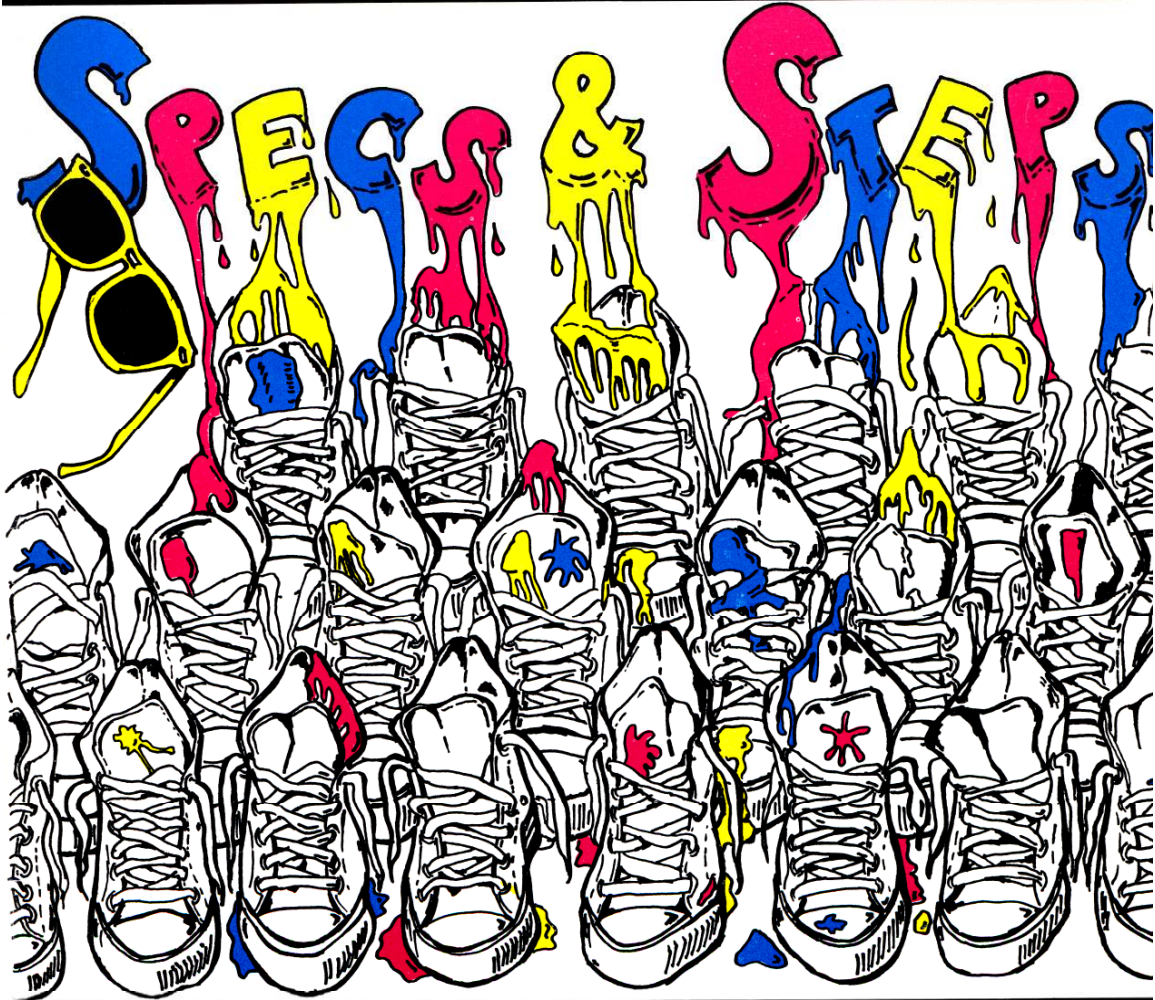


CITYSTEP

PRESENTS



A QUEST FOR COLOR

SPECIAL THANKS

William Alfred
Stephanie Altman
Maggie Apollon
Eillen Bacci
Tom Bigham
Myles P. Berkman
William Berkman
Ellen Bledsoe
Susan Boyle
Amy Brancolli
Lynn Brown
Laurie Ciardi
Patty Collins
Joseph Conerton
Judith Contrucci
Reid Cottingham
Catherine Cox
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Gail Epstein
Iris Fanger
Laura Ferguson
Steve Finley
Judy Fox
Mrs. Frawley
Gilbert & Sullivan Players
Bert Giroux
Jill Gleim
The Harvard Crimson
Hanna & Woody Hastings
Hasty Pudding Theatricals
Olivia Herron
Matina S. Horner
Mary Ann Jarvis
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Pam Newall
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Marilyn O'Connell
Beth Ortnier
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John Wentzell
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Joe Wrinn
Ted Young
Alisa Zimmerman
Hannah Zorwerk

We would like to give special mention to Dean Archie C. Epps
for his invaluable support and advice.
We would also like to thank our families, friends and roomates.

