

# ARTful

## LEARNING

SUMMER 2008 | VOLUME 1 | NUMBER 2

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*ARTful Learning* is a newsletter

dedicated to promoting arts education in West Virginia public schools and to sharing news about national, regional and local arts education issues.



**THANKS!**  
**Wal\*Mart**

Wal-Mart Stores, Inc., saluted the work AEI is doing to expand the arts in public education by presenting a contribution of \$10,000 to AEI in May at the Wal-Mart Store on Morgantown's 4-H Camp Road. Wal-Mart Senior Public Affairs Manager Kelly Hobbs said, "Wal-Mart is honored to support AEI in its mission, making these kinds of programs a common experience for children and young adults in West Virginia. Hobbs (left), AEI Executive Director Lou Karas (center), and store manager Bob Smith (right) celebrate the donation with support from the store's employees.

## **AEI, Department of Education Partnering Our Goal is 100% Participation! in Arts Education Survey**

"We're reaching for an A+ when it comes to the results of this survey," AEI Executive Director Lourdes Karas has said to everyone she talks with about this year's Status of the Arts Education survey. "We have invited county school superintendents and all school principals to complete the surveys and let us know where arts education stands in their areas and schools.

"We are seeking a 100 percent return rate from superintendents and principals," Karas said. "It's important to get as much information as we can because the more we know about what we have and what we need, the better able we are to improve our programs." She noted that AEI's Morgantown office is receiving reports each day that show many administrators are completing the surveys.

AEI is working with the West Virginia Department of Education to conduct the comprehensive statewide survey assessing arts education programming in public schools. The survey is available online through the summer to provide time for school administrators to complete it. Dr. Steven Paine, state superintendent of schools, sent a letter of support for the survey to all school superintendents and encouraged them to help meet the 100 percent participation goal.

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# Director's Notes



The Appalachian Education Initiative is a statewide nonprofit organization whose mission is to ensure the availability of quality arts education in West Virginia public schools by promoting the essential role of the arts to a student's personal development, academic performance and 21st century workforce preparation.

**Lourdes Karas**  
Executive Director

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The Appalachian Education Initiative is the West Virginia affiliate of the Kennedy Center Alliance for Arts Education Network. The network is a coalition of 36 non-profit organizations throughout the nation that is working with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs and partnerships that ensure the arts are an essential part of American kindergarten through 12th grade education.



## ***"Imagine Nation" must be more than a concept***

Every day, people tell me how important art has been in their lives. They remember an art teacher who opened their eyes to different genres, a music teacher who helped them to see the rhythm in mathematics or a drama teacher who helped them become better public speakers. All of them are recounting educational experiences they had IN THE SCHOOL.

Will the children in today's schools have the same memories? Will they talk about how art class led them to architecture or how ballet led them to become a physical therapist? The answer, in many cases, is *maybe... probably... probably not... no chance*. None of these answers is acceptable.

We need to pay attention to the studies that link arts education to creativity, critical thinking, self confidence and problem solving. We need to get beyond stressing the basics and push for the creative. We need to become an *Imagine Nation*. We need to teach children to see creative possibilities and reach beyond the obvious to the imaginative.

In our *Imagine Nation*, we'll see bumper stickers for "Ballet Mom" and "Band Dad" beside "Soccer Mom" and "Parent of an Honor Student." In our *Imagine Nation*, we'll value the student who plays Peter Pan as much as we do the student who scores the winning touchdown or has a high SAT score.

A recent national poll shows that a good 30 percent of American voters are not only dissatisfied with public education's narrow focus on "the basics", but they believe developing the imagination is a critical, and clearly missing, ingredient to students' success in 21st century schools. (See article on page 8.)

These same voters are asking why the arts are marginalized in public schools and they are forming a coalition that is poised to support candidates and policies that ensure that schools build arts, and imagination, back into classroom curricula. They believe that it is extremely important to have good public schools and they are concerned that the United States is behind other nations in offering classes that help develop imagination, creative skills and innovation.

There are plenty of statistics to support the need for arts in schools and plenty of ways to get the arts into schools. The Appalachian Education Initiative is working with individuals and organizations around the state to help build arts programs in our public schools. But we need the public to rally around this important issue as well. We need to remember what Albert Einstein said, "*Imagination is more important than knowledge.*"

We need an *Imagine Nation* where great school memories are being made and great students are taking their learning to new levels of creativity and excellence. We need this because we want our children to know that using their imaginations is important to innovation and success in our global economy.

