APRIL 1986 No. 80

This community newsletter publishes information, events problems and concerns affecting the people of Palisades 10964 needs your moral and financial support. Please send a contribution for 10964 to Box 201, Palisades, NY 10964. With your help you'll find 10964 in your mailbox every month.

HORNE

AMPHILL LEGIS

TOOKE

ROAD

I wish I had a dollar for every time I had to spell Horne Tooke Road to salespeople, friends, etc. And I have often wondered how the road I live on came to be named Horne Tooke. Recently, as fate would have it, I was reading The Story of the Irish Race, and found my first clue. nIChapter LXII Danie1 O'Connell, it states he attended the trial of Horne Tooke in London in 1794. Palisades trip to the Library revealed that one John Horne Tooke (1736-1812), had been an English Radical politician and philologist. Born John Horne, he had adopted the name Tooke in 1782 after being designated heir to the estate of a rich friend, William Tooke.

Tooke had become an Anglican priest in 1760, but soon abandoned his clerical duties for politics. A strong supporter of John Wilkes until 1771, he broke with him and founded the Constitutional Society to promote parliamentary reform and support for the American colonists.

He was fined and imprisoned (1778) for attemtping to raise funds to aid the victims of the government "murder" at Lexington and Concord.

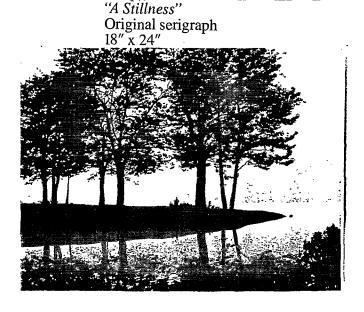
In 1794, in a period of repression of radical agitation. Tooke was tried for treason but acquitted. In 1801 he was elected to Parliament but in the same year the government passed an act (specifically directed against him) that disqualified clergy from sitting in the House of Commons.

Tooke's later years were devoted to literary pursuits. His "Epea Pteroenta," or the "Diversions of Purley" (1786-1805) was an early attempt at scientific language study.

So although I don't know who named the road I live on, at least part of the mystery is solved: Horne Tooke was an Englishman and "... an unknown hero of the American Revolution."

EILEEN LARKIN

ARTIST IN RESIDENCE: WILBUR STREECH



Wilbur, his wife, Marion, and their daughter, Karen, moved to Palisades in 1970. Born and raised in southern California, Wilbur first became interested in art while in grammar school. A teacher recognized his talent and informed his mother she had an artist in the family. "That started it all," said Wilbur.

He was an art major in high school in Fullerton, California, and graduated from U.C.L.A in 1937 with a degree in Art Education. After graduation, Wilbur first worked for Sunset Oil Company doing geological drawings. In the

(Con't P. 2)

Con't. from P.1

spring of 1938 he returned to U.C.L.A. for a homecoming celebration and happened to see an ad on the school bulletin board; Walt Disney Productions was looking for artists to work in animation. Wilbur applied and, after a series of tests, was hired by the studio. In the next several years, he did animation drawings for such films as Pinocchio, Fantasia, and Bambi.

Wilbur worked at Disney until the summer of 1941 when he was drafted into the Army. He was stationed at The Army Pictorial Center in the old Paramount studios in Long Island City. For the next five years, he supervised the production of animation for army training films.

Upon discharge in 1944, Wilbur founded Wilbur Streech Productions in New York City, directing and producing TV commercials, a new and exciting field at that time. Live action shooting predominated in his work for such companies as Frigidaire Appliances, Bayer Aspirin,

Crayola and Golden Books. Animation, stop motion, and special effects were some of the techniques he used.

Wilbur's animated film, Moving Visuals won first prize at the 1961 San Francisco International Film Festival in the category, Animation as Art. Later the film received second prize at the Atlanta International Film Festival.

In 1967 an arthritic condition forced him to discontinue this physically exhausting but very satisfying work. As a less strenuous activity, Wilbur turned to screen printing or serigraphy, with an emphasis on landscapes. (Artists call silk screen printing "serigraphy" and a silk screen print, a "serigraph.")

Wilbur studied Serigraphy at Pratt Institute in New York and after his move to Palisades, began to use local scenes as inspiration for his work. In the first set of limited prints he sold, one was titled "Palisades Sunset."

Wilbur works out of his home and has sold limited editions of his prints to the N.Y. Graphic Society in Greenwich, Conn., and to The Original Print Collectors Group, Ltd., in New York City. In ten years, The Original Print Collectors Group has sold more than 5000 of Wilbur's prints to collectors all across the United States.

"Creating landscapes in the serigraphic medium gives me a great deal of satisfaction," says Wilbur, "and I'm pleased that many people seem to enjoy them. I also enjoy the physical activity of hand printing them. It helps my arthritis!"

Wilbur believes that talent is important in his line of work but that hard work is essential. Art work and prints have to be done over and over again to get them just right. "It's that old story, if you don't get it right the first time, do it again," he said.