CityStep would also like to thank the following people:

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Jeff Miller
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Randy Nicolau
David Stires

Musicians

Rob Arroyo

Sound Engineers

George Cassidy
Alex Edelstein
Herb Wong

Special Thanks to:

Carrie Adler
Army/Navy Surplus Store
of Massachusetts Avenue
Elliott Canter
B.J. Fox

Harvard-Radcliffe
Dramatic Club
John Iversen
Susie Kadiff & mom

Ulrich Peterson
Mary-Elizabeth Rieffel
Karen Singer
Pauline Solomon
Jim Yun



A Note from the Directors and Producers:

Welcome to SPECS & STEPS: A Quest for Color. Tonight one hundred Cambridge public school children will perform for you a show which they have helped develop from its conception.

This year the CityStep program has expanded to include a broader spectrum of the performing arts. The children have participated in music and video workshops and as in previous years have helped create their own costumes. Our goal has been to provide additional avenues of self expression. In keeping with the theme of SPECS & STEPS we hope each child has found a way to show his/her own true colors.

We'd like to thank you all for coming tonight and supporting CityStep. The themes of both the performance and the program are a celebration of diversity, self expression and mutual responsibility. The active role which kids can play in helping take care of our world should be an inspiration to all of us. Enjoy!

Sincerely,

Jennifer Copaken *Caroline Walsh* *Allison Mnookin* *Mireya Nadal-Vicens*
Jennifer Copaken Caroline Walsh Allison Mnookin Mireya Nadal-Vicens

Michelle Y. Davis *Trisha D. Perez* *Jessica A. Roth*
Michelle Davis Trisha Perez Jessica Roth



60 Linnaean St., Cambridge, MA 02138

Directors' Perspectives

"In name, I direct the after-schools program. In truth, the After School Program directs itself. These sixth graders have already mastered the basic dance theater skills taught in the first year of CityStep. In addition, they know tons of dance moves, either ones they saw on MTV or ones they made up themselves. All I need to do is provide them with a room and a tape player and they just dance. Much of the playground dance you will see tonight was made up by the kids: "Give me a dance about hanging out after school," I said. And I received it, a dance full of energy, expression and one that's fun to watch.

Seeing the class I am supposedly teaching teach itself has reminded me that it is much more fun to work on something as a team. The CityStep show is not any one person's creation; it is the sum of many people's many talents. Each child, each teacher, each composer, each techie contributes a new idea, and that's what makes the show exciting. While I hope each child sees his or her own idea expressed in tonight's performance, I also hope he or she takes away new ideas, the ideas of everyone who has participated in this show."

-Caroline Walsh

"Friends have heard me say that I have sold my soul for a pair of red high tops. Believe it or not, it's true. Before arriving at Harvard, I knew I wanted to be a part of a program like CityStep. Being involved has allowed me to share my love of dance with both children and undergraduates. Many a morning, afternoon and evening has been committed to creating and sharing the energy which makes CityStep unique. Teaching others the right moves requires dedication. However, doing every step perfectly is not important. What is important is that the kids learn to work together and learn to enjoy dance and creativity.

When we began preparing for the final performance, I was amazed by the attentiveness of the kids and the cohesiveness of the group. Even after a whole week without rehearsal, they all had the moves in them; they would

walk in students and walk out dancers. It was rewarding to see that this outward indication of confidence and learning corresponded to the feelings they expressed to their school teacher through their writings about CityStep. They responded to the congratulations I gave them, and to the excitement of the upcoming performance. I hope that all the participants in the CityStep program will have learned things that they can apply to other aspects of their lives. If they have, then those red high tops will have been a steal."

-Trisha Perez

"One morning I attempted to explain the 'frozen energy' game to the kids. 'O.K. When the music plays, we're going to walk around the room. When it stops, everyone has to freeze, and I want to see energy when you're frozen.' Blank faces stared back at me. So I started marching around the room yelling 'walk, walk, walk...' and the kids began to follow. Soon we were all marching around the room yelling 'walk, walk, walk...' until I turned off the music, yelled 'FREEZE!' and stood frozen in my own tracks. 'Ne move pas!' They understood.

Working with children whose native language I don't speak requires flexibility; if what I want to teach isn't translating to the kids, they quickly let me know and wait for my second try. If expression through movement is a CityStep goal, these fifth-graders certainly helped us achieve it. Every Tuesday and Thursday morning is a chance for all of us to really challenge the boundaries of dance as a language. Instead of 'good job' or 'you almost got it!', we rely on shades of smiles, eye contact, high-fives and hugs.

The shared language we developed throughout the year enabled us to follow the same curriculum as the other CityStep classes. Of course, 'fierce fox' didn't readily translate into Creole (the kids thought we meant squirrels), and creating snowball fight dances didn't make a lot of sense to children who just left the tropical climate of Haiti. Instead, we offer a dance about the sun and the volleyball-playing flowers who live there. These are the images the kids colored for us."

-Jen Copaken

"One, two, three, four, five six, bowl...for...color.