Lou Karas  
Executive Director

**Contact Lou at 304-225-0101 or e-mail [lkaras@aeiarts.org](mailto:lkaras@aeiarts.org)**

### ***Support Acknowledgements***

The Appalachian Education Initiative was founded in December 2001 as a nonprofit organization and has, since its inception, received support from many individuals and organizations. AEI takes this opportunity to thank them for their continuing support of its efforts to improve arts education across West Virginia.

Support for the *ARTful Learning* newsletter is provided, in part, by The Claude Worthington Benedum Foundation, Wal-Mart Stores, Inc., and the West Virginia Development Office Community Participation Program.

# WANTED:

## Dance and Drama Teachers for Summer Institutes

Dance and drama teachers and teaching artists who want to energize their programs and enjoy networking opportunities should apply now for two summer institutes that the Appalachian Education Initiative is helping to sponsor.

The second annual West Virginia Dance Teacher Institute and the fifth annual Elizabeth Frances Theater Teacher Institute will both take place this summer in July in Shepherdstown. The dance institute is co-sponsored by the Goose Route Arts Collaborative and the theater institute by the Contemporary American Theater Festival and Shepherd University.

"AEI is pleased to partner with these very professional groups to offer workshops and classes that give dance and theater teachers new perspectives on their school programs," Lou Karas, AEI executive director, said. "The hands-on and interactive programs keep everyone moving and learning."

AEI is providing funding for selected teachers and teaching artists to attend both of the institutes. The funding will cover program fees, lodging and meal expenses. A limited number of travel stipends also are available, Karas said. In addition, AEI will cover the cost of three graduate credits through Shepherd University for the theater institute.

Now in its fifth year, the Elizabeth Frances Theater Teachers Institute provides teachers an opportunity to explore the fundamentals of theater production with some of the leading professionals in American theater. Participants attend workshops and seminars on production and direction, set design, technical theater, actor training, text analysis, stage management, publicity, and classroom applications.

"Theater institute participants will attend performances of four new American plays in rotating repertory," Karas said. "Participants are required to read, discuss and critique these plays as part of their participation in the Institute."

Now in its second year, the dance institute allows teachers and teaching artists to explore the fundamentals of contemporary modern dance. Participants will take master dance classes and workshops led by contemporary dance artists. In addition, they will attend the lectures and performances of The Goose Route Dance Festival.

"Teachers who attended the workshop last year have told me that they enjoyed taking the dance classes and studying their art in such an enthusiastic atmosphere," Karas said.

At the close of both institutes, participants will be given a resource notebook to assist them in implementing what they have learned in their classrooms and theater programs.

Applications for the institute are available on-line at [www.aeiarts.org](http://www.aeiarts.org). Completed applications can be sent to Lou Karas at AEI by mail to 111 High Street, Morgantown WV 26505, by fax to 304-225-0102 or e-mail at [lkaras@aeiarts.org](mailto:lkaras@aeiarts.org).

## Grant Opportunities

**GUITAR CENTER MUSIC FOUNDATION** supports nonprofit music programs across America that offer instructions so that more people can experience the joys of making music. The foundation accepts grant applications for music academies, schools, local and national music programs that teach people of any age how to play guitar. Online applications may be submitted at any time and are reviewed three times per year. Visit the Web site to review program requirements and to access the online grant application form at [www.guitarcentermusicfoundation.org](http://www.guitarcentermusicfoundation.org).

**THE BRAITMAYER FOUNDATION** is interested in K-12 education programs throughout the United States, particularly those dealing with professional development opportunities for teachers and with curricular and school reform initiatives. Learn more online at [www.braitmayerfoundation.org](http://www.braitmayerfoundation.org).

**THE SOUTHERN POVERTY LAW CENTER** offers grants for pre-K to 12 classrooms for teachers' projects designed to reduce prejudice among youth, improve group relationships in schools and support educator professional development in these areas. Generally, the grant program funds projects that focus on character and moral education, conflict resolution, multiculturalism, community service and other aspects of tolerance education. Requests may be submitted at any time. Visit [www.tolerance.org/teach/grants/guide.jsp](http://www.tolerance.org/teach/grants/guide.jsp) to download an application form.

# Bob Dunkerley Believes “Art is a Part of Life”

He Shares that Passion with Tucker County Schools

Bob Dunkerley, director of Federal Programs and Curriculum for Tucker County Schools, has some wood-burning art in his office. The building custodian made it. Every day he walks past handmade quilts on the walls of the Tucker County Annex in Parsons. Fifth graders made them.

Both displays are reminders to this band director-turned-administrator that art is part of life and he is in a unique position to share that message with every student and teacher in Tucker County.

“I was a band director and music teacher for 27 years,” Dunkerley said. “I always thought that if I made the transition from teacher to administrator I could help other teachers love teaching the arts as much as I did.”