Besides working as the national distributor, Wilbur also sells prints to corporations and to individuals who come to his shop. A complete line of his work is available at The Belle Arts Gallery, 11 West Broadway, in Nyack, N.Y.

In spite of his 71 years, Wilbur says, "I'm going to be making prints for a long time yet."

JOAN BRACKEN

OUR SCHOOLS: Notes From India

She carried her brother on her back. The infant slept, tightly wrapped in a shawl tied around his sister's body. Flies darted over his face. She was perhaps seven years old. Her tiny body bent with the weight of the infant. Covered with dust from the road, her hair was dirty and matted. The eyes were tired and dull. Her thin arms and legs told the story of hunger.

Like so many children in India, her responsibilities were grown-up ones. School was not for her. Her parents kept her at home. Her life was in the teeming streets of Agra in one of the shanty towns such as can be seen throughout India.

I saw this scene repeated in many cities when I recently visited India. Of course, there were the more affluent children, especially in New Delhi. They could be seen with their teachers visiting the same landmarks as the tourists. Neatly dressed in the uniforms of their private schools, their faces scrubbed and healthy, they looked as we expect children to look.

India has a compulsory education law, but it is difficult to enforce. Poverty, ignorance and tradition lead to poor attendance and its resulting low literacy rate. An article in a Delhi newspaper quoted a minister of education as saying that India and Bhutan shared the lowest literacy rates in the world. "And," he said, "if this situation persists, India will have as many illiterates as there are literates in the entire world."

55,000 births occur daily in India. That comes to an annual total of almost twenty-one million. With a death rate of nine million a year, the result is an increasing younger population. What does the future hold for India's children?

I could not look at the children in India without thinking of our own. How fortunate we are in our children's health and educational opportunities. How beautiful they are with their clean wholesome looks and bright inquisitive eyes. Yes, it has been said before, but after seeing India's children, I can say it again. How fortunate we are.

GERALDINE MIRAS, Trustee So. Orangetown Board of Education

A donation was received this month from Audrey Dowling. Thank you!

PALISADES CIVIC ASSOCIATION

A Town Zoning Board of Appeals meeting was held on March 5 at which we again asked the ZBA to deny the "special permit" needed to build 70 condominiums on 9+ acres at the corner of Oak Tree Rd. and Rte. 340. Palisades people responded well and we thank all of you who came that night. The hearing was continued to March 19th.

At the 3/19 meeting, the ZBA denied the applicant's permit request for a second time, because of the traffic problems in that area. However, this does not mean we have "won." The matter comes before the Town Planning Board again at the end of April. At that time, the decision will have to be justified with traffic studies.

The PCA needs your moral and financial support in this effort. Please respond to Box 222.

EILEEN LARKIN, President

PALISADES VARIETY SHOW

Good News. "Bring Down the House to Raise the Roof" is now in the initial stages of production. The response from the community has been very good. Musicians, singers, dancers, actors, even an aspiring young juggler have volunteered their talents. We would, of course, love to have a few more acts to round out the evening's program.

If you haven't had the time to sign up, you can still do so by calling Cass Ludington (359-1579), Karen Jefferies (359-1146), or Eden Lee Jellinek (359-7697). Volunteers for behind the scenes or backstage are needed.

"Bring Down the House to Raise the Roof" will be presented Saturday, May 31st at 8 p.m. at the Parish House, Palisades Presbyterian Church.

LIBBY HAYES IN HEMEL HEMPSTEAD

Spring and summer of 1985 was an important time for me. My family hosted an English girl, age 16, same age as I. Lucy Jones spent 3 months living with us, going to school with me, and experiencing teenage American life. She developed her own opinions about the way Americans live and are educated. My turn came the following Fall.

My experience in England, with Lucy's family, was just as I had hoped it would be. I wanted to become a temporary citizen and actually feel as though I were living there. During my stay I was a full-fledged member of the Fifth Year at Hemel Hempstead School and was expected to abide by its regulations. It is here that I learned the most about the country and its people and here where I realized just how foreign a country England is!

England's public school system is divided into two levels: primary and secondary. Kids begin at 4 in a nursery program. Parents may choose where they want to send their children, and Hemel Hempstead had several primary and secondary schools in the area. Primary school ends in the Fifth Year; secondary begins with what we call 6th grade but which they call First Year.

All students are required to wear a uniform. Mine consisted of the school colors, navy blue and yellow: blue skirt, blue V-neck sweater, white blouse, yellow tie. If girls wished, they could wear small earrings; but no other jewelry was allowed. And no make-up. Boys were required to wear shirt, pants, tie, and blazer at all times. My particular school felt very strongly about enforcing uniform rules; and, in some instances, if the rules were disobeyed, a child was sent home.

The school day at Hemel Hempstead was very different from the American program, and it took me a long time to adjust to my schedule. Our day was divided into 8 periods, each 35 minutes.

