I remember what

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Buckminster Fuller once said - that all children send out tendrils of curiosity into the environment and the world becomes a disapproving parent and pinches off one after another. So the curiosity tendrils come to be destroyed. The process continues until there is no curiosity left, until there is no longer any desire to find out about the wonders and the sacredness of the universe. We lack the cosmic connection and art is the only survival kit that can make it possible for us to achieve that cosmic connection.

The term that I like best is "art sense" which is the complement of the "science sense" and, in my opinion, the art and the science senses are the only two senses we really possess, that all disciplines are subsumed. The recovery of the art sense is the essential task of the next period of time. My feeling is that art teachers and artists in general are the vanguard of humanity for survival in this part of the century and into the next. Every time you reach the end of a millenium you are at a point where either great things or catastrophic things can happen. Because we lack a sense of history and a sense of the wisdom of the ancient paradigms or myths, we tend to experience whatever does happen as unexpected catastrophes.

I am reminded of a cartoon which appeared in the New Yorker in which a character in a 16th century costume is bending over a king in his bed and saying, "Wake up, sire ! It's the Renaissance!"

I keep thinking that any day now somebody is going to be shaking Ronald Reagan and saying, "Wake up, Ron! It's the apocalypse!" The apocalypse is being created by us. It isn't going to happen to us - it is being created by us simply because we have allowed ourselves to become victims of our culture, to the point where we have accepted the idea that information is what art is all about, without realizing that art is the basis for everything that we do, including science. The most difficult of all things is to be purely rigorous, logical, analytical, totally without feeling or intuition.

I want to conclude by sharing a couple of ideas with you about what I think are some of the tasks that confront us as art educators. I feel, for example, that we need to become more risk-taking and more inclined to be advocates in the sense of informing ourselves, teaching ourselves, increasing our own learning ability to the point where we can create the new paradigms that are emerging, the new myths that we need and the new society with which to replace the old. It has been a cliché of the 1960's that learning to learn is the most important thing we can teach anybody. And, once again, I think we tend to immediately treat that as an information bit that no longer has any significance because it passed out with the '60's. I think that the fundamental idea is that if we create ourselves we teach ourselves how to learn. We need to find out about who are the people at the leading edges of the various disciplines and what they are doing. I look at the work that is being done in the public schools today and, while a lot of wonderful stuff

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is being done, I still experience a sense of disappointment when I see very little of the kinds of experiments that artists are engaged in today, the simplification of our informational and technological structure in order to be able to survive and to function. I see artists performing experiments in relation to the environment that very rarely find their way into the classroom. There are so many artists today who are no longer just painters, just sculptors, just printmakers. These are obsolete definitions. We find it impossible, for example, to realize, as Buckminster Fuller once pointed out, that nature has no departments, that departments are arbitrary distinctions that human beings have conferred on nature and that, in a sense, we have imposed on ourselves. Artists move easily back and forth between using computer tools, video tools, and various kinds of xerography or other kinds of photocopying tools or new printmaking tools involving various photoprocesses and cutting across boundary lines between printmaking and painting, and then moving easily from that into filmmaking and from filmmaking into drama and theater and into what is nowadays called performance art. You have to begin to create within the curricular structure and within the society in a variety of ways, in order to invent new form.

Another realization that became an important part of my own development was learning to take risks in order to increase freedom within the society. There must be freedom to create within institutions, freedom to help the government change the institutions, to develop

allies within our institutions, freedom to talk to various colleagues and to develop interdisciplinary connections with them and to make it possible for some of these more integrated forms to evolve. There must be freedom to play, freedom to release buried or hidden purposes and needs, freedom to reveal inner structure. We should develop the realization that there is a spunky part of us that tends to be suppressed when we become afraid of what people will think of us and of all the various categories that are imposed upon us.

Then there is another category I think is essential for the development of our understanding as artists to learn how to differentiate between the noise, the pollution within the noösphere, the information pollution and the significant or non-trivial information that we have to search out for ourselves. This is where the new curriculum is being formed. We have to learn to get out of the control tower; that is to say, out of that left side of the brain, learn to get in touch with our bodies, with our senses, with our passions and our emotions. We have to learn, for example, that we can't change ourselves, which is the only way we can create ourselves, unless we own ourselves, all of ourselves, including all of the bad things, all of the evil things that we think or do. It is impossible to transform yourself until you begin to accept yourself and it is impossible to get out of that control tower until you learn to give citizenship to your body. You know, I didn't even know that I had a body until I was about thirty years of age. In our society there

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is a tendency not to notice or accept the body except for those parts that we are permitted to use or display, as in swimming.

But other parts of the body - for instance, as in sex - are generally considered beneath contempt by a large number of people in our society. Learn to tap the unconscious, the intuitive, and the creative processes which cannot be quantified, which cannot be measured, which are by definition unpredictable, and if they are unpredictable, they represent probably the greatest untapped force on earth.