Seven years ago, that opportunity came. Dunkerley is making the most of his opportunity.

“My role is to do the background work that supports the teachers,” he said. “They need professional development and funding, and they need to be encouraged to challenge themselves and their students to find art not just in art class, but in every class.”

Dunkerley’s mission is making a difference in Tucker County where students from pre-school to high school have certified arts specialists teaching art and music. In some

schools, local residents – artists, musicians and writers – are involved in workshops and special classes that elevate the students’ understanding of how art fits into everyday life.

“Including arts in schools, whether its specialty arts classes or arts integrated into other parts of the curriculum has to be part of our learning culture,” Dunkerley said. “When students have art-centered projects, the teachers can not only see how smart a student is, but how the student is smart.”

Dunkerley sees how this works with students in Tucker County. Once a student is motivated to see art as part of education, that student can make the leap to go beyond writing a paper and bring in the art, the music, and the dynamics of a subject.

“Students today are digital natives,” he said. “Information is everywhere and it’s easy to reach and bring into the learning process. As teachers, we need to embrace this broad learning tool and encourage students to explore.”

In Tucker County, schools have electronic media labs where this learning takes place. Students are able to integrate arts into their educational activities by using the computers in the labs for photography, art and writing projects. Integrating art and academics through technology makes sense

for students who have grown up in an electronic age.

Students at Tucker County High School have the opportunity to take not one but three dance classes and have participated in a three-day theater workshop with the West Virginia Dance Company from Beckley. After school programs offer tutoring and homework help along with special art programs, including one by Tucker County’s Ilene Evans that teaches African drama, music and art concepts.

“The goals we’ve established in Tucker County are achievable,” Dunkerley said. “We have to work at them, but we are seeing success as we incorporate the arts into every grade level and every subject. We encourage schools to make sure arts are not taught in isolation but are integrated into every class.”

Dunkerley’s work has not gone unnoticed. In 2007 he was awarded the “Most Outstanding Educator Outside the Arts Profession” by the West Virginia Art Education Association.

“I’m very honored by this recognition,” he said. “It’s a double honor, really, because it recognizes the work I do as an advocate for public schools and for fine arts in the schools.” He is pleased that his work was recognized by the art organization because it emphasizes the interrelationships between fine arts, heritage arts and lively arts.

“We need a mix of all the arts in schools, just as we need a good mix of core curriculum subjects and extracurricular activities like athletics,” he said. “Art has to be such an important part of the education culture at all levels that we would no more consider dropping art in kindergarten than we would dropping calculus in high school.

“If we want our youth to know beauty in all its forms, then we need to be sure they appreciate and seek out art in their daily lives,” he said. ■



The beat goes on in this afterschool program where students are learning African music, drama and art concepts.

# Hands on Fun!

## Pricketts Fort Takes Show on the Road

New Program Teaches History Through Arts

For thirty years, Pricketts Fort State Park, located just off I-79 near Fairmont, offered tours and programs showcasing the lives of people who lived in 18th and 19th Century frontier forts. But a couple of years ago, Executive Director Melissa May realized there was room for more. Much more.

"Our evaluations from teachers indicated that visits to the fort were good, but that students would learn more if they could be involved in hands-on activities," May said. "At the same time, we realized that Pricketts Fort could enhance arts education by teaching art in the historic context we have here."

With a Benedum grant to help her, May reached out to teachers and arts education consultants in the state to develop a new and ambitious curriculum called "Teaching History Through the Arts."

"We began our work in the fall of 2006 and went through a lot of rewriting until we got the pilot program right," May said. "Then, this past school year, we invited schools to participate in our pilot program." Fourteen schools, representing different areas of the state and students from Kindergarten through 12th grade, signed up.



Students try their hand at pottery during this visit to Pricketts Fort

Today, the program is ready to go and May is hoping that the 2008-2009 school year will give the Pricketts Fort program plenty of work.

The team that developed the program kept three goals in mind while working on the curriculum and pilot program, according to May.

"First, we wanted to increase exposure to the arts in schools because teachers have said they see a definite need for this," she said. "Second, we wanted to respond to the teachers' recommendations that Pricketts Fort offer more hands-on activities and, finally, we wanted a program that would allow Pricketts Fort, which is closed from October to April, to be more available for schools around the state."

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As good as a chocolate dessert! That's how these West Virginia visual arts teachers described the opportunity to attend the annual National Council on Education for the Ceramic Arts conference in Pittsburgh this spring. From left to right, they are Nanette Seligman, Parkersburg High School (Wood County); Sandy Shaw, Beckley's Woodrow Wilson High School (Raleigh County); Irma Barazzone, Cheat Lake Elementary School (Monongalia County), and Kathy Snoderly, Clay Batelle High School (Monongalia County). Their attendance at the conference was made possible by scholarships provided by AEI with support from The Claude Worthington Benedum Foundation and Manchester Craftsmens Guild.