The type of class, the room, and sometimes even the teacher, would rotate from day to day. For example, on Monday, I might have a 2-period History class in Room 108, but, on Wednesday, I would have it one period only, and it would be held in Room 302. After a while I became familiar with my schedule and stopped referring to the printed copy given to me at the beginning of my stay.

An assembly was mandatory daily. It was led by our Headmaster, always present in a black cloak. He always had a poem or a story to read and explain, with some moral purpose.

5th Year students (the equivalent of our 10th grade and 16 years of age) which is where I was placed - is technically the last year of a person's compulsory education over there, and the students must take "O-Level" examinations in the courses they have chosen to study. Once these tests are taken. the students are free to leave school and get a job. Or they may stay on at the school in what is called the lower and upper 6th Year. This is a 2-year program in which students choose which subjects they wish to focus on. they undergo intense "Advanced Level" testing. The students then decide if they will go on to university or get jobs.

Very few students actually attend university, largely due to the rigorous testing and qualification requirements. The majority leave school after O-Levels and attend vocational training programs.

While there I participated in a work experience program in which students choose a field and are sent out to actually work. I chose to work in a nursey school. I helped the teacher and was there from 9 to 5 each day for one week.

Food at the school was superb, very inexpensive, and looked and tasted like home made. Pastries, cakes, quiches and casseroles were among our daily choices, and the food was served on regular pottery and with flatware. No paper!

School in England was challenging to me mostly because of its newness. But I feel that in contrast to American public school education, English students are limited in the scope of their learning. Courses are more basic and less focused there. By the way, teachers were very strict about the appearance of the work we handed in, and I, like the other students, became quite handy with my ruler and compass.

Teachers there tend to treat students in a more babyish way than here in the United States. In our high school at TZ. teachers hand out homework assignments, and it is the student's choice to do it or not, and ultimately, to sink or swim on his own. In England, however, if a student does not hand in his or her assignment, the teacher will write a note home to the parents, and the student will stay after school for detention. Also, there is no familiarity with the Headmaster as there is with TZ Principal, Roy Elbefeld. One rarely sees the Headmaster, and he is not approachable. He is sacred. If any students talk about him, it is in hushed tones. At TZ, however, I have heard kids call Mr. Elberfeld, "Roy."

Both teachers and students at the Hemel Hempstead School went out of their way to be friendly and accepting and were extremely interested in American life. They seemed to marvel at the way we live. My experience in Hemel Hempstead has really broadened my world view, and I feel especially lucky to have been part of such a great exchange.

LIBBY HAYES

PALISADES PRESBYTERIAN CHURCH: APRIL COMMUNITY EVENTS

Friday, April 4. 8 p.m. square dancing at the church. Caller: John Callahan (201-768-8800). Refreshments. \$5 per person.

Sunday, April 13, 4 p.m. at the church: Justin Hartz, a graduate of The Juilliard School will present a program of organ music. Proceeds go to the building fund. Admission \$5 (\$3 students and senior citizens).

ROCKLAND CENTER FOR THE ARTS: April Calendar

- 11 Friday, Writer's Roundtable, Nora Sayre, 8 p.m., \$5/\$4.
- 12 Saturday, Isamu Noguchi Garden Museum Tour, Studio Visits, \$15/\$20.
- 12 & 13, Saturday, Sunday (and 4/184/19), Theatre Workshops for Sr.
 Citizens, \$50.
- 15 Photography Exhibit, Blue Hills Gallery, through May 15.
- Deadline for photography contest for high school students.
- 18 Friday, The Composer's String Quartet, 8:30 p.m., \$7.50/\$6.50.
- 19 Saturday (& 5/26), Romantic Fiction Workshop, Victoria Foote, 9-4 p.m., \$60.
- 19 Saturday, The American Musical Theater, 8 p.m., \$12.50/\$10.
- 20 Sunday, Raku Workshop, 9-5 p.m., \$30.

PALISADES FREE LIBRARY

LIBRARY HOURS UNTIL JUNE 15:

Mon - Thurs: 3-9 p.m.; Thurs: 10noon; Fri: 3-5 p.m.; Sat: 2-5 p.m.;
Sun: 2-5 p.m.

SOME FORTHCOMING TITLES:
Angelou, All God's Children
Colwin, Another Marvelous Thing
Duras, The War
Guinness, Blessings in Disguise
Hailey, Joanna's Husband & David's Wife
Hemingway, Garden of Eden
James, Maul & The Pear Tree
Le Carre, Perfect Spy
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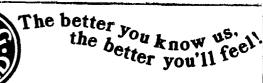
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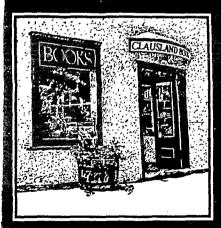
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10964 DEADLINE

The deadline for copy for the May issue will be the 15th of April, and you will receive 10964 during the first week of May.

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