Teaching the Arts in the Elementary School (Kindergarten - 4th Grade) June 19-24, 1988

Teaching the Arts in the Middle School (5th Grade - 8th Grade) June 26-July 1, 1988

Belmont College, Nashville, Tennessee

A Summer Academy in Arts Education for Classroom Teachers and Art, Drama, and Music Specialists

Sponsored by
Arts Education Program
Tennessee Department of Education
The children of Tennessee are our most important asset. Their education is a primary commitment of state government. As we attempt to provide a well-rounded education for the youth of Tennessee, the Arts must not be neglected. They offer our children a wealth of exciting possibilities in their lives.

The development of our children's artistic abilities hinges to a great extent on the knowledge and appreciation of the Arts by Tennessee teachers. The Tennessee Arts Academy is an excellent resource for teachers from across the state to learn about the Arts. The Arts Academy is a mission of state government to provide experiences for Tennessee teachers and, in turn, for the children of our state.

Ned R. McWherter
Governor

For some time Tennessee has acknowledged the importance of the arts in education by requiring one hour of instruction each week in art and music at the kindergarten through eighth grade levels. The Tennessee Arts Academy is a further commitment to the place of the arts in a well-rounded curriculum. It is an opportunity for professional development for several hundred teachers who want to sharpen their skills and broaden their perspectives.

I am pleased that the Department of Education can provide this service for teachers. The academy is heartily recommended to teachers of art, drama and music, and to classroom teachers who want to make greater use of these disciplines in their teaching. You are assured of an intense and enlivening experience with the arts.

Charles E. Smith
Commissioner
Plato's Academy in ancient Greece was a locus for significant learning. It provided a place where students and master teachers came into lively dialogue. It provided a time for questioning, reflecting, and clarifying. It provided the occasion for discovering possibilities.

The active pursuit of excellence exemplified in Plato's Academy sets the model for The Tennessee Arts Academy, an intensive summer training program in arts education. The Tennessee Arts Academy provides a place for lively dialogue with arts educators. It provides time to question, reflect on, and clarify the process of teaching and learning about art. The Tennessee Arts Academy provides occasion for discovering possibilities—the possibilities of excellent arts education in the schools of Tennessee.

The Tennessee Arts Academy is a state sponsored summer training program in art, drama, and music designed for classroom teachers and art, drama, and music specialists. Consisting of two one-week sessions, The Academy focuses in its first week on "Teaching the Arts in the Elementary School" and in its second week on "Teaching the Arts in the Middle School." The aim of The Academy is to present concepts, skills, and materials to enhance the teaching of art, drama, and music in the classrooms of Tennessee. The Academy is based on the philosophy that all children have aesthetic potential and that part of the schooling process is the development of that potential. Academy sessions are designed to suggest clear and usable techniques for the development of children's art, drama, and music aptitudes within a sequential, concept-based curriculum.

The Academy will be taught by nationally known art, drama, and music clinicians and numerous well-known Tennessee artists. Sessions will be based on the newly developed state arts curriculae. Participants, who will be grouped according to the age and content which they teach, may choose a major in either the visual arts, drama, or music. This major will be emphasized in five hours of activity-oriented classes each day and enhanced by a variety of activities in art, drama, and music occurring in the late afternoon. A combination lunch/performance is scheduled for each noon, as well as a variety of other social occasions and performances during the week.

You are invited to be a part of The Tennessee Arts Academy—to discover your possibilities as an excellent arts educator.
Week I

"Teaching the Arts in the Elementary School"
(Kindergarten - 4th Grade)
June 19-June 24, 1988
Belmont College
Nashville, Tennessee

Art Clinicians:
Guy Hubbard
Sue McCoy
Rosalind Ragans

Drama Clinicians:
Gretta Berghammer
Barbara Salisbury
Wills

Music Clinicians:
Eunice Boardman
Meske
Mary Palmer
Linda Swears

Related Arts Clinician:
Bryan Lindsay
Week II

"Teaching the Arts in the Middle School"
(5th Grade - 8th Grade)
June 26-July 1, 1988
Belmont College
Nashville, Tennessee

Art Clinicians:
Nadine Gordon
Guy Hubbard
Sue McCoy

Drama Clinicians:
Nancy Prince
Barbara Salisbury
Wills

Music Clinicians:
Larry Eisman
Mary E. Hoffman
Lenore M. Pogonowski

Related Arts Clinician:
Bryan Lindsay
Dr. Guy Hubbard is Professor of Art Education and Education Technology Services at Indiana University. Throughout his distinguished career he has published extensively in art periodicals and research journals. His art textbooks and textbook series include *Art: Meaning Method and Media, Discovering and Creating and Choosing and Expressing, Art Strands* and in 1987 a new eight-book textbook series entitled *Art In Action*. In 1988 the Macmillan Company will publish his newest book, *Computers and Education*.

