

## THE SCHOOL FLAG

The school flag, designed by Donald Margulies, symbolizes modern means put to use in education. The symbol is that of a computer tape wheel and a book.

Donald, who is in Mr. Rubin's advertising design class, won the art medal from his junior high school. Donald is planning to become a commercial artist.

## Residents' Reaction to Dewey

by A. Himmelstein and E. Lokiec

John Dewey High School is the center of attention in the educational world. Educators, however, are not the only ones with opinions on the school. People who live nearby all have feelings about having an experimental school in their neighborhood.

One person was annoyed because "the contractors made too much noise." Another was dissatisfied because she felt that her son's chances for college would be weakened by the absence of numerical grades.

The large majority were in favor of Dewey. One of the waitresses in "Sal's Snack Bar" was very pleased because "the students are a great bunch of kids and it's good for business." A woman with two small children wished I could have gone there. Some of the students attending a neighboring junior high school are planning to go here not only because it is close, but because the idea of more freedom appeals to them.

On the whole the residents' reaction to Dewey was very favorable. It is up to us, the students, to live up to the expectations and make Dewey a success.

## An Experiment in Education

by Marc Hershman

*"The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done — men who are creative, inventive and discovers" — Jean Piaget*

This quote (found on the cover of our John Dewey handbook) was and hopefully still is the main goal of our experimental school system. Unfortunately some of the basic ideas of John Dewey education are not forming.

The most important ideas of John Dewey education, such as learning for the sake of knowledge rather than for the passing of tests, learning and advancing at our own rate, and above all, applying our ingenuity, inventiveness, and creativeness to the education process, are ideas which have not evolved.

## Facing Problems

Our present situation, problems, and possible solutions to them are important matters which should be considered by us. Probably the most pressing element holding us back are the Regents. These statewide tests instead of being fashioned after the curriculum are rather curriculum controlling devices. Regardless of how restricted by these wretched tests.

The Regents also have a far more reaching effect on our school education system. Because of these tests we cannot truly advance at our own rate. For, if a student would like to advance in his course he would have to wait until June for the Regents.

And if a student needs to take a course at a slower pace he would

*continued on page 4*

## MAYOR SPEAKS TO DEWEY STUDENTS

### Stresses Our Responsibility to Education



Dr. Josua Segal introducing the mayor in our school cafeteria... of New York and perhaps a future President in this room" said Mayor John V. Lindsay to our student body as he addressed them in our school cafeteria a few weeks ago. The Mayor stressed the importance of the John Dewey experiment to the future of education and the responsibility of John Dewey's students to "the community, to Brooklyn, to secondary education and to New York City."

so much depended upon our student body and their capacity to take on the responsibility of learning. Referring to the experiment, Mayor Lindsay said, "You students have the choice. Keep it alive or crush it to death. If it works, we get something going that will give us — and the system — a big lift."

## THE OUTER LIMITS

by Rosalie Radomsky

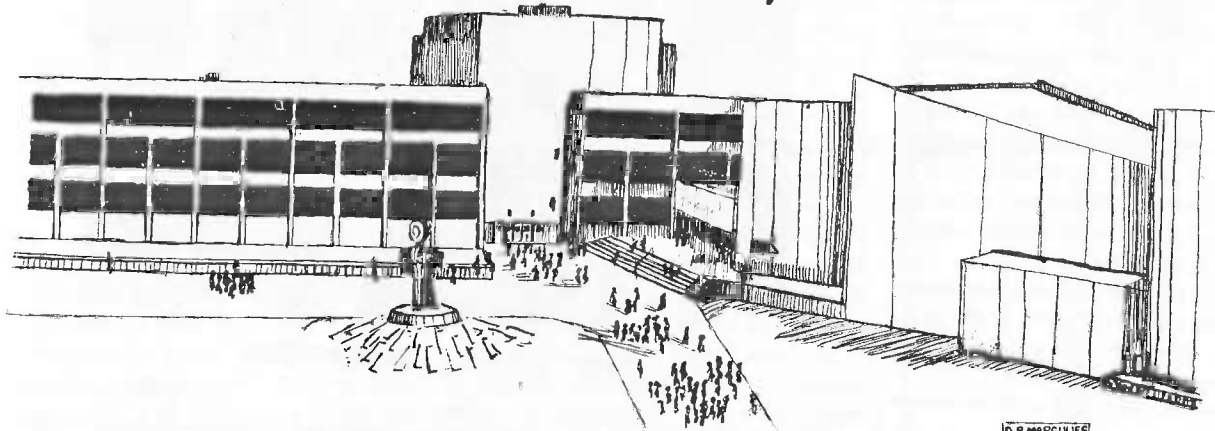
The outside sounds of machines and the passing by of trains have proved quite interesting. Imagine yourself in a classroom being taught right near the trains. Maybe you do not have to imagine it because you are one of the people placed in such a situation. It seems that every time a teacher has something to say the trains do also.