## **Student Musicians Selected as Finalists for National Symphony Orchestra Residency**

Four West Virginia students were selected by a panel of West Virginia music professionals for nomination to attend an elite national music program on full scholarship. AEI, serving as West Virginia's Alliance for Arts Education partner, spearheaded the nomination process on behalf of the Kennedy Center and National Symphony Orchestra.

### **THE STUDENTS NOMINATED ARE:**

- **Elise Shen**, 15, of Charleston who plays the violin and attends George Washington High School.
- **Hilary Hott**, 18, of Augusta who plays violin and attends University of Iowa.
- **Tristan Hott**, 15, of Augusta who plays cello and attends Hampshire High School.
- **Austin Seybert**, 19, of Bridgeport who plays trombone and attends Marshall University.

"There were many very talented musicians who applied," said panelist Betty King. "However, these four students really stood out. The National Symphony Orchestra has a good pool of candidates from West Virginia."

The National Symphony Orchestra usually selects one student musician from the states that submit nominations and invites those students to attend the Summer Music Institute.

"This is the first year that West Virginia has participated in the program," Melanie Skeen Gregory, AEI director of community relations, said. "We received applications from students across the state and hope that the program will grow to include even more students in future years."

The annual program is open to students ages 15-20 who submit recorded auditions and applications. Application auditions for this year's selection were reviewed anonymously by Betty King, Education Manager for the West Virginia Symphony Orchestra; Jeffrey Pappas, Chair of Music at Marshall University, and Maggie Snyder, Assistant Professor – Viola at West Virginia University. ■

### **SURVEY, from cover**

"Today's students need to develop critical thinking, technology and problem solving skills," Karas said. "Studies show students learn these skills through arts education. Music, theater and drama, dance, visual and literary arts classes provide exceptional opportunities for creative thinking and personal growth."

The Status of Arts Education survey will be the most comprehensive study done to date in West Virginia. The goal of the survey is to acquire information on arts education in every county and in every school in the state. The survey results will provide a snapshot of school arts programs for the 2007-2008 school year. West Virginia educators will be able to take the results of the study and compare their programs to those in other states and with the national education policies on arts education in public schools.

This survey will have some information that is comparable to the 2004 - 2005 AEI study, Karas said. "This will allow us to make some comparisons with earlier state studies. But, we've taken a broader approach with this survey."

It will provide more in-depth information about arts education in schools, including information on community involvement and arts education in county programs. This survey is being conducted in partnership with the Collaborative for Teaching and Learning, an organization that has conducted similar surveys for other states.

"This means we will be able to compare and contrast our arts education programs to those in other states and to learn more about how West Virginia fits into the national arts education picture," Karas said.

AEI will use the information it receives to develop programs and materials that meet its organizational mission to promote and improve arts education in public schools, to develop advocacy programs that reinforce the value of arts education, and to further research education initiatives that help parents, educators and business leaders understand what roles they play in promoting arts education.

As each administrator completes the survey, a real-time report will provide a snapshot of the data already collected in the survey. The survey results will be compiled and analyzed over the summer so that AEI can issue a report during October 2008. ■

## ***Why are AEI and the Department of Education Conducting this Survey?***

Arts education plays an important role in the development of critical thinking, communications and personal development of students in every grade level. Taking into consideration the need today's students will have for these skills tomorrow and also recognizing the place these skills have in the 21st Century Learning initiatives, the two organizations wanted to look at what arts education is being offered in the state and what needs to be done to ensure arts education holds a place in our state's public education system.

# Information

## States are Learning Much from Arts Education Surveys

West Virginia is not alone in its quest to learn more about arts education in its public schools. Kentucky, Illinois, Nebraska, New Jersey, Rhode Island and Washington are just some of the states that have completed arts education surveys in recent years.

In the November 2006 research and policy brief "From Anecdote to Evidence", the Arts Education Partnership reported, "There is a pressing need for better and more comprehensive state-level information if the arts are to remain an integral component of what constitutes a well-rounded education for all students." Further, the study said, "Good policy starts with good data and recently state policy leaders themselves have called for research-based evidence about arts education in their own and other states to help inform their decisions."

