

INGREDIENTS FOR SUCCESSFUL ARTS PROGRAMS

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The arts are among the most cohesive and powerful forces in our culture. They must not be kept at the periphery of our educational programs. Inspired by this philosophy, the ASCD Ad Hoc Committee on the Arts has conducted research over the past three years to discover common characteristics of successful arts programs.

Content

Successful programs offer a wide variety of arts: drama, poetry, creative writing, the visual arts, and architecture. They incorporate the broadest possible range of stimuli, materials, tools, and processes, and focus on historical, ethnic, and formal elements. The choice of a specific art form is not as important as the program planner's commitment to use whatever skills are available in the school and community. It doesn't pay to debate the virtues of one offering as opposed to another—variety is the essential factor.

Program Format

Successful programs also offer variety in how the arts are scheduled. In some districts, teachers and arts specialists form teams to introduce the arts into separate disciplines. In others, career education programs incorporate the arts. Most schools have art courses available through open enrollment. However, very active districts supplement these offerings with special learning centers for the arts set up in schools, nearby museums, universities, junior colleges, and theaters. At the same time, they maintain one or several artists-in-residence who work intensively with small core groups of students in different schools.

Community Involvement

Since variety is the key characteristic of successful programs, active dis-

tricts begin planning with a survey of local resources. The arts supervisor contacts local arts councils, galleries, college and university performing arts centers, community concert groups, and little theaters to solicit their cooperation. Some school districts have representative members on county arts councils who then keep the district informed of state grants and programs available to the schools. For example, artists-in-residence, as well as summer training programs for classroom teachers are often sponsored by state agencies.

In addition, local community colleges and universities are happy to offer their facilities and faculty expertise to the public schools. Many are willing to provide free tickets to performances and access to lecture/demonstrations.

The Future

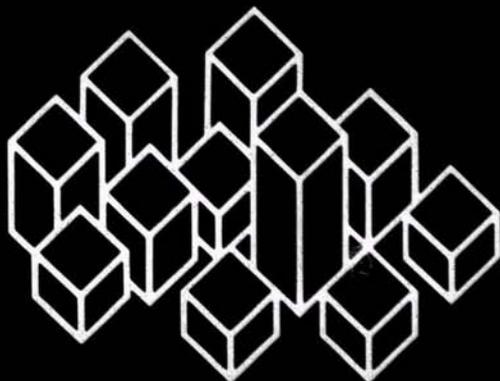
Administrators interested in the arts believe that the economy of the 80s will dictate that school boards use existing facilities to lure talented individuals into the schools on a part-time basis in exchange for auditorium or studio space. Innovative boards of education will use the split salary concept: hiring a quintet or theater group, for example, each for half a year, so that more arts programs can benefit from enrichment. Imaginative department supervisors may introduce courses related to careers which are adaptable to the pursuit of art, such as instrument repair, advertising, or piano tuning.

Assessment

The Committee used several meas-

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ures for implementing socially literate methods in any school setting.

Burn-Out: Stages of Disillusionment in the Helping Professions.

Jerry Edelwich, with Archie Brodsky.
New York:
Human Sciences Press, 1980.

—Reviewed by D. John McIntyre,
Southern Illinois University, Carbon-
dale, Illinois.

Any person involved in the helping professions will find this book both frightening and extremely useful. *Burn-Out* vividly describes and illustrates the various stages of burnout. Many readers will be able to painfully identify as their careers evolve from enthusiasm to stagnation, frustration, and, finally, apathy. The authors effectively utilize actual examples and interviews with teachers, counselors, social workers, and others to dramatize the possible effect of burnout on not only a career but also one's total life. Fortunately, realistic interventions are provided to help break the cycle of disillusionment.

Perhaps the major theme is that burnout can be, professionally speaking, a terminal or growth experience. *Burn-Out* enables the reader to diagnose an endangered career and to prescribe solutions for continued growth.

