

THE HARBOR REPORTER

Spring 2008

Volume 31, Issue 1

EXECUTIVE DIRECTOR'S MESSAGE

Hans E. Hageman, Esq.



Aristotle said that "courage is the first of human qualities because it is the quality which guarantees all others." I am honored to work with the young people of the Harbor who display so much courage on a regular basis. The first act of courage sometimes involves a young person just walking through the door to explore the possibility of becoming the person they were meant to be.

Many of our students have a past that could have them mired in despair. The Harbor gives them the tools and the space to envision a life of brilliance and to be comfortable with the possibility of greatness. By the time students graduate from our high school they will know that it is more important to pursue excellence than it is to pursue success.

A recent *New York Magazine* cover story talked about an elite private school and the corrosive power of money among the children of the elite. A recent edition of the *Sunday New York Times* reviewed a book titled *The Dumbest Generation*. The concerns they outline do not infect the teenagers we work with. They have nothing to do with Tiffany and Ikia who will be spending three months learning and working in China. They ring hollow for Renee and Alexis who will be attending Bard and Dickinson colleges

(continued on page 5)

THE HARBOR CONSERVATORY FOR THE PERFORMING ARTS: A REFLECTION ON 38 YEARS OF SERVICE

Interview with Ramon Rodriguez, Director of the Harbor Conservatory for the Performing Arts, recipient of the 2008 R. Lonnie Williams Award for support and commitment to the children of Boys & Girls Harbor.

Q. The mission of the Harbor Conservatory for the Performing Arts is "to provide students with a complete education in music, dance and theater in a challenging, caring and encouraging environment that fosters positive self-image, an appreciation of the arts and an understanding of cultural diversity." What makes the mission as important today, if not more important, compared to when the Harbor Conservatory was founded 38 years ago?



A. I think the cutting back and often elimination of arts programs in public schools over the years really reinforces the Conservatory's importance. Our commitment to maintaining a low fee structure enables us to serve those students who otherwise would never have access or exposure to the performing arts. The role of the Conservatory as a safe and nurturing environment, with a consistent faculty of adult mentors is even more important now. The Conservatory's curriculum is very structured, and sequential. If you come to class and put in the time for practice, the result is very tangible, your skill improves, you're able to master a musical passage, a monologue or a dance phrase. Because we are very much a "traditional Conservatory" where knowledge is passed from master to student, our students gain a sense of connection to both the immediate Conservatory family of faculty and fellow students, and also gain membership and a sense of "belonging" to the even larger and longstanding artistic and cultural community.

Q. We are in a period of diminished public support for funding. Given the competitive environment for financial support, what are the unique offerings of the Harbor Conservatory that you stress to funders?

A. Many of our international, multi-lingual faculty of accomplished professional working artists have been at the Harbor Conservatory for many years because of their passion for teaching. These committed, gifted artists are the basis of our uniqueness as well as our effectiveness. We've also been able to attract an amazing roster of

(continued on page 7)

TONY'S CORNER



A number of weeks ago, I had the distinct pleasure of being in attendance when George Biddle, Senior Vice President of the International Rescue Committee, spoke to the students of the Emily N. Carey Harbor School about the IRC's efforts to provide relief, respect and renewal to refugees and victims of armed conflict around the world. Because George is my nephew I understandably felt pride of family as he spoke. I also felt pride in seeing our young men and women involve themselves in the plight of people far less fortunate than themselves. Their thirst for information, their genuine empathy and their desire to help in any way they could, was truly inspirational.

How well I recall how back in the early days of the Harbor (I'm talking about the late 30's, and then after World War II) my anxiety and hope to raise more funds to help the project grow and expand. My own resources, to put it mildly, were limited and I felt strongly that the time for a great push for expansion

would be when we could, literally, point at RESULTS—showing those students who were moving upward and onward as a result of their involvement with the Harbor. And as time went on the results from increasing Harbor services did indeed show through our Alumni and Alumnae.