**In Illinois**, the Illinois Arts Alliance and the Chicago Community Trust through the Illinois Creates arts education initiative initiated the arts education survey. The research was presented in the 2005 report *Arts at the Core: Every School, Every Student* and has been used by a coalition of educators and civic leaders to raise awareness among policy makers and the public about the value of arts education. [www.artalliance.org/ed\\_research.shtml](http://www.artalliance.org/ed_research.shtml)

**In Kentucky**, the Kentucky Arts Council worked with the Collaborative for Teaching and Learning to develop the state's first statewide survey of arts education. The survey data was reported in *Status of Arts Education in Kentucky Public Schools* and is being used in several ways, including a program that provides Kentucky schools with a self-assessment that compares a school's current arts education programs with performance standards for such programs. It allows the schools to determine where arts education gaps may exist. <http://artscouncil.ky.gov>

The Music for All Foundation worked with the **New Jersey** State Council of the Arts, the New Jersey Department of Education and other organizations to launch the New Jersey Arts Education Census Project. New Jersey completed surveys for schools that included K-6 grades and for schools with 7 – 12 grades. The surveys included qualitative measures to examine arts education policies and instructions and quantitative measures to determine student participation, enrollment, teachers and certification. Survey results will be combined with educational and census databases to create an arts education research center that will serve as a clearinghouse for information on arts education. [www.music-for-all.org/NJAEC/](http://www.music-for-all.org/NJAEC/)

**Rhode Island** Governor Lincoln Almond issued an executive order calling for The Governor's Task Force on Literacy in the Arts and charged the task force to determine what the state of arts education was in that state's schools. The Rhode Island State Council on the Arts and the Rhode Island Department of Education took a lead in the effort. The Task Force published A Framework for Action and

established the Rhode Island Arts Learning Network that supports and connects arts learning in home, school and community settings. The network advocated for a change in state graduation requirements that mandates students demonstrate proficiency in an art form before graduation. [www.riartslearning.net](http://www.riartslearning.net)

**In Washington**, the Washington State Arts Commission established the Arts Education Resources Initiative as the research arm for learning more about arts education. After conducting its survey, the Arts Commission and the Arts Implementation Task Force developed characteristics and attributes that make a quality arts education by conducting interviews at 32 schools. Based on the survey and the interviews, a booklet entitled *Arts for Every Student* was developed that describes the elements of effective and sustainable arts education. [www.arts.wa.gov/aeri/html](http://www.arts.wa.gov/aeri/html)

### MORE INFORMATION ON THE VALUE OF ARTS EDUCATION CAN BE FOUND AT THESE WEB SITES:

**The Kennedy Center Alliance for Arts Education**  
[www.kennedy-center.org/education](http://www.kennedy-center.org/education)

**Americans for the Arts**  
[www.AmericansForTheArts.org](http://www.AmericansForTheArts.org)

**The Arts Education Partnership**  
[www.aep-arts.org](http://www.aep-arts.org)

**National Endowment for the Arts**  
[www.nea.gov](http://www.nea.gov)

## Increase Student Access to Creative Learning

The March 2008 issue of *The School Administrator* is entitled *The Arts at K-12's Center Stage: Finding ways to increase student access to creative learning*. The issue is full of articles about the benefits of arts education including these feature articles: *Why the Arts Deserve Center Stage* by Richard Deasy, *Basically, Arts are the Basics* by Harvard's Project Zero's Lois Hetland, *Bucking Trends: Expanding the Arts* by Kathi Levin, *Creating a Brighter Workforce with the Arts* by Robert Lynch, *Collecting Arts Data Under No Child Left Behind* by Narric Rome, *Why the Arts Change the Learning Experience* by John Eger and *Creating a Whole New World* by Paul Houston, director of AASA. While the publication is delivered to every school administrator in the United States, all of these articles, and more, are available to anyone online at [www.communityarts.net/apinews/archivesfiles/2008/03/school\\_administ.php](http://www.communityarts.net/apinews/archivesfiles/2008/03/school_administ.php).

## Imagination Essential to Teaching Innovation and Skills

### ■ Poll Shows Voters Are Looking for Leaders Who Will Support Arts Policies

A national poll conducted in December 2007 by Lake Research Partners has identified a growing number of swing voters poised to support candidates and policies that ensure curricula support building capacities of the imagination in schools. The national survey reports that 30% of American voters are dissatisfied with public education's narrow focus on the "so-called" basics and that they believe developing the imagination is a critical, but missing, ingredient to student success in 21st century schools and moving students beyond average.

Celinda Lake, president of Lake Research Partners, said, "A significant number of voters believe that today's educational approaches are outdated, impair critical capacities of the imagination, and stifle teachers and students alike, blocking potential for innovation and cost-effective educational opportunities. These data show a large population we call the 'imagine nation' are hungry for imagination in education and are going to take action accordingly—both in their local schools and at the voting booth, so that children are prepared for the world in which they will live."