One, two, three, peek, close, five, six, seven, eight."

The most wonderful thing about CityStep for me is that it makes dance an even more creative process than ever before. Not only do we—the teachers and the students—make up dances, but we use imagery and humor to hold it all together. A routine is never complete until every member of the class has had some input, choosing which foot to begin with, or what to do with our arms or what makes the smoothest transition.

CityStep provides the kids with the vocabulary and experience necessary to take charge of their own dances. We encourage them to make the steps their own, to add that special flair which makes each one of them an exciting performer. That they derive so much fun and satisfaction out of the program and learn to explore their own creativity is the greatest feedback that we can get as teachers, and serves as testimony to the expressive power of the arts."

-Jessica Roth

"I think of our CityStep program as an enormous ladder that takes several months to climb. The rungs of the ladder represent the skills that each person in the program—whether Cambridge fifth or sixth grader, or Harvard undergraduate—acquires. Of course, every count of eight represents another rung that is passed and one more thing to take pride in. More important, though, are the rungs of teamwork, 100% effort, patience, respect for everyone in the show, the concept of what it means to perform and the importance of self-discipline. The CityStep show, then, is the top rung of the ladder. When the company performs the finale, it is a magnificent celebration! Each person reflects on the struggle up their own personal ladder and explodes with proud excitement at the realization that they have succeeded!!!"

-Michelle Davis

A Dance Theater Collaboration
Joining
Harvard and Radcliffe Undergraduates
and
Cambridge Public School Children



Executive Directors
Jennifer Copaken Caroline Walsh

Artistic Directors
Michelle Davis Trisha Perez Jessica Roth

Assistant to the Directors
John Rodarte

Executive Producers
Allison Mnookin Mireya Nadal-Vicens

Associate Producers:

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Julie Cotler

Community Donations
Beth Heller

Publicity
Alexis Dillett

Endowment
Tim Krochuk

Special Events
Cori Flam
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Finance
Dawson Steven Lin

Performance
Kevin Genieser
Jane Schneider

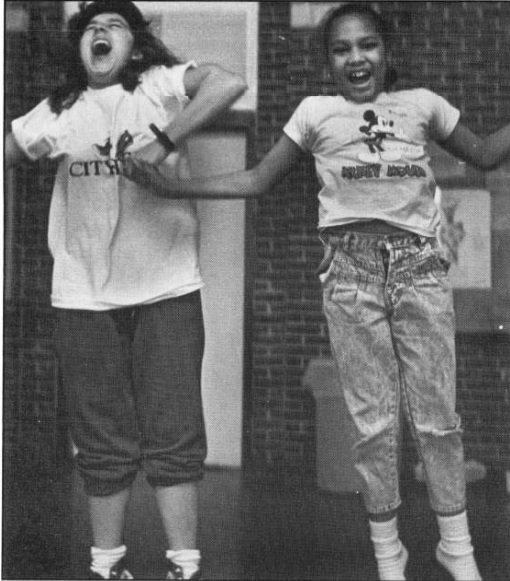
After School Program
Paul Rosenstein

Grants
Steven Hass

Schools Program
Kathleen Taylor

Graphics
Frances Yuan

The golden key to helping children learn cooperation and develop self-esteem. . . .



Jumping for joy, director Trisha Perez with one of the fifth graders.

I am a teacher who ordinarily does not appreciate interruptions in the daily classroom schedule. However, I want you to know that the CityStep program is the one "interruption" that I would go out of my way to accommodate and encourage. I consider it to be the most enriching elementary school activity to which I have ever been exposed. CityStep provides physical, intellectual, and social challenges to every child.

I have seen CityStep pull a troubled class together when nothing else seemed to work. As one student of several years ago said, "We were fighting all the time, not caring about much until CityStep came along." I have also seen it help very disruptive children change their behavior and find a purpose for coming to school.

Based on 33 years of teaching experience, I feel that CityStep reaches every child in a way that no other program can. I see CityStep as the golden key to helping children learn cooperation and develop self-esteem.

Speaking for all of the young CitySteppers, thank you for the difference you have made in all of our lives.

Sincerely,

Paula A. Falloni

Paula A. Falloni
Teacher, Grade 5
Longfellow School

THE CITYSTEP PROGRAM



Everyone comes together during the all-day Saturday rehearsals.

CityStep began in 1983 when founding director Sabrina Peck led a small group of Harvard-Radcliffe students into a Cambridge public schools to teach dance theater. Now CityStep involves over 150 members of the Harvard-Radcliffe community and 100 Cambridge fifth and sixth graders. Such growth is a testament to the success of CityStep's innovative program, which combines the spirit of public service with the creativity of the arts.

Throughout the school year, Harvard-Radcliffe undergraduate teaching teams work with Cambridge public school students, teaching the kids to express themselves through movement. Undergraduates emphasize the importance of trust, teamwork, and self-confidence in the performing arts. The program culminates in an originally conceived, choreographed, and composed dance theater production.