He writes, "Most of my professional energies have been directed at preparing art educators and at developing curriculums for use in general education."

Dr. Hubbard is also an accomplished artist who has had exhibitions and commissions of his work in England, Canada and the United States.

He will work with classroom teachers K-8, June 19-July 1.

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Dr. Nadine Gordon is a teacher of Middle School level art and is Acting Chairperson of Art at Briarcliff High School in New Rochelle, New York. Her doctorate in Art Education is from Columbia University with other work done at Art Students League, Hunter College and State University of New York.

As a practicing artist she has exhibited in six one-person shows as well as in a number of juried exhibitions.

Among her distinguished professors have been Dr. Maxine Green and Dr. Al Hurwitz at Columbia University.

Of her personal art work she writes: "Currently I am working with gouache and acrylics. My past work has led me to explore all forms of intaglio, lithography, serigraphy, photography, and additive/subtractive methods of sculpture."

Dr. Gordon will work with art specialists June 27-July 1 in paper lithography and drawing.
Mrs. Sue McCoy is Curator of Educational Services at the Utah Museum of Fine Arts, University of Utah, Salt Lake City. Before her work in museum education, Mrs. McCoy's preparation involved study at the University of Kansas in Fine Art and Masters studies in Education at the University of Utah.

She has experience in the elementary classroom, as an art teacher, and as an owner and producer of VIS-ED Productions, producers of art education media.

At the present time, Mrs. McCoy is conducting docent workshops in art museums around the nation based on her recent book, *The Good Guide—A Source Book for Interpreters, Docents and Tour Guides*.

She has received numerous grants from the National Endowment for the Arts and the Utah Endowment for Humanities which she has administered through the Utah Museum of Fine Arts for traveling exhibits to schools and other outreach programs.

She will work with teachers June 19-July 1 in the areas of Aesthetics, Art History/Culture and Criticism.

Dr. Rosalind Ragans is an Associate Professor at Georgia Southern College. She is an experienced art teacher at all levels and is the author of *Art Talk*, a textbook published by Garard Press.

Dr. Ragans is a graduate of Hunter College, Georgia Southern College and received her doctorate at the University of Georgia, studying with Dr. Edmund Feldman. She has made numerous presentations at the Georgia Art Education Association and National Art Education Association. Other professional endeavors include frequent consulting work on curricula and one-person exhibits of her art.

Dr. Ragans will work with Grades K-4 art specialists at the Academy June 19-24.
Barbara Salisbury Wills is Professor of Drama at the University of Texas at Austin. She is widely recognized as one of the leading experts in the field of creative drama for children.

Dr. Wills regularly conducts creative drama workshops and seminars and is frequently a guest clinician at state and national conferences. She has served as President of both the American Association of Theatre for Youth (1986-1987) and the Children's Theatre Association of America (1985-1986). From 1975 through 1982, Dr. Wills was the coordinator of Arts Coalition Northwest, a project of the John F. Kennedy Center for the Performing Arts. She has also been a content consultant for a thirteen part instructional television series for middle school level students entitled Arts Alive.

Theatre Arts in the Elementary Classroom, Kindergarten through Grade Three and Theatre Arts in the Elementary Classroom, Grade Four through Grade Six are two of Dr. Wills’ most recent publications. She has also served as editor for Artspiration, a magazine for children published by the John F. Kennedy Center. Currently, Dr. Wills is working on a theatre arts textbook for middle school students.

Gretta Berghammer is currently Assistant Professor of Child Drama at The University of Northern Iowa, a position she has held for three years. In this capacity Gretta also directs one theatre production for youth per year.

In addition to her university duties, Gretta visits extensively to lead workshops in drama and education around the United States. Her specialty area is Theatre-in-Education, a unique process that combines theatre with teaching.

Gretta serves on the board for Very Special Arts Iowa, and is the chairperson for northeast Iowa’s Very Special Arts Festival. She also serves as a drama therapist for Cedar Valley Hospice, working closely with Amanda the Panda of Iowa. She is the editor of the American Alliance for Theatre and Education Newsletter.