The majority of voters surveyed believe it is extremely important to have good public schools nationwide, but are concerned that public education in the United States is behind what is offered to students in other parts of the world. The people surveyed said we devote less attention to developing the imagination, creative skills, and innovation than other nations.

Some of the key finding of the poll:

- *Almost nine in ten voters (89%) say that using the imagination is important to innovation and one's success in a global knowledge-based economy and essential to success in the 21st century.*
- *69% of American voters believes that America devotes less attention to developing the imagination and innovation than other nations do.*
- *88% of respondents indicate that an education in and through the arts is essential to cultivating the imagination.*
- *91% of voters strongly believe that an education in and through the arts helps to substantiate imaginative learning and should be considered a part of the basics.*

Lake's data suggests that a new "imagination constituency" will act to ensure support for building the capacities of the imagination among students in public schools. More than half of those polled said they

would be more likely to vote for a candidate who came out in support of more funding. Further, voters are willing to punish a candidate who votes to cut funding for building capacities of the imagination.

Richard J. Deasy, director of the Arts Education Partnership, said, "What is very clear in recent public opinion polling and our own research is that people across the country want a much more engaging and broadened education for students. They want schools to help students set high standards for themselves, have ambition and aspirations for success, and develop the skills to fulfill their dreams and meet the demands of the 21st century world in which we live. And, the majority of voters believe that an education in and through the arts is essential to developing the capacities of the imagination that empower students to achieve these goals. We have never seen this clear or strong an indication of public support for arts education."

"Voters react very strongly to the idea of combining the basics with the arts for the cultivation of the imagination. They also feel an education in the arts makes a major contribution to participating in a group or being a team player, learning to set goals and respecting multiple values and perspectives," said Lake.

According to a national poll released in November 2007 by the Partnership for 21st Century Skills, a majority of survey respondents indicated that schools need to do a better job of keeping up with changing educational needs. This mirrors earlier findings released by the Conference Board in 2006 citing that nearly three-fourths of business leaders surveyed ranked "creativity/innovation as among the top five applied skills projected to increase in importance for future graduates..."

"Americans are concerned that we are falling behind as a nation and that imagination, innovation, and creativity have been the foundation that moved the United States into a world leadership role," said John Wilson, executive director of the National Education Association. "In today's economy, an education focused only on the 'so-called' basics may not be providing students with the skills essential for success and continued world leadership in the 21st century. To maintain our competitive edge, we need to balance instruction, encouraging our children to be creative and develop their imaginations."

A broad coalition of national leaders has joined with national, state, and local organizations on an agenda to restore imagination and innovation as key outcomes of learning. This coalition includes the National Education Association, the National Association of Manufacturers (NAMM), the International Music Products Association, the Ford Foundation, the George Gund Foundation and the Arts Education Partnership, representing more than 100 educational and arts related national organizations.

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## What Does Your Button Say?

**EDITOR'S NOTE:** Robert Godbey is the creative/analyst for GodbeyWorks, a partner of Chambers, Paterno & Associates, CPAs, in Charleston. Godbey wrote this commentary on his Web site following his attendance at AEI Executive Director Lourdes Karas' presentation at the Create West Virginia conference in November 2007.

### by Robert Godbey

Art fuels creativity, powers innovation. That is the answer, so what is the question?

It turns out that it is the answer to several questions. Some of them may be of interest to you and your business. So, imagine Johnny Carson (or if you are too young, the Jay Leno equivalent) playing Carnac the Magnificent, holding an envelope to his turbaned head, and after intoning the above answer he tears open the envelope and says, the question is:

#### WHAT DOES YOUR BUTTON SAY?

I just got back from a trip to Memphis, where I co-facilitated a workshop called Facilitative Leadership with Cindy Morley of Delta College Corporate Services. We were conducting this workshop at an innovation company that makes knees, hips and other bioengineering marvels for people that have worn out their original equipment. This global company started in England and now operates throughout Europe, Asia and the Americas.

Cindy and others in the workshop noticed a bright red button on the lapel of my jacket, reading ART Fuels Creativity Powers Innovation. When asked about it I said the new economy is all about creativity and innovation. We are now in the Conceptual Age where most of the value – the top of the food-chain jobs – the work driving the economy is about being creative and coming up with innovative solutions to problems. The body-part makers, researchers, marketers, engineers and others nodded their heads, saying we get that, but where does the art come in. I said the button says art can help.