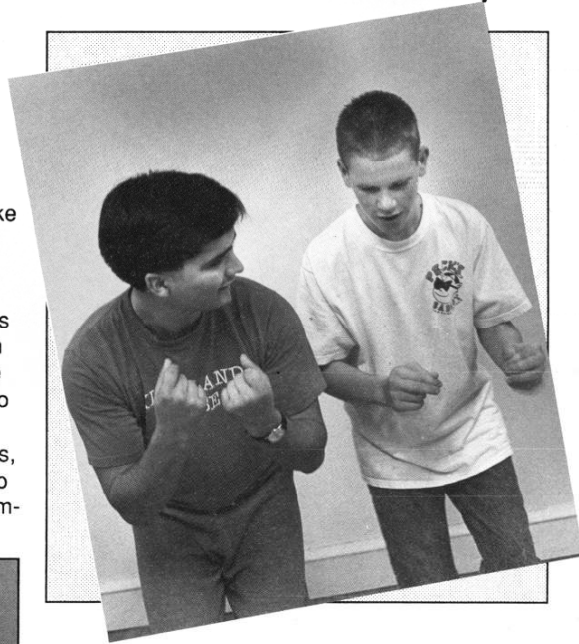
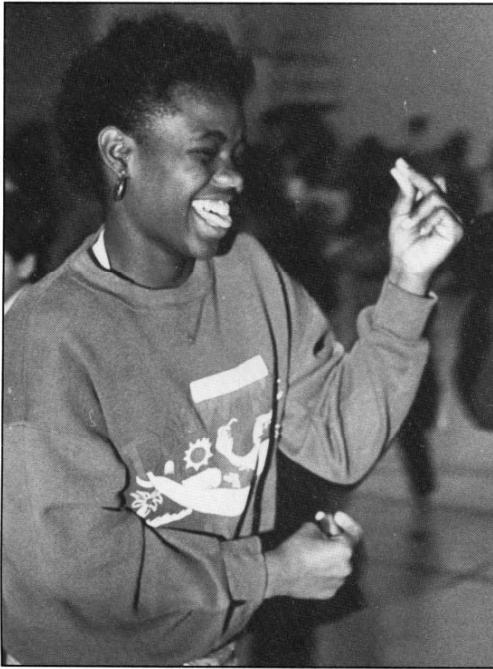
In addition to its regular program, CityStep has given special performance at the Cambridge River Festival, Harvard's 350th Anniversary Celebration, and Jazz for Life. For the past five years, the Mayor of Cambridge has declared a city-wide day to honor CityStep's work. Looking toward the future, the CityStep staff is composing a manual so that other interested universities can establish similar programs in their communities.

THE CITYSTEP PROGRAM

IN SCHOOL

"To say I teach 'expression through movement' is one thing... to feel it is another. When the kid next to me flashes his hands not because he is imitating me, but because he is feeling strong with the swell of the music: that's when I feel like I've gotten through." —Philip King, a teacher at the Graham and Parks School.

Twice a week Harvard-Radcliffe undergraduates go into three Cambridge public schools to teach fifth graders a curriculum of dance theater. The year-long program begins with an introduction to the fundamental elements of dance: space, weight, and levels. CitySteppers create rhythms, tableaux, and group body machines. They jump like fierce foxes and sway like sunflowers. As im-



agery and emotion become fused with movement, the students begin to develop self-expression. They share this curriculum with their school mates in a mini-performance in December.

During the second half of the year, each class creates a dance that becomes part of the final CityStep performance in March. The performance is developed in an atmosphere of professionalism, aimed at showing the children they are capable of sustained goal-oriented effort. When the performers are congratulated with applause, a testimony to successful communication with an audience, the result is a sense of empowerment which is beneficial for both the undergraduates and the children.

THROUGHOUT THE YEAR

THE AFTER SCHOOL PROGRAM

Enthusiastic CitySteppers from previous years can participate in the After School Program. One day a week, these SuperStepper sixth graders come to the Harvard campus for advanced training in dance and theater. The pro-

YOUTH SUPERVISION

When the curtain gets ready to rise and the lights dim, anxious CitySteppers turn to the youth supervisors for support and reassurance. Youth supervisors provide an integral link for CityStep. Not only do they transport the kids to and from all rehearsals and performances, but the youth



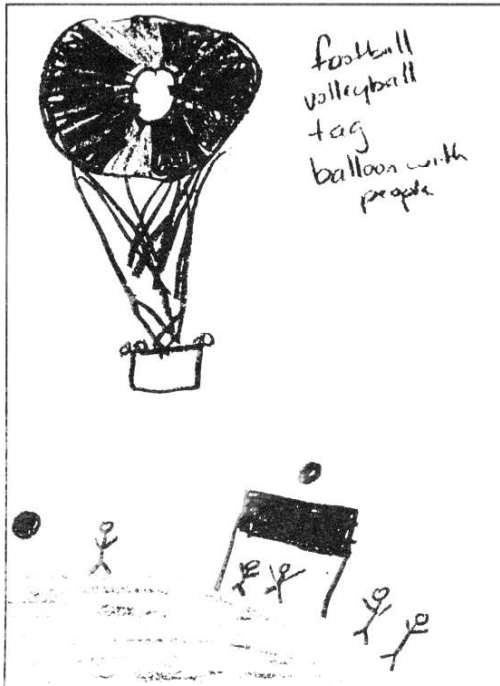
gram, though, is not limited to instruction. The SuperSteppers collaborate with the directors to develop ideas for the show. This is a chance for the kids to integrate their individual ideas into the common voice of the dance. From tap to tackles, this year's SuperSteppers created their own choreography for the playground scene.