The Harbor has always, and most especially now under the direction of Hans Hageman, placed the education of our students in the context of global citizenship. Through these efforts I can see the unique and meaningful impact the Harbor is having upon young people's lives. It is our conviction that with the right supports, our young people will thrive and be well suited to lead in whatever enterprise they try. Because all of us at the Harbor are adding a true global perspective to our students' studies and experiences, I am confident we are also delivering to them the right message—the profound and lasting significance of citizenship.

This is not the place for me to recount those numbers or individuals, but, believe me; nowadays the rapidly increasing numbers of successful and constructive citizens, world citizens, bespeak the quality of services rendered. We are PROUD of this.

Sharing these thoughts when Boys & Girls Harbor is passing the magnificent milestone of its 70th Anniversary, I also appreciate how much more there is to be done. Just as there is always more we can do to improve ourselves and the society we share, there is always more we can do in the service of our highest ideals, and the achievement of quality education for every child.

This labor is one of love, and for me, certainly one which has enriched my life immeasurably. □

OPEN YOUR EYES TO THE WORLD

BY
SHAKIRA JONES



Living in the United States, I have grown up ignorant to the world around me. When I went to Nicaragua in November of 2007, I was in for more than I bargained for. I am not only talking about the hard work and dedication of the people of Nicaragua, but also experiencing the lifestyle of another nation. Nicaragua was a major eye opener for my peers and me. In one week, my Emily N. Carey Harbor School classmates and I built two houses. Building those houses was a liberating and touching experience.

The first day I realized that it would be a ton of hard work. Honestly, I did not think I would make it through. But then I noticed that the community was watching us work. Every time I would get a chance, I would smile back at them. I knew why they were smiling but at first I didn't fully realize why I was. Over time I realized that I was smiling because of how much it really meant to them to have a new home and how much it meant to me to be able to help.

Everyday people in the community would come watch us work and I would learn something new. First, I learned that no one minds getting dirty. When we would get tired someone from the community would substitute for us. The kids loved to get piggyback rides and always enjoyed playing with us. Even though they didn't have much they always had a smile. They enjoyed simple things like holding hands and walking with us to the store.

During the trip the boys stayed in a school and we girls stayed in a church. Wonderful women prepared food for us every day. We mainly ate rice, beans, and cheese prepared in different styles. The thing that caught my eye about the cooks was that they could make food that served up to thirty people without using a stove. They would burn wood in a hole surrounded by cement. I thought it was pretty neat.

I will never forget the connection I had with all my peers while in Nicaragua. Lots of people that I didn't think I would get along with became my friends. On this trip everyone put their personal differences aside and worked together. Also, after the work we all shared laughter and joy. When a group of people are put together to work there is no telling what can come out of it. Even though we had some difficult times, when it really mattered we all got together and worked hard. When one person was down and getting aggravated by the heat, another one would try to express a thought that would make the other person feel better.

Altogether, I learned that there is actually a whole side of the world that lives totally different than where I come from. My eyes are now open to all those who are struggling with poverty and hunger in the world.

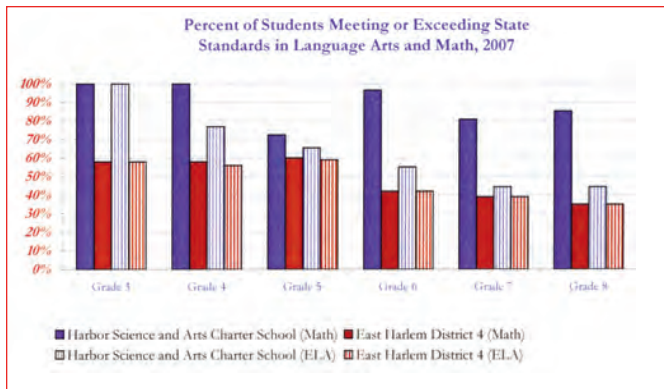
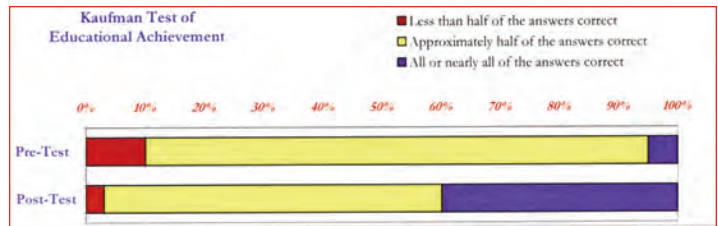
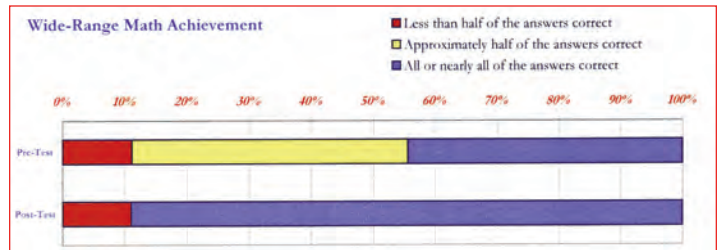
I want to thank Hans E. Hageman for making this all possible for us. Through this trip, he helped us learn the meaning of hard work. That is one lesson I know my classmates and I will keep with us throughout our life; every time we think about Hans, thoughts of hard work, dedication, and equality will also come to mind.