#### WHY SHOULD ARTISTS ATTEND THE CONFERENCE?

A couple of weeks ago I was at the Create West Virginia Conference. I called it a new economy economic development conference. The simple idea popularized by Richard Florida in his book *The Rise of the Creative Class*, is that we should attract creative workers to our communities in order to spur economic growth. A lot of the new economy jobs can be done anywhere with a broadband Internet connection, and these jobs are growing faster than any other segment and command the highest salaries. This type of economic development puts the focus on the community to think about whom they want to attract and how to be attractive. The community may even need to be creative and innovative.

The Create West Virginia Conference invited economic developers, educators, local politicians, business people and artists. Lots of people, including artists, asked why artists should attend.

Now my short answer is, because art fuels creativity and powers innovation. Florida's list of creative jobs and refined lists (e.g. the USDA) include artists as creative jobs that are driving the economy. All new economy jobs require creativity and innovation, and as mentioned above it's a good bet that new economy economic development could use some creativity and innovation too. We also know from research that creative workers are attracted to communities that are active in the arts. It looks like art can help again.

#### WHY SHOULD BUSINESS CARE ABOUT ART?

You know my button answer by now, but let's look a little deeper. There are both literal and more abstract reasons why art will become more important in the new economy. To design new products and services, to find new customers, to attract

and retain talented workers, will all require creativity and innovation. Few business people learn how to design things, how to sketch out an idea, or even some version of the creative process. Some business magazines have been calling the masters in fine arts (MFA) the new masters in business administration (MBA) for years now. Business needs more art or at least design training. I learned more about creativity studying science than most business students.

Speaking of science gets me to the more abstract ideas. You should read the book *Art & Physics: Parallel Visions in Space, Time, and Light* by Leonard Shlain. He makes a good case for art being the bellwether for major changes in thought about science and the corresponding impact on philosophy. By studying art, especially the new innovative forms we may get a glimpse of the future, and the future gets here faster all the time.

#### WHY TEACH ART IN SCHOOL?

Where did I get my great red button with the perfect answer to so many questions? I got it at the Create West Virginia Conference from Lourdes Karas. Lou is the Executive Director of the Appalachian Education Initiative and conducted a session called Strengthening Education Through the Arts. You already know the short answer to the question, but we should add a few more. Teaching art in school will help prepare our children for the new economy. I am all for science and math, I have my degree in physics, but research keeps demonstrating that art instruction improves children's performance in all subjects.

#### WHY SUPPORT THE ARTS?

Please read my button and the above questions and answers. The new economy may end up being about releasing the artist that lives inside all of us. Just think about how great that could be in the end. ■

# Imagination

## PRICKETTS FORT, from page 5

A visit to the program's Web site – [www.historythrougharts.org](http://www.historythrougharts.org) – offers examples of the success Pricketts Fort is having.

A Nutters Fort Primary school teacher says, "I saw the kids working with tools that many of them probably have never worked with, and they were so proud of themselves and what they made! The students learned a lot, even if it was just that they could make something that they didn't know they could."

Another teacher from Preston County said, "My students did learn the basics of playing the lap dulcimer . . . [and] didn't want the lesson to end! I would like to say again that I really enjoyed the class and I feel I have been a better teacher this year because I've had all of the extra help to enrich my lessons."

Just what kind of program is Pricketts Fort offering in this new curriculum?

"We offer a flexible education program that teachers can use with students from Kindergarten through high school," May said. "Even better for schools around the state is that the program is designed so that we can offer outreach workshops at schools or field trips to the fort." With rising fuel costs and curriculum scheduling, this flexibility means more teachers can take advantage of the program.

The curriculum for the program is divided into three units: trades, leisure and domestic arts. Within each of these, the students can learn from a wide range of arts activities that include visual arts, music, drama, storytelling and dance. The lessons include historical background, artist profiles, literature connections and multicultural and American Indian connections.

"We designed a curriculum that is not just suited to arts education classes but that teachers in other disciplines such as math, history, literature and physical education can incorporate into their lesson plans," May said. "We want students to learn that art is part of every day life."

Regardless of where the workshop is held, artisans in period clothing lead the hands-on activities. Each artisan has a resource box of "show and tell" items and all the materials needed to complete the activity, whether it is a blacksmithing project in the trades curriculum, a weaving project in domestic arts or a music lesson in the leisure arts.

Fees for the program are based on the types and numbers of programs an individual school schedules and whether the workshop will be held at the school or the fort.

"Our feedback has been positive from teachers, students and parents," May said. "We are excited about opening the program up to all schools in the state for the next school year and hope that many will take advantage of this great opportunity to weave arts and history into education." ■

To contact Pricketts Fort for more information or to schedule a workshop, call 304-363-3030 or visit [www.prickettsfort.org](http://www.prickettsfort.org)

## What you'll find on the Web site

The most compelling testimonials for the Learning History Through the Arts program can be found on the Pricketts Fort educational Web site, [www.historythrougharts.org](http://www.historythrougharts.org).