supervisors also establish friendships with the kids. "We get to know the kids and hang out with them," says two-year supervisor Ali Zaidi. "We supplement the teachers as role models." The friendships that develop seem to be lasting. This year Zaidi adopted a "little brother" whom he first met in CityStep.

SPECS & STEPS

ON STAGE

"This is it, this is what we've all been working for." The year-long collaboration between the Harvard-Radcliffe and Cambridge communities cul-



A Scene on the Sun by Milton St. Germain

minates in the annual spring production. As is characteristic of all CityStep performances, SPECS & STEPS: A Quest for Color is a completely original work. From the choreography of the dances, to the composition of the music and the creation and design of the sets, SPECS & STEPS unites the creativity and enthusiasm of all CityStep members. This focus of artistic energy is CityStep's greatest strength and its greatest challenge. Working towards the show teaches responsibility and focus, while fostering the importance of teamwork, concentration, and com-

munication with an audience. The hope is that the individual lessons learned behind the scenes and on stage will manifest themselves for years to come.

HOW IT BEGINS

At the brainstorming sessions, after delving into the issues that kids face, the directors and producers choose a central idea that the show will explore. This year the question of color provided a touchstone for the different perspectives and influences that challenge kids. "What if a Coke can wasn't red?" "Why do we say we're 'feeling blue?'" These questions came up during the initial discussions for this year's show. Brainstorming continued on thoughts of color: "What does it mean for the world to be a colorful place?" "If we had no color, what would a city be like?" "How do we all show our true colors?"

The next question is how to translate these themes into a work of theater. How is color expressed through dance, music and the visual arts. "What does yellow sound and move like?" "What is the source of yellow?" Conversations turn to incorporating these ideas into a plot. The musicians begin their compositions and directors



CITYSTEP ON STAGE

take their ideas to the classes trying to integrate the storyline and dance. Students help in the visualization. For example, they are asked to imagine what happens at the sun or in a volcano.

In the final weeks before the show, all parts of CityStep come together. This year on February 24 and March 10, over 100 kids came to the Harvard campus for all-day CityStep sessions. The kids both rehearsed with their teachers and decorated their underwater headpieces. Finally everyone gathered to rehearse the finale - 100 kids and 30 teachers "stepping out" together for the first time.

THE MUSIC

Red sounds sharper, yellow is more fluid. This synthesis of color and music became the objective for the composers. The music for SPECS & STEPS encompasses jazz, rock, funk and latin rhythms, reflecting the creative ideas of each composers interpretation. Composed and per-

formed by college students, the music tells as much of the story as the dance. Composers work closely with choreographers to create each



piece; the choreographer does a few steps, the composer plays a few riffs. This year, a past CityStepper in the seventh grade, Devin Lomon, joins the musicians as a saxophone soloist. The recording process begins once the composition is finalized. This year marks the beginning of a joint effort between CityStep and Quad Sound Studios. The partnership provides a stabilizing force in which undergraduates can pursue their musical goals.



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&
the Department of Dramatic Arts of the Cambridge Public Schools
proudly present

CityStep
in its
Seventh Anniversary Production

SPECS & STEPS

A Quest for Color

Choreographed and directed by
Jen Copaken Caroline Walsh
Michelle Davis Trisha Perez Jessica Roth

Musical Director
Chris Libertino

Set Designer
Aaron Lamport

Executive Producers
Allison Mnookin Mireya Nadal-Vicens

Producers
Kevin Genieser Jane Schneider

Additional Choreography
Members of the teaching teams

Costume Designer
Reanne Estrada

Lighting Designers
Brett Miller Michael Flynn

Composers
Tim Ballard Andrew Bush Ben Dector
Jennifer Giering Tom Hammond Henry Harris Chris Libertino
Glenn Slater J.J. Talvy Karl Thomas

March 15, 16 & 17, 1990
Sanders Theatre

**featuring
the CityStep Company**

100 Cambridge 5th and 6th graders
and

Heather Angney
Alex Chang
Kelley Doyle
Barbara Garza
Risa Goluboff
Marwan Haddad
Seth Jacobson
Philip King
Adriana Katzew
Brandon Lucas
Jennifer Ma
Allison McDonell
Michael Nieto
Alison Ralph
John Rodarte
Mandy Silber
Jason Solomon
Senzeni Steingruber
Madhavi Sunder
Aleksi Survanto
J.J. Talvy
Rebecca Tortello
Josh Wilkes
Heidi Winig
Lisa Winston
Emmy Yoshida



TONIGHT'S PERFORMANCE

In the ephemeral world of the color dimension, the color spirits are infusing Cambridge with the spectrum. Down below, it's 3 o'clock and school gets out. The kids rush out of school in a flurry of color and fun.