The machines outside make themselves musically available. They beat out a certain pattern and have the students keeping time with them. That is all right if you are in music, but if you are somewhere else...

Darwin claimed that only the fittest survive and adapt to their environment. There is truth to it because that is what is happening here at Dewey.

## Dream Becomes Reality

by Phyllis Klein



I interviewed Dr. Segal while accompanying him on one of his numerous walking tours through John Dewey High School. Between inter-

vals during which he picked up litter, gave advice about what to do with spiders in the biology lab and debated with a student on the advisability

of admitting Red China into the UN, he told me how John Dewey High School developed from a dream into a reality.

*continued on page 4*

## A NEW WAY TO LEARN TYPING



R.E.C. Learning System at work in typing class

John Dewey is the first big city high school to offer the R.E.C. typing program. The "Response Environment Corporation" typing program presents a large panel and tape recorder in the front of the classroom. The panel resembles the keyboard of the typewriter. In the R.E.C. as well as in the traditional typing class, the student is not to look at the keyboard of his typewriter. To make this rule more effective, the keys of the typewriters have been covered by little pieces of tape so it is impossible to determine the identity of any of the keys with the exception of the numbers and a few of the symbols. When the voice from the tape recorder says a letter, that same letter lights up on the panel

in front. The teacher is present all the time to guide and direct the student in his typing habits.

The originator of the "Response Environment Corporation" course in typing was an Englishman named Parkes. The original plan of the program was for the student to learn the keyboard after twelve hours of being in the course. The R.E.C. program has been used previously only by private organizations, including universities. At the present time John Dewey is the only high school which has the materials necessary to teach the beginners' course of R.E.C. Should the program be a success here, more equipment for advanced work in typing will be ordered.

## INTRAMURALS - An Instant Success?

by Lon Rubackin

Intramurals started off on the right track during the first cycle at John Dewey. The intramural program was first thought of for our school way back in 1963, when Dewey was still on the drawing boards. The creators inserted the intramural program so that boys and girls with different abilities could participate in the same sport together.

Intramurals are two days set aside each week for all the players to participate in a certain sport. The other three days are set aside for the students to "brush up" on the different skills. During the first cycle the boys played basketball. Tuesdays and Thursdays were set aside for the intramural with Monday, Wednesday, and Friday "brush up" days.

Each gym class was divided into well balanced teams. No one team dominated play. Each team consisted of at least five members, four of them playing at the same time. The other players were substituted. Every boy, no matter what his abilities, got a chance to play.

### Gym teachers are enthusiastic

To the gym teachers of our school, intramurals are really great. They find satisfaction in seeing *everyone* playing. Boys who would never participate were now learning the different skills and rules of the game. These are the same boys who used to always sit on the sidelines

while the better boys would play. The physical education teachers feel that intramurals were an instant success with them and the boys. Mr. Berman feels that here at Dewey he is really given the chance to teach the game to the boys. Boys received special attention in the areas in which they were weak.