I think that the most important thing to recognize is that the new learning is going to have to be the "pattern that connects," in Gregory Bateson's suggestive phrase, essentially the aesthetic approach to the universe, the ability to see, to sense, to experience relevancy and connection. The new curriculum will incorporate such things as cybernetics, systems theory, the use of computer tools as well as various other kinds of tools, but at the same time, be art-based rather than conceptual learning. Teaching not to the head alone but teaching to the head through the body, through movement, through self-development and self-evolution.

As an artist, finally, I want to say that the most important lesson that I have had to learn in my life was the lesson to embrace loneliness, the loneliness of being myself. Having created myself, I have already taken responsibility for it, of being the kind of artist that I finally chose to be in that little story I told you about earlier. If I had gone along with the mainstream, I might have been a very different kind

of artist, perhaps a much more famous one, perhaps a much wealthier one, but I chose to be myself and to do the kind of art that I felt was humanistically oriented, that was concerned with all of the values that I have been talking about here and which expressed many of my passions and my fears, which was by no means centered only on the use of techniques and tools. In my teaching I have learned to avoid concentrating on teaching only the media, only the tools, only the techniques, because techniques only teach know-how and eventually know-who, and that is not the new education or the new learning.

According to Sri Aurobindo, Gandhi's mentor, the three principles of learning are: 1. You can't teach anything to anybody, which means only persons who are motivated will learn. 2. You must take the learner into account in order to facilitate his or her learning, which means that you must not just be a teacher but a teacher, as Jean Houston likes to say, to each individual, to each individual learning style, to each individual's humors and passions, to each individual's potential. 3. You must lead the learner from experience to experience instead of from idea to idea. One of the interesting things is that as you grow older and get weaker in your body, hopefully you get stronger and more integrated in your mind. The ultimate answer to the problem of depletion of resources in our society is what I like to call the love connection. If we approach our art sense we develop a basic understanding that art and love are the two most interrelated aspects of human personality and

that the more you have of love,
 the more you have to give.
 There is no depletion of re-
 sources, You will not use up
 air, uranium, oil or whatever
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 you are talking about love,
 when you are talking about
 passion, and when you are
 talking about creativity.

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Roosevelt Community and School CalendarNOVEMBER 1983

1	Tuesday, 8:00 p.m.	Ad Hoc Committee - Borough Hall
2	Wednesday, 7:30-11 p.m. 8:00 p.m.	CPR course - Borough Hall Planning Board - Borough Hall
3	Thursday, 2:00 p.m. 8:00 p.m.	Senior Citizens - Borough Hall Roosevelt residents and State Police - Borough Hall
7	Monday, 8:00 p.m.	School Board Agenda meeting - R.P.S. Council Agenda meeting - Borough Hall
8	Tuesday	Deborah meeting - Borough Hall Election Day
9	Wednesday, 8:00 p.m.	Council meeting - Borough Hall
10	Thursday, 8:00 p.m.	School Board meeting - R.P.S.
11	Friday	Veterans Day
15	Tuesday	Food Co-op
16	Wednesday, 7-10 p.m.	First Aid - Borough Hall
17	Thursday, 7-11 p.m.	Boy Scouts - Borough Hall
20	Sunday, 11 a.m.	Park Commission - Borough Hall
29	Tuesday, 7:30-10:30 p.m.	First Aid - Borough Hall

History hot off the griddle - part II

by M.J. Berlinrut

(continued from last issue)

Between and around all these dates, we are privileged to get to know George Strong, witnessing his development from a rather callow, often snobby youth, hardly more than a boy, into a highly civilized and cultured, compassionate maturity (happily, for his reader, still retaining his acidulous impatience with human folly). As we follow him about the city we are given a view of the vexing conditions of daily life: mud of "a consistence of molasses," garbage and roaming pigs in the streets; the rather doubtful and scarce water supply, until water was brought to the city by a system of aqueducts and reservoirs from the Croton River, and even that was at first "full of tadpoles and animalculae" and was rumored to have been used as a "necessary" by the workmen who constructed it. "I shall drink no Croton for some time," says Strong in rejoinder to a friend who has drunk some and "is in dreadful apprehensions of breeding bullfrogs inwardly." More dismaying were the almost daily fires. Among the volunteer fire companies there was hot competition that often resulted in fights en route; they usually arrived too late to do more than wet down adjacent buildings, seldom actually put one out with their primitive equipment. The Great Fires of 1835 and 1845 burned

for days, totally leveling whole sections of the city and bankrupting the fire insurance companies and business men whose establishments lay in their paths.