Available from Human Sciences Press for \$16.95.

Curriculum: Design and Development.

David Pratt.
New York:
Harcourt Brace Jovanovich,
Incorporated, 1980.

—Reviewed by Frank Arone, Teaneck Public Schools, Teaneck, New Jersey.

This highly readable volume is an excellent guide for the improvement of school experiences through a methodological application to curriculum of basic principles and workable strategies.

At a time when the public is asking for increased data about the success of programs, the clarity of thought and the depth of technical knowledge in the sections on needs assessment, criteria of performance, and program evaluation will be of great interest to curriculum developers.

This material is definitely designed for the practitioner. The authors weave research studies expertly into the text,

develop criteria for the selection of equipment and materials, and present a specimen curriculum which brings together all the elements described in the book.

Available from Harcourt Brace Jovanovich, Inc., for \$17.95.

The Aquarian Conspiracy: Personal and Social Transformation in the 1980s.

Marilyn Ferguson.
Los Angeles, California:
J. P. Tarcher, Incorporated, 1980.

—Reviewed by William Morrison, Central Connecticut State College, New Britain, Connecticut.

The Aquarian Conspiracy, a skillful synthesis of contemporary avant-garde research and thought, heralds a renaissance which promises to generate significant transformations throughout our society. The "conspiracy" is not an insidious intrigue but rather an underground movement made up of philosophers, scientists, diplomats, and educators, who wish to create a new society founded on fresh and expanded views of human potential.

Why is education the least dynamic of our institutions? Why do so many perform and learn at mediocre levels, and what is the nature of change and human possibility? These questions, and others related to human potential, are examined within the context of such innovative theories as "punctuated evolution," "holism," "entropy," "syntropy," and "paradigm shifts."

This challenging and instructive book will take the reader to the very frontiers of knowledge, and possibly beyond.

Available from J. P. Tarcher, Inc., for \$15.

Looking At Schools: Good, Bad, and Indifferent.

Edward Wynne.
Lexington, Massachusetts:
Lexington Books, 1980.

—Reviewed by James Hager, Lake Washington School District, Kirkland, Washington.

Periodically an author purports to have diagnosed our educational ills and prescribes a variety of social and institutional remedies for these ills. Such an author is Edward Wynne.

Looking At Schools is a subjective essay derived from 167 school reports—assignments completed by the author's undergraduate and graduate students between 1972 and 1979. Although

the assignments were completed entirely in the Chicago area, the author contends the findings and the interpretation have applicability beyond Chicago.

Only 40 of the 167 reports are cited in *Looking At Schools*, and these appear to be selected to support the author's diagnosis and prescriptions, which he admits may be "debatable." Wynne claims character building, not academic achievement, is the principal aim of schooling.

If you are interested in reading another author's subjective essay on today's educational ills and remedies for these ills, this may be the book for you.

Available from Lexington Books for \$23.95.

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ures to evaluate arts programs, including the Tuchman Teacher Feedback to assess teacher behavior in the classroom, the EQA Teacher Questionnaire to ascertain the teacher's perception of community integration, the Torrance and Williams inventory, and the EQA Self-Esteem Inventory.

Test scores indicate that a program's success is determined by the classroom teacher's ability and willingness to exhibit in a dynamic way the same type of thinking and feeling he or she expects of the student. A creative person takes risks and undertakes complex tasks with imagination and curiosity. When teachers develop these attitudes in themselves, they succeed in creating a classroom atmosphere where creative activities flourish. Students change their behavior when teachers change their own attitudes.

Good scores depend on subtle and "unscientific" factors such as the personality and wisdom of the program leaders and the social structure of each school. Some artist consultants work well with teachers; others are less successful.

The Essential Ingredients

Any program will succeed if an enthusiastic school administrator brings together interested staff members and available community resources, since common sense, good will, and flexibility are the most important components in maintaining successful programs in the arts. ■

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