One boy, Henry Jackson, when asked how he felt about intramurals, said, "It's great. I really liked it. It gave me the opportunity to play with everyone else. I used to always sit at the side when other kids played, but not anymore."

Let's hope that intramurals work as well with football and soccer in the second cycle as with basketball in the first cycle.

### INQUIRING PHOTOGRAPHER

Question: Is John Dewey meeting your expectations?



Answer: (Richard Bernstein) "John Dewey High School hasn't lived up to all its promises yet. I have very few independent studies because I am forced to go to intramural activities in the gym. The same with the fact that I do not do too well in, like math."

### REVIEWS

#### THE SOUND SCENE

"Blind Faith"  
(ATCP SD33-304B)

by David Rudgarg

Rock music, as we know it now, is form anew everyday, whether they be English (as the group in question) or American. Blind Faith is the latest of emerging groups who have personnel out of different bags. The four Englishmen are Eric Clapton, lead guitar (from Yardbirds, John Mayall, and most commercially successful, Cream), Steve Winwood, piano, guitar, and organ (from Spencer Davis Group and Traffic), Rick Grech, bass and electric violin (Family) and the one and only Ginger Baker, (Graham Bond Organization, and Cream) drums.

The first cut on the album is an 8:49 song called "Had to Cry Today" by Steve Winwood. It is the epitome of good hard rock'n'roll music, a heavy drum beat with a loud bass back-up to compliment Mr. Clapton's piercing original sounding guitar work and Steve Winwood's soulful wailin'.

There are some good solos by

Rick Grech on this number. On "Can't Find My Way Home" and "Well All Right" it is very evident that this is a together sounding band. The guitar, organ, and bass all mesh in by winwood the lovely, softening words that roll off your tongue. Also, a big surprise is Eric Clapton's song of revival, "Presence of the Lord".

*"I have finally found a way to live  
Just like I never could before  
And I know I don't have much to give  
But I can open any door  
Everybody knows the secret  
Everybody knows the score yeah  
yeah yeah yeah  
I have finally found a way to live  
In the presence of the Lord"*

Ginger Baker has also turned to writing with a 15:20 piece called "Do What You Like". The lyrics are simple and the music is highlighted by a solo by Mr. Baker.

#### SINGLES IN REVIEW

"Come together - Something"  
Beatles (Apple)

This is probably the best two cuts on "Abbey Road". "Come Together" is good ol' funky rock a'boogie with John Lennon on lead guitar. "Something" is a tribute to Ray Charles by George Harrison. Well worth your while.



Answer: (Phyllis Calabro) "Yes, I think so, because it has the independent study and if you're doing badly in a subject you can come to a resource center and a teacher will help you. I expected some of the teaching to be done with a television with a teacher in another room, but John Dewey doesn't have this."



Answer: (Herbert Edwards) "I expected this school to be a school which lets you work on your own and so far it has been what I expected."



Answer: (Joan Schwartz) "Somewhat. I thought I would have more independent studies. I'm pleased with my subjects. I can't understand why, but the students in this school are great, which pleases me a great deal."

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## S. O. Projects



Lon Rubackin, Helen Muller, Vinnie Confredo, S.O.'s temporary officers, discussing projects.

by Helen Muller

The S.O. has started clubs which they hope you will be part of. The students themselves have organized and will run these clubs.

One club which has been highly publicized is the Committee for Student Action. The main idea of this club is to listen to the voice of the student and to try to rectify any complaint a pupil may have.

completed. A talent show is now being organized and anyone who has talent is urged to try out.

A school this size cannot only think of what happens within its walls, but must also think of what is happening all over the world. And for this reason the S.O. is planning a clothing drive that will be sponsored by the Red Cross.

The only way this organization can work is with your help. Everyone is welcome to work in the student organization, so come on up.

## ATTRACTIVE COURSES OFFERED

The great advantage and attraction of John Dewey is the variety of innovative courses offered here that are not in the curricula of other high schools.