A shadow is cast on this brilliant afternoon when the shades dealer arrives on the playground. The cool kids—too cool for all the colorful play—like the shades dealer's style. One after another, they put on the shades and block out the color around them. Soon all the other kids follow along and shades become a symbol of acceptance. Color disappears from the playground. The city turns to black and white and shades of grey.

Only six kids refuse to conform, unwilling to relinquish their color. The grey city is frightening, but soon they realize that they must save Cambridge and bring color back. Their mission is clear: find color at its source.

Two of the kids, Claudio and Carol, venture underwater to recover blue. Deep in the ocean, sea creatures invite them to a party and teach them the dance of blue. Shortly after, Claudio and Carol discover a mysterious treasure trunk. A saxophonist leads them inside, and three different blues emerge sitting in their own shades. Meanwhile, Jen and Ashley decide to retrieve yellow from the sun. They watch as the sunflowers play a game of volleyball and learn the dance de soleil. The last two kids, Joey and Gabriel, experience a meltdown. They travel to a volcano to find red and erupt into the lava-ly red dance.

After their journeys, the six kids reunite at their starting point. They now know where to find color, but they are uncertain about how to bring it back to Cambridge. The blue kids arrive first. While waiting for their friends, they reminisce about their journey. They repeat the sea creature dance, and blue suddenly returns! When the red and yellow kids arrive, the blue kids tell them about their discovery. Everyone dances and color returns.

Just for fun the kids share their dances. They discover to their surprise that when they do blue and yellow together, they create green! The kids continue to mix, creating a kaleidoscope of color. Cambridge is once again infused with color, and the color spirits return to thank their rescuers.

Proud of their fantastic feat, the kids stroll around the revitalized city. They encounter a party full of adults and discover a horrible fact: the adults are still utterly colorless. The kids take action. And through their great effort, they also restore color to the adults.

To make sure that color will never again disappear, the kids throw away their shades and deck out the shades dealer in the brightest colors he's ever worn. Cambridge is illuminated as each person shows his or her colors brighter than ever before.

CityStep T-Shirts, posters and cassettes are available for sale in the lobby before and after the show and during intermission.

Videos of tonight's performance will be available for order in the lobby as well.

SYNOPSIS OF SCENES

ACT 1

Prelude:

The Color Dimension

Overture of the Color Spirits

Composed by Henry Harris.

Arranged by Chris Libertino.

Choreographed by Caroline Walsh and the schools directors.

Rachel Ghilardi, Erika Roberts, Elizabeth Johnson and Naomi Ortiz

Opening:

The School Yard

3 o'clock !

Composed and arranged by Tom Hammond.

Choreographed by the directors.

The Company

Scene 1:

A Playground

Just Hangin' Out

Composed and arranged by Tom Hammond.

Choreographed by Caroline Walsh and Jessica Roth.

After School Company and After School Teaching Team. The Shade Dealer: John Rodarte

Scene 2:

Streets of Cambridge

Grey Daze

Composed and arranged by Andrew Bush.

Choreographed by Trisha Perez.

Alex Chang, Adriana Katzew, Brandon Lucas, Jennifer Ma, Michael Nieto, Senzeni Steingruber, J.J. Talvy, Rebecca Tortello, Josh Wilkes

Scene 3:

Streets of Cambridge

Mission Impossible?

Composed and arranged by Glenn Slater.

Choreographed by Jessica Roth.

Cabot Kids of the After School Program

Scene 4:

Atlantis

Rhythm & Blue

Composed and arranged by Tim Ballard.

Choreographed by Michelle Davis.

Karrie Hart, Susan Hughes, and Lenore Jennings' Fifth Grade Class from the Agassiz School and the Agassiz teaching team

Scene 5:

In a Treasure Chest

Sittin' in the Shades of Blue

Composed and arranged by Ben Decter.

Choreographed by Jen Copaken.

Heather Angney, Alex Chang, Kelly Doyle, Risa Goluboff, Marwan Haddad, Philip King, Adriana

Scene 5: (continued)

Katzew, Brandon Lucas, Allison McDonell,
Alison Ralph, John Rodarte, Senzeni Steingrub,
Aleksi Suranto, J.J. Talvy, Rebecca Tortello,
Heidi Winig, Lisa Winston, Emmy Yoshida.

INTERMISSION

ACT II

Scene 6:

The Sun

Solar Energy

Composed and arranged by Karl Thomas.
Choreographed by Jen Copaken.