While in Nicaragua I came to the conclusion that Americans should not feel bad for any of the less fortunate nations. In fact, they probably feel bad for us. We focus on what we do not have and fear we will not be popular enough or up to date if we don't have those things. In some other nations they are happy to have things as simple as water and food. Nicaraguans are much more grateful than any American I have ever known. □

ACCOUNTABILITY AND RESPONSIBILITY

Evaluation is an important part of the Harbor’s mission. How do we know how well our students are learning? Are we meeting their individual needs? Pre- and post-testing and standardized test scores are just two of the ways we assess our students and ourselves.

At the Harbor’s Literacy Center, several research-based diagnostic measures are used to assess students’ skills in phonemic awareness, writing, spelling, language processing, fluency, reading and comprehension. Pre-testing helps us determine the student’s specific strengths and weaknesses, and we tailor our tutoring accordingly. At the end of the year, the students are post-tested. As you can see, they made remarkable progress in 2007.



The Harbor Science and Arts Charter School’s curricula are in compliance with New York State standards and our students’ progress is closely tracked. Once again, they are surpassing the scores of their peers in our surrounding school district.

Here at Boys & Girls Harbor we continue a decades-long tradition in meeting the myriad and ever-shifting needs of the young people and families we serve. Through the methods we describe here, and through the measures that we see reflected in the eyes and actions of our enthusiastic students, we believe we are succeeding in our mission of “Educating Children To Be Their Best.”

BOYS & GIRLS HARBOR

THE HARBOR REPORTER is published by the Boys & Girls Harbor staff.

The Harbor’s mission is to empower children and their families to become full, productive participants in society through education, cultural enrichment and social services.

If you would like more information, would like to volunteer or make a contribution, please contact Julia Donaldson, Associate Director of Development, at 646.981.2682 or jdonaldson@theharbor.org.

Let us know if you would like to receive The Harbor Reporter and other Harbor updates by email. Please sign up on our website at www.theharbor.org or contact Elizabeth de Almeida at 212.427.2244 ext. 504 or info@theharbor.org to be added to the Harbor mailing list.

If you received more than one newsletter, need to update your mailing address or wish to be removed from our list, please contact Elizabeth de Almeida at 212.427.2244 ext. 504 or edealmeida@theharbor.org.

Thank you!

ADDING TO OUR STUDENTS' CORE KNOWLEDGE

Some of the questions we have asked of ourselves and each other is, how the Harbor's many programs can be more enriching and provide our young people with the common knowledge they need to fully participate in mainstream culture?

How can we respond to the visible and pressing needs of our students to truly be prepared for success in academics, careers and in civic life?

How can we bridge the chasm in academic achievement that separates them from more affluent and resourced young people?

We think we have found one answer.

In 1987, Dr. E.D. Hirsch, Jr. presented the concept that children from advantaged circumstances are surrounded by adults and peers who early on begin to provide an essential store of literate knowledge that far exceeds that possessed by disadvantaged students. The academic achievement gaps between minority, low-income students and their more affluent peers are created because of this knowledge deficit. The Core Knowledge Sequence is based on the understanding that students can make significant long-term gains in vocabulary and reading comprehension while simultaneously obtaining a foundation in general knowledge that later supports academic and career preparation.