One such course is marine biology offered by the science department. This cycle, the English department offers Literature of Protest, a course which examines today's so-called revolution. In the coming cycles, social studies, too, will offer interesting courses such as American Political History, Comparative Economics, and World Religions. Ethical studies such as the Jew, Italian and Latin

American in History will be other innovative courses offered. In math, students working with a computer will soon be an every day event. In language, students will learn useful business language, as well as the basics of the foreign language. Bi-lingual stenography and typing and medical stenography will be offered by business education. Piano and guitar lessons rarely given in public schools will be given at Dewey.

All these new and unusual courses are believed to be what will make Dewey students take a greater interest in learning.

## PEACE IS MORE THAN TWO FINGERS

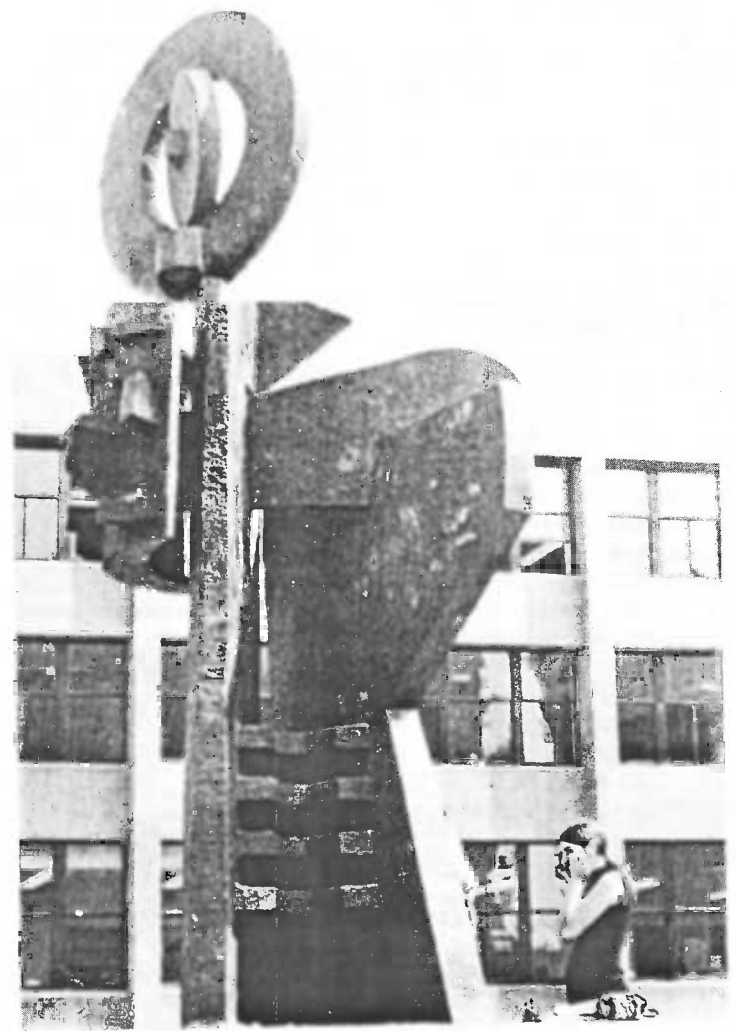
by Robin Sherin

Despite the trying conditions of overcrowding and poor ventilation which everyone in this entire school experienced when Mayor Lindsay came to address us, I feel there is no possible excuse for the reactions displayed.

It seemed beautiful at first. We were crowded together in the lunchroom and I think it can be said that our physical closeness symbolized our mental closeness to each other as people. We and our friends stood on chairs and table tops applauding and thrusting forward the two fingers which have come to mean peace.

I am beginning to believe that this symbol is meaningless. It supposedly reveals our desire and our belief in peace. How easily we forget our commitments to this concept when our instincts are given the opportunity to be released. A boy, one of us, a person, was overtaken by a seizure and many of us could not arrive at his location fast enough to view it. What had happened to "peace"? People previously waving their two fingers quickly forgot about it. We say peace and quickly disregard that we have done so. And we become capable of disorder and tumult.