Then there were the annual summer visitations of yellow fever, or cholera brought, it was thought, to the city by the crews and passengers of ships from ports where the disease was epidemic. The only treatment for cholera appears to have been brandy (in great quantities), mustard plaster, camphor, and laudanum (a tincture of opium) and most of the afflicted died anyway, depending upon the virulence of the attack. Disorder and crime in the streets was another. The population had exploded to an incredible half million by 1858 with a sudden inundation of immigrants from Europe. Most of them were illiterate, unskilled, and penniless (it was rumored the governments of the countries from which they came had paid their passage to get rid of them. Sound familiar?). This invasion having been unforeseen and no provision having been made to meet it, the newcomers settled in the already overcrowded, squalid, disease-ridden tenements of the East Side and the many unemployed, and unemployable, organized into gangs that roamed the streets. Areas like the notorious Five Points were so

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lawless it was dangerous for a well-dressed citizen to walk through them at any time. As we have seen, Strong was particularly distressed by the condition of the children.

But most significant of Strong's activities was probably as Treasurer of the Sanitary Commission on which he served entirely without compensation throughout the Civil War, undermining his health and nearly ruining himself financially. This was an organization that rose more or less spontaneously from what we would call today the 'private sector' -- a group of doctors, ministers, professors and other eminent professional men. Frederick Law Olmsted, a designer and manager of the construction of Central Park, writer also of books on slavery and conditions in the South, was Secretary and general manager of the Commission. These men, horrified by the suffering and neglect of the wounded and sick among the French and British troops in the Crimean War, set out to organize a Sanitary Commission similar to that subsequently established by the British government, well known to Americans through the publicity given Florence Nightingale.

The story of the Sanitary Commission is too impressive for summary treatment, but too long to go into here. Suffice it to say there was great opposition to it on the part of the military, the Surgeon General of the Army in particular, who resented encroachments on what he saw as his prerogative. Pro-Union sentiment was not solidified, really, until after Gettysburg. Copperheadism was rampant in the North, with the

exception of the New England states, and in the early months of the war there was considerable in-fighting between members of the government and its agencies. So, individually and as a group, these men dropped their personal affairs and went to Washington to argue their cause, all the way up to Lincoln whose assent and cooperation they eventually secured. They visited battlefields and encampments; they wrote articles about their findings for the newspapers and addressed meetings across the country. As news of the routes of the Northern armies in early engagements and body counts came in, the idea took fire and auxiliary organizations were created in all the larger cities of the North. Together they raised millions by private endeavor, established front-line medical units, equipped field hospitals, secured ships which they hastily fitted out as hospital ships to transport the sick and wounded to hospitals in Philadelphia, New York, Boston and elsewhere. In at least one instance where a section of Southern territory had been captured, the Commission sent down groups of women to organize schools and teach the liberated slaves how to survive in their new freedom. Of all this Strong writes in despair and anger, and satisfaction when a success had been achieved. Some years after his death, this organization would be absorbed into the International Red Cross.


For all this, George Templeton Strong, given life-long to periods of depression, 'sick headaches,' dyspepsia,

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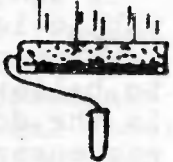
and never very robust, was essentially a retiring man with no great opinion of himself. In 1870 he writes: "...Fifty years ago this day, January 26, 1820, was born...a squalling brat, whose babyhood--being croupy and colicky--required special vigilance...and care worthy a better cause..This blessed baby has now drifted through nearly his whole life without praiseworthy service to church or state or appreciable benefit to anybody. He has manufactured good resolutions by the cartload, but they have proven an inferior article. He will probably continue to the end a more or less 'respectable' and decorous drone...." (Would we had more such!) By students of the period he is always referred to as "Strong, the diarist." If, as an eminent English jurist and historian (Frederick W. Maitland) has said; the essential matter of history is not what happened but what people thought or said about it, this depository of Strong's opinions is probably his most valuable work. Out of its pages an active and astute mind speaks to like minds a century later. He records the beginnings of many things of his time that continue into ours; he marvels at the potential they hold for the betterment of the human lot. Above all, he is what we'd call today a concerned citizen, never hesitating to shoulder his public responsibility, however reluctantly he may have undertaken it. We have much to learn from him.

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Letter to the Bulletin**On preventing the day - and the day after**

To the Editor:

I don't think the American public is quite as gullible as government leaders would like to believe. A case in point is the downing of the Korean passenger plane by the Russians. This ghastly incident was seized upon by President Reagan to propel his headlong arms race through Congress, unfortunately with some temporary success. Still a large percentage of people surveyed immediately after the event stated that, although they were shocked and disgusted, they felt they still lacked sufficient information to pass final judgment. Then, sure enough, five weeks later, the New York Times (Oct. 7) reported that our intelligence services deduced from the available evidence that the Soviet fighter did not after all know that it was a passenger plane and the White House was so informed a full three weeks earlier.