Sylvio Hippolite's Fifth Grade Class from the
Graham & Parks
School and the Graham & Parks teaching team

Scene 7:

Inside a Volcano

Vesuvius Rocks

Composed and arranged by Chris Libertino.
Choreographed by Trisha Perez.

Paula Falloni's Fifth Grade Class from the
Longfellow School and
the Longfellow teaching team

Scene 8:

Streets of Cambridge

Mixing the Palette

Composed and arranged by Jennifer Giering.
Choreographed by Caroline Walsh and
Jessica Roth.

Kids from the After School Program

Scene 9:

Where Cambridge Meets the Color Dimension

Shades of Life

Composed and arranged by Chris Libertino
Choreographed by Caroline Walsh and
Jessica Roth.

Rachel Ghilardi, Erika Roberts, Naomi Ortiz
Elizabeth Johnson and the Cabot Kids of the
After School Program

Scene 10:

Memorial Hall, the CityStep Ball

Formal A-tired

Composed and arranged by J.J. Talvy.
Choreographed by Michelle Davis.

The Undergraduate Company

The Finale:

Now & Forever

Confetti

Composed and arranged by Karl Thompson.
Choreographed by the directors.

The Entire Company

SCHOOLS PROGRAM

AGASSIZ SCHOOL

Principal: Katherine Cox
Teachers: Karrie Hart, Susan Hughes, Lenore Jennings
Aide: Carol Sylla

Lindsey Bailey
Sarah Bause
Boudu Bingay
Lucy Clarke
Kimberly Dervis
Isaac Eddy
Andrew Frankel
Jonah Goldschlag
Emily Griffin
Tove Hermanson
Danielle Hobeika
Anna Jacobs
Kate Kindleberger
Ben Leff
Tamar Leffert
James Lund
Saquora McLaurin
Tamine Powell
James Riggins
Joshua Snider
Yu-Lang Tsou
Kessler Valentin
Nicole Weathers
Letasha Weathers
Ben Wheeler
Daniel Zahn-Neukomm

TEACHING TEAM

Director: Michelle Davis
Teachers: Alex Chang
Kelley Doyle
Allison McDonell
Michael Nieto
Rebecca Tortello
Lisa Winston

GRAHAM & PARKS SCHOOL

Principal: Leonard Solo
Teacher: Sylvio Hippolite

Guyto Alcey
Maxime Alphonse
Jean Fabrice Beaute
Estere Camille
Pierre Ducasse
Valerie Jean-Baptiste
Gregory Jean-Michel
Catiana Jean-Pierre
Geraldine Jean-Pierre
Nathalie Jean-Simon
Jerline Joseph
Ralph Joseph
Ketler Julien
Nadege Larock
Esther Phililstin
Williamson St. Clair
Marie Carmel St. Germain
Michaelle St. Germain
Milton St. Germain
Mussolo St. Germain
Bernadette Valez

TEACHING TEAM

Director: Jennifer Copaken
Teachers: Barbara Garza
Risa Goluboff
Philip King
Alison Ralph
Senzeni Steingruber

LONGFELLOW SCHOOL

Principal: John Kelly
Teacher: Paula Falloni

Dominic Amirtharaj
Debbie Andrade
Kenneth Baughman
Li Chen
Walter Deguglielmo
Robert Doherty
Stacey Douglas
Suzanne Ferreira
Rosa Flores
Rachel Frederick
Joseph Gaffney
David Gilligan
Bryan McCarthy
Andrew McLaughlin
Michael Medeiros
Joel Miranda
Manfredo Perez
Gabriella Pires
Stephen Ritzau
Mara Sanchez
Abraham Schneider
Ana Maria Silverio
Eder Villanueva
Catherine Wechsler
Adrian Worrell

TEACHING TEAM

Director: Trisha Perez
Teachers: Heather Agney
Seth Jacobson
Adriana Katzew
Jennifer Ma
Jason Solomon
Heidi Winig

AFTER SCHOOL PROGRAM

Cabot Group

Carol Baptista
Claudio Casadio
Joey Frawley
Ashley Freeman
Gabriel Luciano
Jennifer Ryan

Teaching Team

Director: Jessica Roth
Teacher: John Rodarte

Currier Group

Marco Almeida
Kiron Castle
David Coles
Naomi Ortiz
Gary Reich
Balkys Sicard
Alex Veliz

Teaching Team

Director: Caroline Walsh
Teachers: Marwan Haddad
Madhavi Sunder
Aleksi Suvanto
Emmy Yoshida

Youth Supervisors:

Elizabeth Chait
Cori Flam
Paige Scott
Ali Zaidi
Nicole Woo
Andrea Thome

Union Group

Roger Beattie
Rachel Ghilardi
Elizabeth Johnson
Solange Medeiros
Juan (Tito) Pabon
Perla Pinedo
Erika Roberts
Veronica Robinson
Joseph Sokol-Margolis
Elizabeth Tavares
Roxanne Williams

Teaching Team

Director: Caroline Walsh
Teachers: Brandon Lucas
Mandy Silber
J.J. Talvy
Josh Wilkes