That is why, with the generous support of the Achelis Foundation, Boys & Girls Harbor is bringing elements of Dr. Hirsch's Core Knowledge Sequence to the elementary school children in our After School and Summer Program.

In fact, Boys & Girls Harbor is the nation's very first After School and Summer Enrichment Program to employ the Core Knowledge Sequence.

So far, our students explored maps and map-making, geography, and the ancient and modern countries of the Fertile Crescent. Now they are learning about global warming and countries of Latin America. Our skilled and experienced teachers integrate this new content with the activity-based hands-on instructional methods which we know are effective. For example, above is a photograph of some of our students learning the Brazilian martial arts dance—Capoeira.



The adaptation of the Core Knowledge Sequence to the Boys & Girls Harbor After School and Summer Enrichment Program is an extension of our vision to establish an education-first model within all Harbor programs. □

FROM THE DIRECTOR

(continued from page 1)

in the fall as stepping stones to changing the world. They are laughable for Michael and Anthony who recently became United States Marines and will likely be deployed to Iraq or Afghanistan at the ages of 18 and 19.

Urban schools continue to grow as important sources of social support. Creating quality schools is critical to relieving the inequality in our country. Providing the power of choice to the parents of poor children levels the playing field between them and the parents of the well-to-do. The Harbor is growing and strengthening its role in providing this equal opportunity. We do this through our charter school for grades 1-8 and our independent high school. Our focus is on creating models of excellence with valuable outcomes and not on impressive numbers of more of the same thing.

This country faces challenges around the world that threaten our safety and security. The youth of the United States face a closer danger—one felt by Stendhal's character, Julien Sorel in *The Red and The Black*—where, "Like Hercules, he found himself faced with a choice, not between vice and virtue, but between comfortable mediocrity and the heroic dreams of youth."

The protection against this danger will not be provided by compulsory standardized high stakes testing that serves narrow political and economic interests. It will be provided by an education that develops courage, self reliance, respect for others, curiosity, initiative, compassion, physical and mental dexterity, a love of learning, respect for nature, perseverance, and truthfulness. The education must develop what is fundamental to leadership and excellence—not what is defined by someone else as instrumental for success. We will teach them that being alive, really alive, feels good. As Gandhi often pointed out, we are not here to solve all of the world's problems but we must dedicate ourselves to the effort. □

JOANNE HUNT, PRINCIPAL, HARBOR CHARTER SCHOOL 2008 CAHN FELLOWS HONOREE

Joanne Hunt, Principal, Harbor Sciences and Arts Charter School has been honored as a 2008 Cahn Fellow. Each year, the Cahn Fellows Program for Distinguished New York City Principals at Teachers College, Columbia University, recognizes outstanding New York City principals and provides them with opportunities for professional, intellectual and personal growth. About 8% of all New York City principals were nominated to receive a 2008 Cahn Fellowship and fewer than half of all applicants for the 2008 cohort were awarded fellowships (24 to be exact). Joanne has been the Principal of the Harbor Sciences and Arts for four years. Over that period test results have consistently improved and last year the school was granted a full-term, five-year renewal without limitations from its authorizer (SUNY).

"This fellowship will give me the opportunity to grow as an educator," said Joanne. "Being a principal can be very lonely. I am now part of a learning network that fosters professional and intellectual growth and will be better equipped to achieve even greater success within my school. I look forward to the networking, the professional conversation and the opportunity to mentor a New York City school principal." □



FIRST ANNUAL TONY DUKE HARBOR INVITATIONAL SWIM MEET

The very first annual Tony Duke Harbor Invitational Swim Meet took place on November 18, 2007 at Hostos Community College. 90 swimmers (ages between 6 and 18) competed in their respective age categories. More than 150 spectators cheered them on.

The Harbor Seals were proud to host this event, which included swimmers from "The Flaherty Dolphins" (Boston); "The Mount Vernon Water Dragons" (Westchester); "The Prospect Park Gators" (Brooklyn); "The Madison Dolphins" (Bronx); and "The Milbank Stingrays" (Manhattan).