When we preach peace and become frustrated from inadequate results, think about this incident and remember it. We will understand why peace eludes us.



## THE "FREE" SCULPTURE

by David Lerner

\$50,000? That is how much the free sculpture in front of school cost. When we say "free", it is not in the sense of price. Some students think it was worth it. Just as many think that it was purely a waste of good money.

Those who like the statue find some hidden meaning in it. For example, one philosophical pupil feels that it stands for mathematics in tribute to John Dewey, the mathematician. Another student feels it signifies the uniqueness of Dewey over other schools.

Among the numerous opponents were comments such as, "I think that somebody in the school could have done a much better job on a different sculpture for a whole lot less money." One student thinks that it is just "a big blob of metal". Another adds, "The designers just wanted to put something in front of the building to make it look modern. Actually it has no meaning at all."

Many students, now opposed to the sculpture, liked it when it was partially covered by weeds because, they say, it made them try to guess what lay behind the grass. Now there is no guess work involved. Suggestion: Grow back the weeds to bring back the mystery. Interestingly enough, one of THE top officials in our school said that if it were up to him, the statue would not be there today.

Parents could have saved some money in taxes, but it's not too late. If the art critics like it, why not sell it to them?

<b>VANGUARD</b>	
John Dewey High School 50 Avenue X Brooklyn, New York	
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**Dream...** (from page 1)

The educator, John Dewey, for whom the school is named, created the concept of a new kind of education. Dewey believed that learning should be an exciting experience which arouses the interest and curiosity of the student. The gaining of knowledge should not be boring and repetitive. He thought that education should begin with the student's interests and that it should be functional. For instance, when learning about art, students should actually paint instead of studying art history.

**Planning the School**

The planning of John Dewey High School began in 1963 with the ideas of three men. They were former Superintendent of the Board of Education Bernard Donovan, Jack Zack, who is now in charge of New York City high schools; and Deputy Superintendent G. Lester. At that time a committee was formed consisting of superintendents, principals, and peo-

tee has now been charged to Dr. Segal, Frederick Koury and George Altomare, both representing the United Federation of Teachers. Teachers, as well as the Board of Education, parents, and students, have a stake in making John Dewey a success.

There were many questions raised and many difficulties to overcome. There were disputes with the former plans for the school over the main architectural difference between Dewey and other schools is the fact that the classrooms are situated around the resource center. The committee was concerned about the advisability of having six classes at work with students studying in the middle of them in the resource center. Also, the committee members could not be sure whether students passing through the halls every twenty minutes would disturb the work going on in the classrooms. Obviously, these problems have been solved satisfactorily, for learning is going on in the classrooms of John Dewey without disturbance.

There are still some difficulties to be worked out. "With 1130 students", Dr. Segal said, "there are bound to be some who are in over their heads and some who find it too easy. You can't expect 1130 kids to use their independent study time usefully after such a short time if they haven't done it for fifteen years."

**Building the School**

The next step was deciding on the

location for the building of our high school. John Dewey is built on land which originally was owned by the Department of Transportation. There were three main reasons for deciding to build here. The first was the fact that nobody had to be relocated. There were no complaints stating, "We want the school but not here" Secondly, the site was thought to be convenient for transportation, although some of the students have found it otherwise. The third reason was that a new high school was needed near the districts of the overcrowded Lafayette and Lincoln High Schools.

It was not difficult to obtain the money to erect the school. The difficulty came in financing the extras, such as closed circuit television (which costs \$25,000) and a marine biology lab. We are still trying to get money for both of these projects. However, there were some successes. For instance, there will be a Ham Radio Club.

**Choosing the Staff**

why he was chosen the Principal of John Dewey High School. He was recommended to former Superintendent Donovan by Deputy Superintendent Lester. The teachers were selected carefully from among many applicants.