But there were President Reagan, Sec'y Schultz and Ambassador Kirkpatrick, charging the Soviets with barbaric criminality and persistent lying, while a Russian top general and Party Chief Andropov charged the U.S. with highly sophisticated provocation (and with scarcely a word of honest regret for their error). Heaven only knows what the real truth is about this nightmarish disaster. What we do see, in the glare of confrontation, is a precarious hair-trigger hostility between two armed-to-the-teeth superpowers who draw dangerously further and

further apart.

This situation clearly demands that ordinary people take hold of their own future. The peace forces in Europe are moving steadily ahead to prevent the deployment of missiles in Germany and Italy. The U.S. peace movement is mobilizing to resist our government's plan to nuclearize Europe. And it is clear that we will have to pressure the Soviet Union as best we can from the outside.

Some of the actions taking place in October are a petition drive toward delaying Euro-missiles, to which many Roosevelt residents have already responded. If we missed you, please call me and sign up. By the time this issue of the Bulletin appears, a series of demonstrations and actions will have been held at the Seneca Army Depot in upstate New York, Oct. 22-24. On Oct. 23, a Princeton Chapter of Educators for Social Responsibility will be forming at Nassau Presbyterian Church in Princeton. If you are an interested teacher or know of one, call 924-5022 for further information.

Each Friday, from 12 to 1 p.m., a silent vigil for nuclear disarmament has been taking place in over 200 European cities. A parallel vigil to be held at the State Capitol in Trenton is now being arranged. Call Theresa Fitzgibbon at 392-6805, to help organize this.

An exciting prospect! A national network, ABC Entertainment, has set Sunday, November 20th, as the date for a nation-wide showing of


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a two-hour drama about the effects of nuclear war, called "The Day After". This costly film (\$7 million) stars Jason Robards, John Cullum, Steve Guttenberg, Jobeth Williams and John Lithgow and depicts in graphic and horrifying detail the effects of nuclear war on a real American town, Lawrence, Kansas. ABC-TV is planning a comprehensive promotion campaign in advance of this daring program which will allow people to plan gatherings at which anticipated feelings of fear and helplessness can be turned around by talking it over with friends and neighbors.

You may be interested in arranging a group viewing in your home. If so, we'd like to know about it and maybe post a list of such gatherings so our neighbors can join one or another of the "watching parties". Call me at 448-2358 if you have any ideas about how to respond to this momentous TV show.

Yours for peace,
Adeline Weiner

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Love of Words**Word problems**

by Josef G. Solomon

In the context of this series of articles, the reader probably expects that "word problems" means "problems with words". This time, it doesn't. The subject of this month's column is problems, especially arithmetic problems, expressed in words. We all learned routine ways of solving algebraic equations but, when a problem is expressed in words, the reader has to construct the equations before he can solve the problem. In a word, the reader has to think. There are several classic problems in folklore, posed in a way to lead the unsuspecting into making invalid assumptions. For example:

If a chicken and a half can lay an egg and a half in a day and a half, how many eggs can one chicken lay in one week?

Everybody says 7. Wrong.

As a matter of fact, I first heard that problem in a slightly amended form:

If a chicken and a half can lay an egg and a half in a day and a half, how long will it take a cockroach with a wooden leg to bore a hole through an onion?

And so I thought it was only a joke. It was several years later before I heard the correct version, which is difficult enough. Here's a related problem, which should provide some help in solving the first one:

If 3 cats kill 3 rats in 3 minutes, how long would it take 10 cats to kill

10 rats?

It is not 10 minutes.

Finally, a made-up problem, to help those who still need it:

If one man can paint one house in seven days, how long would it take two men to paint two houses?

If you're still having trouble, the rest of this month's column will provide no comfort. Incidentally, Eric Knight mentions the first problem in his book, "The Flying Yorkshireman", and mentions it as a test by which the (uneducated) country people tested the wits of a stranger.

Thirty years ago, I read a word problem that fascinated me. They're supposed to, of course, that's why they're phrased the way they are.

This problem read:

The sum of Mary's age and Ann's age is 44 years.

Mary is twice as old as Ann was when Mary was as old as Ann is now. How old are they?

I was away in the Air Force then, and I wrote that problem to a columnist for my hometown newspaper, the Rochester Democrat & Chronicle. He printed it, but a funny thing happened. There was a typographical error, and one line was repeated. That made the problem very difficult to solve--namely, impossible. Did he get mail!

There is a class of problems in which you don't have enough information to solve the problem. However, if you are told that you do, that fact in it-

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self provides the extra information you need. Failing that, you simply have to make inferences, and hope for the best. I tell my students, "The assumptions that get you in trouble are the assumptions you make without realizing it." If you worked on the ages of Mary and Ann, you may have made the obvious assumption--but it's wrong. (No further clue.) Sometimes, the solutions to a problem must have some inherent property. For example, if the problem concerns how many people are in a certain group, the answer might be 0--but it can't be less than 0. Here's another problem with an unstated assumption:

A farmer goes to market to buy turkeys. Tom turkeys are \$5 each, hens are \$1 each, chicks are \$.05 each. (You can tell by those numbers that this is an old problem.) He buys some of each, spends \$100, and buys 100 birds. How many of each did he buy?

