

MUSIC IN OUR SCHOOLS EXPOSITION
at PHILHARMONIC HALL, LINCOLN CENTER
presents



THE JOHN DEWEY H. S. WIND ENSEMBLE
Conducted by
Herman S. Gersten, Chairman, Dept. Of Music
March 13, 1973 at 2:20 P. M.
John Dewey High School, Brooklyn, New York
Sol Levine, Principal

PROGRAM

1. SOLEMN FUGUE Clifton Williams
2. TOCCATA Girolamo Frescobaldi
3. HANDEL IN THE STRAND Percy Grainger
4. Selections from JESUS CHRIST SUPERSTAR
Tim Rice and Andrew Lloyd Webber

JOHN DEWEY HIGH SCHOOL WIND ENSEMBLE

Herman S. Gersten, Conductor

PICCOLO

Lee Wolpin

FLUTES

Kathy Frankel

Robin Freidell

Lori Gold

Alana Goldstein

Elizabeth Hicks

Nancy Lantner

Karen Press

Jacqueline Webb

OBOES

Johanna Henry

Joel Moser

Amy Neches

CLARINETS

Jules Putterman, Concertmaster

Rochelle Gayer

Cara Jacobson

Margo Kessler

Joshua Massey

Ruth Naiman

Laurie Noll

Ronald Rogers

Judy Young

Patrick Zephir

BASS CLARINET

Sheldon Shanak

BASSOONS

Andrew Hoffman

Dennis Koretz

Paul Korn

Johnny Reinhard

SAXOPHONES

David Bloom

Janice Bromfeld

Harvey Freidman

Arthur Gurevitch

Scott Levine

TRUMPETS

Paul Di Francesco

Fred Goldstein

Jody Guldin

Eugene Leiner

Roy Maynard

Michael Tornick

TROMBONES

Kenneth Freidman

Kenneth Marantz

Ronald Prager

FRENCH HORNS

Sharon Levy

Keith Powell

Robert Trotta

BARITONE HORNS

Robert Sapolsky

Adam Stanger

TUBA

Elliot Kanevsky

Gilbert Stamler

STRING BASS

Alan Glick

TIMPANI

Lawrence Stepler

PERCUSSION

Michelle Festa

James Jardinella

Ellen Leibowitz

Roy Sabul

Michael Wilner

ELECTRIC GUITARS

Alan Glick

Michael Saccio

AN ADVENTURE IN EDUCATION

When John Dewey High School opened in September, 1969, it represented a major departure from the traditional New York City high school:

1. Program flexibility to enable students to learn at their own rate, potential and capabilities.
2. A vast array of course offerings to meet the needs and interests of students on all ability levels.
3. Individualization of instruction and a serious attempt to avoid the impersonalization of large, overcrowded schools.
4. The development of a sense of self-reliance and increased student responsibility.
5. Encouragement of independent study and learning outside of the formal classroom.
6. Teacher and student involvement in the development of the educational program.
7. Decreased emphasis on numerical grades and concentration on the concept of learning and mastery.
8. Increased student involvement in co-curricular activities.

ORGANIZATION

The essential ingredients in the Dewey program include the following:

1. AN EIGHT-HOUR DAY.
2. INDEPENDENT STUDY.
3. DISKS. The DISK (Dewey Independent Study Kit) program is the highest level of independent study. DISKS are self-contained courses taken outside of the formal classroom.
4. FLEXIBLE MODULAR SCHEDULING. The eight-hour day is broken into 20 minute time periods, better known as modules. Courses can be programmed to meet for two, three, or more modules.
5. CYCLICAL PROGRAMMING. The Dewey year is divided into five seven-week cycles with an optional sixth summer cycle. Students are reprogrammed every seven weeks. Courses are designed to last for one, two, or more cycles.
6. A BROAD ARRAY OF COURSE OFFERINGS.
7. AN EXTENSIVE GUIDANCE PROGRAM.
8. INTRAMURAL SPORTS PROGRAM.

MUSIC AT JOHN DEWEY HIGH SCHOOL presently involves 40 percent of the student body — about 1000 young people per year. Independent Study is a highlight of our music program. Some of our electives include advanced placement musicianship, orchestra, wind ensemble, electronic piano lab, concert choir, dance band, electronic music, chamber music for woodwinds, brass and mixed ensembles, and a three-year guitar curriculum. The desire to play or sing is our only entrance requirement.

PRINTED BY JOHN DEWEY HIGH SCHOOL GRAPHIC ARTS

COVER ART by Leah Abrams