Youth Supervisors:

Rachael Thompson
Rebecca Rhodes
Ann Goh
Jenny Lin
Sarah Kirshbaum
Sue Connell



Director Caroline Walsh rehearsing the finale with the After School kids

PROGRAM STAFF

Box Office Manager	Kendalle Cobb	Translators	Rhonda Cobham Lorraine Lago Dina Paul Ted Young
Playbill Editor	Christine Dimino		
Playbill Graphic Artist	Raymond Nomizu		
Playbill Assistant	Dawson Steven Lin	Benefit Ball Committee	Melissa Black Kendalle Cobb Julie Finch Cori Flam David Friedman Ann Goh Heather Hughes Chandra Lewnau Dawn Lopez Caroline Lovelace Ken Mack Silvana Penza Amy Rabow Nora Staebler Nicole Woo
Chief Photographer	Dave Van		
Photographer	Nora Staebler		
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Assistant to Schools Program	Christine Van Kipnis		
Youth Supervisors	Elizabeth Chait Janice Chen Sue Connell Cori Flam Cathy Fullerton Jim Goettsch Ann Goh Jean Goh Scott Johnson Sarah Kirshbaum Satoko Kishi Jenny Lin Silvana Penava Paige Scott Rebecca Rhodes Andrea Thome Rachael Thompson Kevin Wallace Nicole Woo Ali Zaidi	Benefit Ball Invitation	Katherine Orenstein
		Benefit Ball Lighting	Bart Clark
		Cabot Scenic Workshop Liason	Aaron Lamport
		Quad Sound Studio Liason	Andrew Bush Frank Tepedino

PRODUCTION STAFF

Set Designer	Aaron Lamport	Props Manager	Tina Tsiakalis
Scenic Painting Designer	Terry Kawashima	Asst. Props Manager	Rebecca Rhodes
Costume Designer	Reanne Estrada	Sound Engineers	Andrew Bush Frank Tepedino
Asst. Costume Designer	Vladimir Perlovich	Stewardess' Voice	Jane Schneider
Lighting Designers	Brett Miller Michael Flynn	Set Crew	Dave Austin David Barnes Eric Bing Matt Brown Mary Ferguson Erica Lichtenbaum Mark McKee Rajani Narasimhan Mark Peters Jennifer Ritterhouse Chris Schaeffer Tom Tremoulet Jenny Yan
Technical Director	Aaron Lamport		
Asst. Technical Director	Sara McMains		
Master Carpenters	Rana Dershowitz Ben Herndon		
Crew Chiefs	Joan Loughnane Fran Kelly		
Head Seamstress	Tina Deines	Costume Crew	Shelina Bhojani Kenworthy Bilz Lindsay Jewett Ellie Lee Jessica Ludwig Ellen McBreen Christina Ree Ellen McBreen Somava Saha Jennifer White
Master Electrician	Michael Flynn		
Stage Manager	Chandra Lewnau		
Asst. Stage Manager	Kelly Stevens		

MUSICIANS

Tim Ballard	Ben Hammond	Geoffrey Shamu
Andrew Bush	Tom Hammond	Michael Shindlinger
Alejandro Canelos	Henry Harris	Glenn Slater
Ben Decter	Christopher Libertino	Jake Sloane
Henry Dormitzer	Richard Peaslee	J.J. Talvy
Jen Giering	Shankar Ramiswami	Karl Thompson
	Chris Schelleng	

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City of Cambridge

IN CITY COUNCIL

MARCH 12, 1990

MAYOR WOLF

- WHEREAS: The City of Cambridge is teeming with artistic and creative talent in both the universities and the Cambridge school system; and
- WHEREAS: CITYSTEP has, since 1983, strived to harness this separate but equally creative energy of "town" and "gown" into one effort, representing the best in artistic talent and cooperation between two great parts of Cambridge; and
- WHEREAS: For the seventh year, students of Harvard University will join over one hundred Cambridge school children from the Agassiz, Graham and Parks, Harrington, Longfellow, and Tobin Schools in performing an electrifying multi-media music and dance presentation; and
- WHEREAS: The goal of CITYSTEP is to encourage students to use their bodies to express feeling and to allow talented composers and choreographers to expand and experiment with creative and original dance and music mediums; and
- WHEREAS: CITYSTEP has delighted audiences at numerous events including the Cambridge River Festival, Jazz for Life, and the Harvard 350th Celebration and will this year perform at Sanders Theatre, Harvard University on March 15, 16, and 17, 1990; now therefore be it
- RESOLVED: That this City Council commend the efforts of the students of CITYSTEP in their continued desire to unite the best of Cambridge's creative talent and urge all citizens of Cambridge to attend one of the three dance performances of CITYSTEP; and be it further
- RESOLVED: That the City Clerk be and is requested to prepare a duly engrossed copy of this resolution for presentation on behalf of the whole City Council to Mireya Nadal-Vicens, Executive Producer of CITYSTEP, and to the whole CITYSTEP crew.