Her publications include a variety of articles on Theatre-in-Education, and an anthology of plays entitled THEATRE FOR YOUTH: TWELVE PLAYS WITH MATURE THEMES which she co-edited with Coleman Jennings. She is currently doing research regarding the application of Creative Drama to pre-school talented and gifted programs.
Nancy Prince currently teaches Theatre Arts at Thomas J. Rusk Middle School in Nacogdoches, Texas. Her twenty years of teaching in Nacogdoches range from early childhood to high school.

As a professional public speaker, puppeteer and motivator, Mrs. Prince has traveled extensively presenting programs at public school in-services, Texas Educational Theatre Association Conventions, and at regional and national conferences including the Southwest Theatre Association Conference and the American Theatre Association Conference.

She has contributed to several curriculum documents developed by the Texas Education Agency and has served as chair of the Educational Theatre Association Secondary School Section's junior high/middle school committee. The TETA Creative Drama Network also lists Mrs. Prince as one of its recommended consultants in creative dramatics.

For the past six years, Mrs. Prince has conducted seminars in leadership and public speaking for state officers at all of the major youth organizations in Texas. She recently served as a consultant for the Texas Agricultural Extension Services publication of the book 4-H Images.

For her role in education of both youth and teachers, she has recently been presented the Texas Educational Theatre Association Secondary School Educator of the Year Award for 1988. This is the first time this award has been presented to a middle school teacher.
Larry Eisman is a nationally known author and presenter in the area of general and vocal music for middle school and junior high school students. He authored four special interest units for Silver Burdett Music (c. 1973) and is co-author of *World of Music* (c. 1988), Grades 6, 7, and 8 for Silver Burdett and Ginn.

Dr. Eisman is currently professor of music at the Aaron Copland School of Music, Queens College in Flushing, New York City. Here he teaches courses in general and choral music methods, conducting, and directs the 200-voice Choral Society, a college-community chorus. He is a former teacher in the New York City and Levittown, Long Island Public Schools.

Dr. Eisman appears widely as a clinician and guest conductor of choral groups. In November, 1987, he was guest clinician of the Middle Tennessee Vocal Association Junior High Chorus. Dr. Eisman is also the director of the Center for Preparatory Studies in Music, a pre-college program for children, ages three to seventeen, and is the curriculum chairperson for the New York School Music Association.

Mary E. Hoffman
B.S., M.A.

Mary E. Hoffman, past president of Music Educators National Conference, is Professor of Music and Music Education at the University of Illinois at Urbana/Champaign. Her prior experience includes vocal music instruction and supervision at the elementary and secondary levels. Ms. Hoffman has co-authored two college textbooks, and is an author of the basal music series *World of Music* (c. 1988), Grades 6, 7, and 8 for Silver Burdett and Ginn.

She has served as guest conductor of over 90 district and all-state choruses, and as general music clinician and/or keynote speaker at national and regional MENC conventions and state meetings. She has also been a clinician at universities and for school districts in 45 states, Canada and Germany.

At the University of Illinois, Ms. Hoffman teaches both graduate and undergraduate courses in general music methods, musicianship, and choral music for young singers. She has written numerous articles for journals and magazines. MENC recently has published a monograph based on a speech she delivered in San Antonio, Texas, entitled, "Teacher Competence and the Balanced Music Curriculum."

Eunice Boardman Meske
B.M., M.M.Ed., "d.D.

Dr. Eunice Boardman Meske is widely recognized for her numerous publications and writings in elementary music education. These include a college textbook, *Musical Growth in the Elementary Schools*, which she co-authored with Dr. Bjornar Bergethoven. This book, first published in 1963 (Holt, Rinehart and Winston), is now in its fifth edition. She was senior author for *The Music Book* (HRW, 1980) and serves as a co-author for the new series, *Holt Music* (c. 1988).

Dr. Meske has led workshops in elementary general music for many schools and professional organizations, and has served as guest lecturer at various universities. She is active in professional music organizations and is currently chair of the Society for Music Teacher Education, a special interest group within the Music Educator's National Conference.

Dr. Meske taught for ten years in the public schools of Iowa. She began her career as an educator of teachers at Wichita State University in 1955. Dr. Meske joined the faculty at the University of Wisconsin-Madison in 1976, and since 1980 has served as Director of the School of Music at that institution.

Larry Eisman
B.A., M.S., Ed.D.
Lenore Pogonowski joined the faculty at Teachers College, Columbia University, in September, 1983, as Associate Professor of Music and Music Education in the Department of Arts in Education. Prior to this appointment, she was Assistant Professor of Music at North Texas State University in Denton.