If you try to solve this problem algebraically, you soon see that you have two equations in three unknowns, and the system is not solvable--you don't have enough information. However, you do. The missing piece of information is one that you probably assumed without even thinking about it. In this case, however, the assumption is valid: The solutions are all integers. For a problem that seems to be indeterminate, sometimes the fact that the solutions are constrained to be integers limits the solutions to one set--one value for each of the unknowns. Sometimes the result is that there are several sets of solutions, sometimes an infinite number,

and sometimes there are no solutions. Here, placing that extra restriction on the solutions does make this problem solvable. There is exactly one solution.

Perhaps the most famous of all word problems is the following. Three men arrive at a hotel to spend the night. The man at the desk tells them that the room will cost \$30. (This is an old problem, too!) Each man pays \$10, and they go to the room. Some time later, the desk-man realizes that he has made a mistake. He calls the bellboy, and tells him: "I made a mistake charging those men \$30 for the room. It should have been only \$25. (This is a very old problem!) Go to their room, and give them this \$5." On the way, the bellboy thought to himself, "If I give them back \$5, how will they divide it 3 ways? Those men don't know they overpaid, and they were perfectly happy to pay \$10 each. Why don't I give them back \$3, so they'll have \$1 each, and keep \$2 for myself?" So he did. Now: Each of the men originally paid \$10, and got \$1 back, which means he paid \$9 for the room. \$9 times 3 is \$27. The bellboy kept \$2. \$27 plus \$2 is \$29. What happened to the extra dollar?

A lot of people have spent a lot of time trying to figure that one out. Spend some of your own, if you want, and then I'll tell you. (I'll hum to myself, while waiting.)

The paradox is not real, but apparent. It's all in the way the problem is stated: There is no reason for the net amount the men paid, and the amount the bellboy kept, to add up to the amount the men originally paid. And they don't add up. Why should they.

And the correspondence goes on

FROM CHIPI TO TEDDY

June 29, 1983

Dear Teddy:

I am writing to tell you of an experience Ellie and I had today that has left us both badly shaken.

I have as yet not fully recovered, and you will notice from my writing that I am having difficulty holding the pen in my paw.

First of all I must tell you that on my walks I am always kept on a leash, and never permitted to run loose.

As we were walking, a large dog ran toward us. We could see that it (sex undetermined) wore a collar which made it evident that it belonged to someone and was not a stray. It began to bark and snarl at us. I was terrified and started to shake. Ellie saw this and picked me up in her arms.

I could sense that she was also shaken. But showing great courage, she not only shielded me, but managed to chase the dog.

I intend to report this incident to the dog owners in town, and I shall word my statement as follows:

"I implore the dog owners of town, who have made it a habit of permitting their dogs to run loose, to please keep them leashed. These people should know that a town ordinance forbids this practice. (I assume such an ordinance exists. If not, one should be enacted, imposing penalties) Only people who have no regard for the safety of their neighbors permit this.

I am still agitated, and when I have collected my thoughts, I will write again.

Chipi

July 5, 1983

Dearest Chipi:

I received your letter today, and the news of your ordeal has left me badly shaken.

I agree with you that it is sheer thoughtlessness on the part of dog owners not to realize the serious harm that can come to people, and dogs, by their practice of permitting their dogs to run loose. Especially the larger breeds.

Your proposed statement to the public, in my opinion is not sufficiently strong. But I would not expect anyone of your gentle nature to use stronger language.

Believe me, if I had been there I would not have hesitated to protect both you and Ellie, even at the risk of my own life.

Perhaps in your agitation, you have not given any thought to what I wrote to you in a previous letter.

I anxiously await your reply. I love you.

Ted

(To be continued)



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And the correspondence goes on

July 12, 1983

Dearest Chipi-

I cannot understand why I have not heard from you since your ordeal.

Have you been ill? I am worried, so please answer soon, and do not keep me in further suspense.

Love,
Ted

July 15, 1983

Dear Theodore-

I am sorry that I did not answer your letters sooner. I needed the time to collect my troubled thoughts.

Your declaration of love for me left me deeply moved, brought tears to my eyes, but also left me much disturbed.

I now sadly realize that from the very beginning in my letters to you I was indiscreet, and as I now recall, my language was injudicious. Forgive me. It was never my intention to lead you on.

I shall always cherish your expressed sentiments for me, and, if I have caused you anguish, I am contrite.

Although you never mentioned your age I have a female's intuition that I am considerably older than you. For that reason alone there can never be an amorous liason between us.

I shall always find satisfaction in the thought that perhaps in some way, I was instrumental in improving your life.

Please do not think unkindly of me.

Chipi

July 19, 1983

Dear Chipi-

Your last letter has left me disconsolate. I now feel that never again will I have anyone like you to adore.

My feelings for you will never change, and you will always remain in my thoughts.

Teddy

July 24, 1983

Dear Theodore-

You are young and impressionable. Cheer up. You have a long life ahead of you.

Keep up your studies, and soon, I am sure, I shall be reading about you as a famous agronomist.

I hope that very soon you will meet a beautiful young dog, and quickly put me out of your thoughts.

If, in the future, any of your activities are mentioned in correspondence between our families, and if they are shown to me, I shall read with interest.

I now bid you a fond au revoir.

Chipi

We have since been informed that Theodore did indeed meet a beautiful young dog, and they were recently mated. We told Chipi, and she wishes them much happiness, and many litters.

Jack Bermowitz

Principal's Letter

On August 26, 1981 Secretary T.H. Bell created the National Commission on Excellence in Education, directing it to examine the quality of education in the United States and to make a report to the nation.

The Commission's charter directed it to pay particular attention to teen-age youth. In addition, selective attention was given to elementary schools, to higher education, and to vocational and technical programs.

In developing its report, the Commission relied primarily upon five sources of information:

- a. papers commissioned from experts;
- b. testimony from educators, professional and public groups, parents, business leaders, public officials, and scholars;
- c. existing analysis of problems in education;
- d. letters from concerned citizens, teachers, and administrators;
- e. descriptions of notable programs and promising approaches in education.

The overall finding of the Commission is reflected in the title of its report, "A Nation at Risk." In the report's opening volley the Commission says:

"If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.

"Our society and its educational institutions seem

to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them."

What facts led the Commission to these statements? The Commission studied many dimensions of education. Many of the documented facts are startling. The list is long and the impact is great. For example:

- a. Almost forty percent of our nation's seventeen-year-olds cannot draw inferences from written material and two-thirds of our seventeen-year-olds cannot solve a mathematics problem requiring several steps.

- b. Business and military leaders complained that they are required to spend millions of dollars on costly remedial programs in such basic skills as reading, writing, spelling and computation.

- c. The average achievement of our nation's high school students, as measured by standardized tests, is lower than it was twenty-six years ago.

Almost every parent I meet, when questioned, indicates a desire to have their children gain a higher level of education than the parent was able to obtain. The study found that every generation up until this current student generation did accomplish this goal. Referring to our current student generation the report states, "For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents."

The Commission expressed concerns in four important

(Cont'd. on next page)

(Cont'd. from previous page)

aspects of educational process, content, expectations, time and teaching.

They view curriculum as being "homogenized, diluted and diffused."

Regarding expectations, the Commission's analysis indicated notable deficiencies demonstrated by grades, high school and graduation requirements, college admissions requirements, and the difficulty of the subject matter confronted by the student.

"Evidence presented to the Commission demonstrates three disturbing facts about the use that American schools and students make of time: (1) compared to other nations, American students spend much less time on school work; (2) time spent in the classroom, and on homework is often used ineffectively; and (3) schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work."

In viewing teaching,

"The Commission found that not enough of the academically able students are being attracted to teaching; that teacher preparation programs need substantial improvement; that the professional working life of teachers is on the whole unacceptable; and that a serious shortage of teachers exists in key fields."

The recommendations by the Commission stressed more rigorous and measurable standards, and higher expectations for academic performance and student conduct. They specifically recommended increased high school graduation requirements in the areas of English, mathematics, science, social studies and computer science.

Significant increase in time devoted to these subjects was also recommended. In the area of teaching they recommended improvement of teaching preparation and the making of teaching a more rewarding and respected profession.

Directing a section to parents they transmitted an important message which in part I quote:

"Help your children understand that excellence in education cannot be achieved without intellectual and moral integrity coupled with hard work and commitment."

Stanley Sussman

In our next issue, Dr. Sussman will discuss the findings of the Phi Delta Kappa poll on Public Opinion conducted by Gallop.

the Editors



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RICHARD MELLOR
MANAGER

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SENIOR CITIZENS' MEETING - OCTOBER 6, 1983

by Helga Wisowaty

Esther Pogrebin spoke to the members about the many advantages given to Senior Citizens that have been attained through the work of the New Jersey Federation of Senior Citizens. She hopes that all members and others will join the Federation. Dues are \$3.00 in 1984.

Plans for our holiday dinner are underway and many members will attend a play at Mercer County Community College on October 13 at 8:00 p.m.

A speaker from the Social Security office will join us on October 13 at 2 p.m. to explain some confusing issues concerning Medicare.

Dr. Sussman, our school principal, and Bobby Hoffman would like to establish a program involving Senior Citizens and 8th grade students. It is called Greatbooks. Books will be distributed to Seniors and students. It should be interesting to discover the different interpretations between the age groups and to enjoy the discussions about them. Dr. Sussman answered questions about school programs and what is expected of the students. We all enjoyed the visit of Dr. Sussman and Ms. Hoffman.

A professional poet will be at the school on Wednesdays at 1:30 starting October 19. The "Greatbooks" program will start on Monday, October 17, at the Resource Center. Greatbooks will continue on Mondays and Poetry on Wednesdays - both at 1:30.

Our club will host a party for members in the Housing Project at our November meeting.

In September we were privileged to have Reverend John Grauel as our speaker. His experiences before and during the establishment of the State of Israel are too many to write about in a small article. It was an afternoon of sharing the wonderful work he has done and it was made more interesting because it is obvious that Reverend Grauel knows "whereof he speaks." I am enjoying his autobiography - it is fascinating reading.

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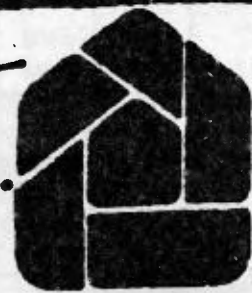
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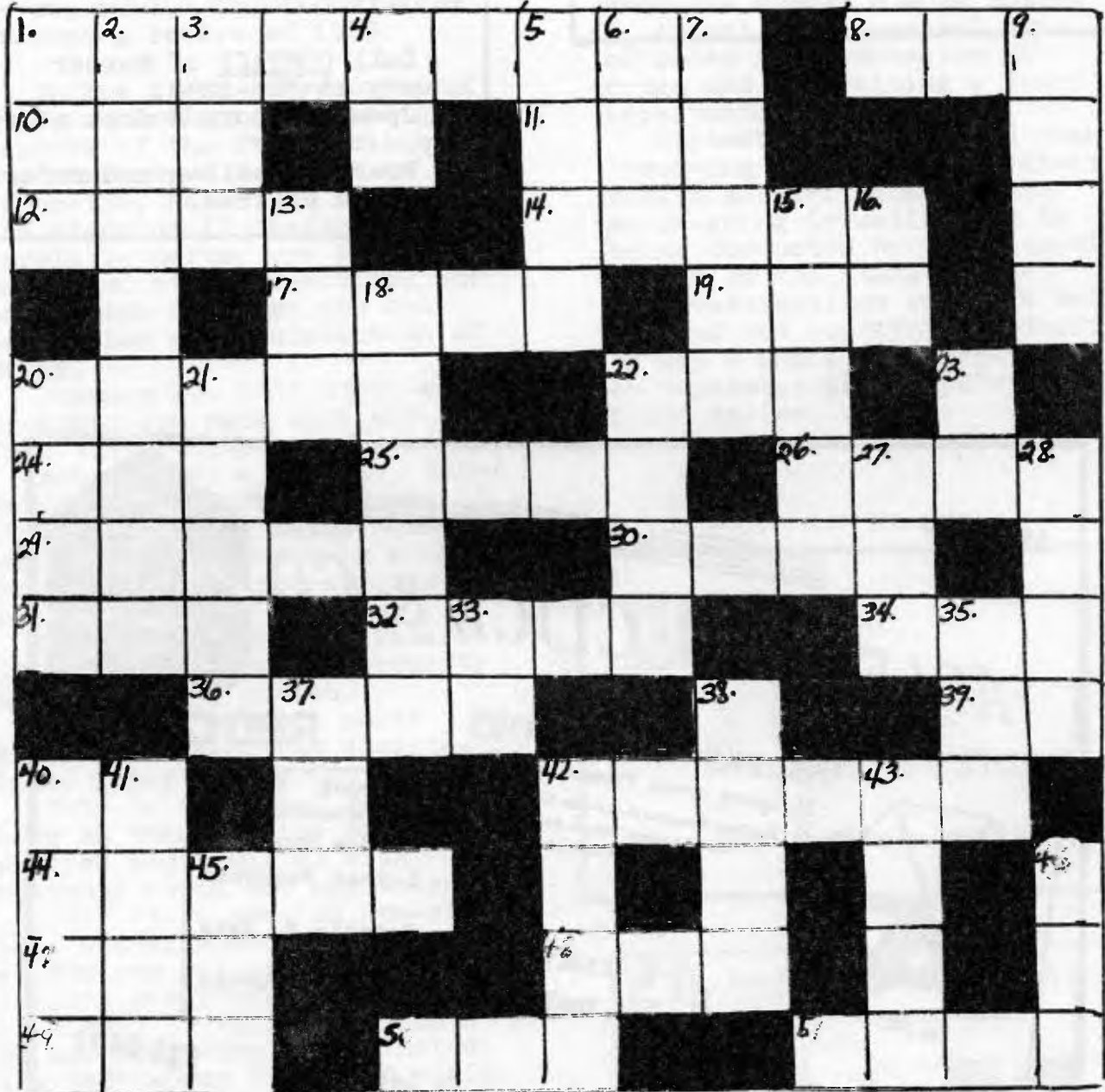
Milton Sedovsky

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Children's World



Children's World

by Karen Block

Across

1. Spaghetti and _____
8. Three stikes and you are _____
10. not new
11. grease used for cooking
12. come face to face with
14. not moving
17. past tense of go
19. type of hat
20. shave a sheep
22. opens doors
24. metal container
25. sweet smelling flower
26. a direction
29. an insect
30. a harbor
31. abbrev. for route
32. part of a plant
34. last part of anything
36. red spcts on skin
39. state of being verb
40. preposition
42. yellow fruit
44. winner (slang form)
47. a waste piece of cloth
48. some
49. female sheep
50. allow
52. red vegetable
33. exclamation of fear, pain, or surprise
35. National Basketball Association (abbrev.)
37. to point or direct
38. merely
40. a measure of land
41. to let something defrost
42. watercraft
43. the part of the face between the eyes and the mouth
45. historical period
47. damp

Down

1. _____ and Dad
2. Large animal with trunk
3. Lemon _____
4. to happen
5. missing
6. She _____ the candle
7. A thin wide piece cut from something
9. Let's pitch a _____
13. Trans World Airlines (abbrev.)
15. Chocolate _____ Cake
16. Long playing
18. Mistakes
20. mark left after a wound
21. go into
22. past tense of keep
23. pronoun
27. finished a meal
28. something that rises and falls

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Children's World

HALLOWEEN

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Children in costume.....Scary faces, funny hats.

Pumpkins of orange, round and all aglow.....

Skeletons in closets.....Where they don't show.

Knocking on doors,

And ringing a bell.

It's Trick or Treat For Halloween,

Can't you tell?

Karen Block

Scramble

1. mcela-----a desert animal
2. ugnr-----this person helps
to make you feel
better
3. wteri-----we do this with
a pen
4. ysdut-----this is part of
your homework
5. mread-----this sometimes
happens while we
sleep

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SYNAGOGUE NEWS

Congregation Anshei Roosevelt Conservative Synagogue welcomes new members. The cost is \$200.00 per family (a year) which includes burial plots and the High Holy Days. Rabbi Abraham Senders officiates. For more information please call 448-2453.

Square Dance

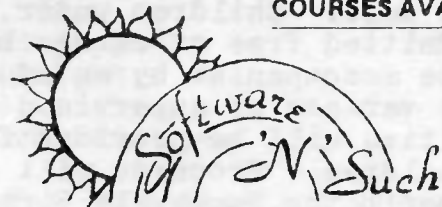
The sisterhood of Roosevelt presents a square dance on Saturday, October 29, 1983 8:30 p.m. at the synagogue. Refreshments will be served and door prizes will be given. A donation of \$6.00 per person is asked.

On Saturday, November 19 at 8:30 p.m. the sisterhood will host a game and card night at the synagogue. Bring anything you want -- scrabble, backgammon, a deck of cards, etc. Refreshments will be served and a door prize will be given. The cost is \$3.00 per person.

DELINQUENCY --DRUG ABUSE-- CRISIS?

There will be a Town meeting in the Borough Hall on Tuesday, November 1, 8 p.m. to share ideas, concerns, needs and knowledge relating to the following questions: 1. Do we have a growing problem of delinquency, drug- and alcohol- abuse in Roosevelt? 2. Can we mobilize resources within our own community to provide alternatives to delinquency and drug abuse? 3. Can we create a network of concerned individuals as a support system for those in or near crises? What are your ideas? Needs? Concerns? TEENAGERS, PARENTS, SENIORS, CONCERNED CITIZENS. PLEASE COME!

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The Annual Roosevelt Art Fair will take place this year on Sunday, November 20, 1983 from 11 a.m. to 6 p.m. at the school under the sponsorship of the Roosevelt First Aid Squad. This annual event draws art patrons from the tri-state area as well as locally to shop and browse among a varied display of art work and crafts.

Stefan Martin and Herb Steinberg have each donated a print and Margaret Schlinski has donated a print by her late husband, Ed. Chances will be sold on these prints and the winning ticket will be drawn during the art fair.

Hungry visitors will be able to choose from a large selection of foods and beverages. Those wishing to donate home-baked goods should contact any First Aid Squad member.

A donation of \$1 (senior citizens 50¢) will be collected at the door. Children under 12 are admitted free of charge but must be accompanied by an adult. A wide variety of supervised activities will be provided for the children. Proceeds will go to benefit the Roosevelt First Aid Squad.

Wishing Well

Erik Shapiro



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