Inspired by the example of Tony Duke, we provide young people with the opportunity to not only develop skills, but to also display what they have learned in a fun and safe environment. It was terrific to see all of these young people seize the opportunity with vigor, enthusiasm and good sportsmanship. □

HARBOR CONSERVATORY

(continued from page 1)

A. celebrated Master Artists for Master Classes and Residencies. We've been recognized with various awards and grants, been featured and profiled in documentaries on television and other major press. Some of our graduates go on to study at prestigious Conservatories. I think the fact that many of our students return and join our faculty is very impressive. I've also been blessed to have assembled a group of talented, creative and caring Program Directors, who carefully and with great thought have designed a strong and exciting curriculum. The breadth of what we offer and most especially, the uniqueness and comprehensive nature of our Latin Music Program, definitely separates us from peer organizations. Our emphasis on student performance and the presentation of faculty and guest artist recitals allows us to be both an educational institution and a "presenter" which broadens our appeal and outreach.

Q. With the founding of the Raíces Latin Music Collection in 1979, the Harbor leads in the preservation and documentation of New York's Latin music legacy. Raíces ("roots" in Spanish) is New York's largest collection of materials tracing and documenting the Afro-Caribbean roots and the subsequent evolution of Salsa and Latin Jazz, and is an affiliate of the Smithsonian Institution. What makes the Raíces Latin Music Collection important to the achievement of the Harbor Conservatory's mission and, specifically, to its students?

A. Historically the only way this music could be accessed was through listening to recordings. It wasn't published and circulated among a wider public, so it wasn't available for educational purposes. If you wanted to learn a piece you would have to listen and transcribe the music from the record. There was no central repository where you could access the "classics" of this genre, like you can classical music or other musical forms. So, the impetus to start to collect began with the need to assemble materials from which to teach. The Collection's subsequent expansion and growth provided students with an understanding of who the musical pioneers were and how they were influenced, how the music changed, and how they all met here in New York and developed a new "sound." We identify the music of Raices as "Afro-Caribbean" and acknowledge Africa as its root source. The story of Latin popular music reveals the triumph of the human spirit over the crushing forces of slavery, and provides our students with an enormous source for inspiration, cultural identity and pride.

Q. Many studies have shown that students do not read as much, nor as well, as students in previous generations. Many blame the Internet and television. What changes, if any, have you seen in students' involvement in, and appreciation for, the performing arts?

A. The Internet and television are solitary and sedentary activities. What I see in our students is the result of their learning and performing within a group setting. Learning to collaborate and work as members of a group they develop a sense of responsibility to others, and gain a sense of connection to a larger community, not just to themselves. Their social and communication skills are enhanced and a spirit of generosity is fostered and developed.

Q. Unquestionably, over 38 years, there have been an extraordinary number of performances that have given you a deep satisfaction in the work being accomplished by the Harbor Conservatory. What are a some of the special moments you have experienced as the Director of the Harbor Conservatory?

A. There are so many! The first round of students who graduated from college was very powerful for me. Also the 45 minute phone call I received from Tito Puente where he proceeded to congratulate me on the skill of several of our students who participated in filming a segment with him for a Nickelodeon program. When I led our Latin Youth Ensemble at Carnegie Hall, and when we opened for Eddie Palmieri up at Columbia University. Watching our students perform live on Telemundo at the Latin Billboard Awards. Gestures performing at a Congressional Awards event, and when alumni and faculty member Darrell Moultrie's received a Princess Grace Foundation Fellowship in Choreography. The airing of the PBS documentary "Mi Mambo" which showcased our efforts nationally when it aired on PBS. These are just some of the many special moments and there will be many more. I'm sure of it. □

Boys & Girls Harbor, Inc.
One East 104th Street
New York, NY 10029
www.theharbor.org

Boys & Girls Harbor

MARK YOUR CALENDAR...

SPRING GOLF OUTING

Thursday May 15, 2008, 10:00 a.m.

The Stanwich Club

Greenwich, CT



For more Harbor event information please contact
Julia Donaldson, Associate Director of Development,
at 646.981.2682 and visit www.theharbor.org.

EDUCATING CHILDREN TO BE THEIR BEST