Dr. Pogonowski has had extensive experience teaching at all levels of public school music education as well as in undergraduate and graduate music programs. She served as Program Consultant for the Manchester Music Curriculum Project and was later invited to extend the work of the MMCP by developing a field center for music specialists and classroom teachers in the Washington, D.C. area. Four government publications resulted from her work with the Manchester Music Curriculum Project.

Dr. Pogonowski has conducted many workshops for music educators throughout the United States. Her conferences are attended by both choral and general music teachers. She has published numerous articles in the Music Educators Journal and other MENC publications, including "An Anatomy of a Creative Music Strategy," and "Bridging the Gap from the Podium to the High School General Music Class." She has a regular column in the new publication of the MENC Society of General Music, General Music Today.

Mary Palmer
B.S., M.S., D.Ed.

Mary Palmer is Professor of Music Education in the Department of Instructional Programs of the University of Central Florida in Orlando. In this position she teaches music education classes, and also regularly selected school teaches children in systems of Central Florida. These schools provide opportunity for University students to observe Dr. Palmer and for her to supervise them as they teach music to the children. Prior to this appointment she was a music specialist in Illinois and a district music consultant in Keokuk, Iowa.

Dr. Palmer has held many national and regional leadership positions for Music Educators National Conference and is past president of the Florida Music Educators Association. She has presented professional papers, served as guest lecturer/clinician and presented workshops for school systems and universities throughout the United States as well as for state, regional and national MENC inservice conferences.

Dr. Palmer is a K-2 author for the new series World of Music (c. 1988) by Silver Burdett and Ginn. Other publications include Sound Exploration and Discovery (Prentice-Hall, 1974) as well as numerous articles in Music Educators Journal, Florida Music Director, and Council for Research in Music Education Bulletin.

Linda Swears
B.M., M.A.

Linda Swears has taught music from the preschool to college level and is a nationally recognized clinician and lecturer in the areas of the child voice and vocal development. She has led workshops throughout the United States, and in 1986 she addressed the National Music Educators Conference in Anaheim, California. Mrs. Swears' children's choruses have performed on radio, television, and at many professional conferences.

Mrs. Swears has published several octavos for elementary singers, and numerous articles in the field of Music Education. She is the author of Teaching the Elementary School Chorus and Discovering the Guitar.

A native of Michigan, Mrs. Swears earned her Bachelor of Music degree from Michigan State University and her Masters degree from Central Michigan University. She has done additional graduate work in Kodaly methodology/philosophy and early childhood development. She is presently Coordinator of Music in Early Childhood and director of "Sing, Children, Sing" at the Wilmington Music School in Wilmington, Delaware.
The related arts component of the Tennessee Arts Academy will be lead by Dr. Bryan Lindsay, Professor of Fine Arts and related arts at the University of South Carolina at Spartanburg. Dr. Lindsay will present sessions each day in which he discusses philosophical foundations for the study of the arts in a school setting.

Focusing on the creative potential of children and teachers and the possibilities of meaningful relatedness among art forms, Dr. Lindsay will add a new and informative dimension to the curriculum of the Academy.

Bryan Lindsay is a published poet, essayist and song writer, as well as an award-winning filmmaker. He has written numerous scholarly articles and served as a consultant in related arts education throughout the United States. He refers to himself as “the last of the red hot generalists, with interests both broad and pertinent.”
The Tennessee Arts Commission places artists in school settings to work with the faculties of these schools as an added enrichment to the arts education program and the teacher training in these schools. Other projects, such as teacher training (apart from residency inservices), curriculum development, summer clinics or schools, and arts education conferences, are supported by grants from the special projects category of the Commission's Arts in Education Program.

The Commission, under new directives from the National Endowment for the Arts, has now addressed the priority of making arts education a basic, through support of the State Department of Education's Programs, for all students in the schools of Tennessee. To this end, artists participated in the Arts Academy during the Summer of 1987 and are taking part again this year in workshop attendance, as performers/exhibitors/demonstrators, and as instructors of special interest groups.

The exchange of ideas and energies between the Commission's artists and the many artists who are also teachers attending the Academy is most beneficial and strengthens the understanding of the roles of each in the total arts education program of the state.
Academy Curriculum

Teaching the Arts in the Elementary School
June 19—June 24

Art

The Tennessee Arts Academy will include numerous activities to enhance the art skills of elementary classroom and art specialists.

Two morning art sessions for classroom teachers will include a period on teaching art—ideas, methods, management, materials, with Dr. Guy Hubbard; and a second period on understanding art with Mrs. Sue McCoy. