New York City schools Chancellor Joel Klein, CC ’67, fears that unless urban education is restructured and revitalized, the next generation will suffer deeper racial, and socio-economic divisions. Speaking in an assembly of students, schoolteachers and community members in Roomie Afra Aga Khan Auditorium, Klein seized the current climate of education, and promoted major changes to the New York City schools. “If we fail public education, we fail the American dream, an educated electorate creating a widening achievement gap in New York schools and through-out the country, Klein forehanded, “world of two Americas” if critical changes were not made. The Feb. 3 speech, sponsored by student-run Columbia Political Union was delivered if critical changes were not made.

Department of Education. Since his appointment as chancellor, Klein has been a regular fixture in local press – initiating one of largest overhauls in the department since the 1960’s. He attributes thirty years of failed reform to the lack of addressing a fundamental problem: “If a school won’t change, it can’t succeed, however, that the average tenure of previous chancellors was less than a year; and Klein couldn’t expect to get long enough to see results from a particular administration.

The traditional urban education system weighed heavily on Klein as he designed the future of the New York City school system. In his speech, Klein depicted an education system with limited resources for the schools. In his speech, Klein depicted an education system with reversed values—prone to lowering expectations in order to yield results and promoting an environment of complacency with teachers having no incentive to be innovative.

“There is no reason for people to take risks. The three hallmarks of teaching are compensation, seniority, and tenure,” said Klein. Depicting another “reversed value,” the chancellor spoke of a need to re-examine the standards by which many educational departments are judged. When asked of the importance of a program, Klein explained, “The question is always—How much did you spend?” This affects behavior.

Klein suggests the merit of a program be judged by level of performance as opposed to how much money was put in.

The chancellor heralded Brown for taking full responsibility for all public schools. Pre- vious mayors, Klein explained, enjoyed comfortable distance from responsibility through the now dissolved Board of Education. Klein, it seems, is keen to keep the initiative of this model as he revamps the education system from the top down. Forty school districts are to be consolidated into 10 instructional divisions with new superin- tendents under the chancellor’s supervision, including the sched- uled firing of 50 principles. All these changes, Klein explained, are in the interest of allowing focus to remain on the individual schools. And, in an effort to increase learning expectations as opposed to lowering them, Klein is developing a core curriculum for designated schools.

The chancellor wants a system based on empowerment and accountability over a system he regards as dominated by compli- ance mechanisms. Through this line of thinking, Klein is develop- ing a leadership academy in the interest of developing skills in business efficiency as well as instructional knowledge.

Separate and Unequal: Joel Klein Addresses State of New York City Schools in Lerner

Women’s Basketball Finds Success with Adaptation of New Offensive/Defensive Strategy

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immediately. Producing runs in which she has put 10 points on the board, Butler has done what it takes to prove her role can be as valuable as any. Currently fourth among the team’s offensive prowess, the Light Blue started out the season wisely building more of a defensive wall from which to operate. “In defense you can truly dictate a team’s mindset and we’re going out to do that,” Butler explains. For the Lady Lions have lead the league in blocked shots and total defense—limiting opponents to an average of 61.5 points a game, and have shut down other teams’ three- point game to a hampering .276 average.

Still, Butler stresses that it is not just one defensive formation that has so restricted opposing teams. The key to defending high-per- centage shooting as well as suppressing the three-point game, is, again, adjustment. Butler explains that methods of countering offens- ing teams if an approach proves ineffective.

Can we reevaluate our defense? This team has done that. Defensively we’ve always adjusted to the game. We’ve always gone into games having to adjust to Butler.”

However, after conceding two road games in a row to Yale and Brown, respectively, Butler adds “Offensively we haven’t done that the road. We need to prove that we are going to score points. Unfortunately when we’re on the road we’ve been tighter than we have been here.”

Thus, in hopes of boosting the offense in the spirit of adjustment, Butler promises, “If we can play hard and play smart—not only during games but in practice—then it becomes what you do during games. If opposing teams are going to be smart and do tricky things and we still com- municate, then everything should be fine.”

“Our goal is to go out and play hard with the intention of winning,” Butler says. “One game at a time. I believe the winner of this league is going to have two losses or more. I really believe that. Who’s going to win the most games on the road? That’s the challenge. I have no question that we are going to take care of busi- ness at home. But the question is can we take care of business on the road. We need to prove that to our- selves.”

With foundations in place, adapting to each game while maintain- ing intensity in what this team has the luxury of focusing on. On; as Butler puts it, “Just let the game come to you.”

Junior Guard Sue Altman uses her speed and athleticism on both sides of the court.