John Dewey is one of the few high schools which offers its students a selection of courses. The electives were chosen by a committee of teachers. Dr. Segal made a contribution by making Dewey one of the only two schools in the City where marine biology is taught. Our Principal explained why Dewey offers its students elective courses by saying, "Most students can pass the English Regents when they enter ninth grade. The Board of Education says every student must have four years of English, but they do not say that it must be English 1, 2, 3, 4, 5, 6, 7, and 8."

**A High School for the Seventies**

John Dewey is actually a model high school for those of the future. It may already have had some impact. We have received several phone calls from principals of other schools asking how our non-graded program is working out. A Marine Biology High School is now being planned for the Bronx. Perhaps the fact that Dewey is offering marine biology has had some influence on this project.

After all the planning, all the obstacles overcome, and all the money spent, John Dewey High School may not succeed in its aims. After all, this school is only an experiment. But Dr. Joshua Segal thinks that it will.

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**Did You Know ? ?**

*Spiro Agnew is for real.*

*Dr. Segal is not even qualified to give aspirin*

*Dave Crosby looks like Buffalo Bill*

*The Bee Gees are down to two members*

*Humble Pie is coming*

*Happiness is one module of geometry*

- by David Rudberg

**AN EXPERIMENT...** (from page 1)

have to wait until the coming year to take the Regents and to get credit for the course. Because of this situation, some teachers consider "reinforcement" failing a student, since it will reduce the chances of his taking the Regents the same year.

There is another specific problem facing us. Our elective clubs themselves cannot be scheduled for students who wish to join them. This

**CLUB STUDIES MEDICINE**

The biology department offers a club for the study of medicine and related medical sciences with Mr. P. King as faculty advisor. The purpose of the club is to understand the course of study in medical school and to interest students in related medical sciences such as public health, nursing, dietetics, physical therapy, pharmacy, dentistry, optometry, and mortuary arts and sciences.

The club will learn to interpret X-rays, tissue slides, cultures, electrocardiograms and electroencephalograms. Understanding the principles and practices of surgical examinations and autopsies will also be included.

Trips will be taken to large medical centers and museums as the Chief Medical Examiners Office, Cornell Medical College and Downstate Medical Center.

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**"The Group" Chooses  
First Production**

The Group, John Dewey's Drama Society, has chosen "Take Her She's Mine" as its first production. The comedy will be presented February 19 through 21.

The 200 students in The Group and their coordinator, Mr. F. Rosenberg, are planning a performance schedule that will include "Constantinople Smith" and "The Death and Life of Sneaky Fitch" in March and "Pajama Game" in May. Plans are also being made for a summer theater workshop where the productions will be taken into the streets of Brooklyn, to hospitals, day care centers, or wherever else they are invited.

are so crowded.

**Possible Solutions**

In reference to these problems there are recommendations to be made which might help end them. First would be to eliminate the restricting Regents. This might help reinstitute the ideas of individual progress and advancement. In relation to the elective clubs, there should be a re-evaluation of school programming, especially in respect to the excessive amount of time devoted to gym.

By no means are these the only problems facing us. There is still one important question concerning our experimental system in general. Can John Dewey education be instituted, widespread, as a new high school system?

**Start At the Very Beginning**

If we just look around us, we can see that when a situation arises that needs an answer we unfortunately, but instinctively, refer back to an old outmoded method. One such example of this occurring at John Dewey can be shown by the rule "No passing during the module, only on the bell."

I feel there is no need to make a list of such examples since they are useless and only morally depressing. The point I'd like to make is *not* that we are unable to change and reform our former school backgrounds, but to explain how our experimental system might succeed.

I feel it would be much more useful if a new type of education system were first instituted on the elementary level, a type of system which would reduce the student competition. And rather than the student's acquiring facts of no meaning, he is taught to think, question, and understand. With this type of school background a student would have a greater ability to learn, especially in a school like John Dewey.

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