There, visitors can read quotes from the teachers, students and parents who had the opportunity to experience the program during its pilot program stage. And, by visiting different pages on the site, visitors get a glimpse of the variety the curriculum offers. Pages about the program and resources and pages for kids and educators offer plenty of information. The kids' page even includes a selection of activities, coloring sheets and word searches that teachers and parents can use to add interest to a Pricketts Fort visit.

## IMAGINATION, from page 8

The growing coalition also includes three successful models for building capacities of the imagination that lead to innovation with an education in and through the arts: The Dallas Arts Learning Initiative, the Ohio Department of Education initiatives to strengthen innovation along with STEM (Science, Technology, Engineering and Math) through imaginative learning, and the Oklahoma Creativity Project. Each of these initiatives is successfully engaging all levels of leadership and mobilizing public support for a new vision of education that will put imagination at the core of learning in all subjects taught in schools.

Support for national research to gain better access to information is provided by the National Education Association (NEA), the National Association of Manufacturers (NAM), and NAMM, the International Music Products Association. Support for site development work is provided by The George Gund Foundation. For additional resources and more information on the poll, visit [www.theimagination.net](http://www.theimagination.net).

# Collaboration

## Thanks for the Compliments!

The first issue of *ARTful Learning* was mailed to educators, business leaders, policy makers and libraries around the state. Here's a sampling of what we heard from our new readers (see right).

"All I can say is WOW! This looks fabulous! Great work and congratulations on a very nice first addition of ARTful Learning. And thanks for including CTL in the first edition."

"Just a note to tell you that I think the first issue of ARTful Learning is outstanding! ... You don't normally see this kind of advice so concisely written and well organized for people who need it."

## Save The Date

If you've got even a wee bit of interest in trying new spirits, you'll want to mark your calendars and join AEI for these special fundraisers this fall. Kindred Spirits, a scotch and related spirits and foods tasting, will be held in Charleston's Bridge Road Bistro, October 2, at 6 p.m. and in Morgantown's Waterfront Bistro, October 16, at 6 p.m.

"We're excited to expand the event to a fine dining opportunity where guests will have the opportunities to taste fine scotches and enjoy an appetizer through dessert menu that incorporates these spirits into the menu," AEI Executive Director Lou Karas said.

Details for the events are being finalized, but AEI supporters are encouraged to set the date that's best for them aside for the event that's closest to them.

## What Would You Like to Know?

We'd like this newsletter to be more than news about AEI activities. We want to highlight our state's great art teachers, outstanding students and generous art education supporters. We'd also like to provide you with news and information that will help you be stronger advocates for arts education and partnerships. If you have suggestions for newsletter features, send a note to Caryn Gresham at [caryn.gresham@verizon.net](mailto:caryn.gresham@verizon.net).

## Contributions Welcome!



If you would like to contribute to the Appalachian Education Initiative and support its efforts to promote and improve arts education in West Virginia public schools, please contact Lou Karas, executive director, at 304-225-0101 or send tax deductible contributions to Appalachian Education Initiative at 111 High Street, Morgantown WV 26505. Donations can also be made online at [www.aeiarts.org](http://www.aeiarts.org)

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# Did You Know?

**ArtsEdge**, the Kennedy Center education site, offers lessons plans for fiction (setting the story), writing myths, creating a wall story and even creating cartoons. Visit [www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org) and go to Lessons.

**Attitude Determines Student Success in Rural Schools, Study Finds** “While most of the country focuses on ACT scores, student-teacher ratio and rigorous curriculum to increase student success, it may be the commitment to excellence that determines student achievement in rural schools. This is an overlooked, yet critical, factor when considering nearly half of American school districts are in rural areas, educating nearly 21 percent of all students. Perri Applegate, a researcher at the University of Oklahoma K20 Center, recently investigated the qualities that differentiate a high-achieving school and low-achieving rural high school, focusing on high-poverty high schools with at least 51 percent of the population eligible for free or reduced lunch. Surprisingly, the top factors that did impact student achievement in urban high schools, ACT scores and dropout rates, did not determine student success in rural schools. Community involvement and the school’s commitment to student excellence were the determining factors in whether a rural school was high- or low-achieving.” Learn more by visiting: <http://www.sciencedaily.com/releases/2008/06/080619174221.htm>

**Get plenty of information** on arts integration with the recently released Arts Education Partnership publication, *Arts Integration Frameworks, Research and Practice: A Literature Review*. The review covers what has been written about arts integration between 1995 and 2007 in the United States and abroad. Visit [www.aep-arts.org/publications](http://www.aep-arts.org/publications) for more information.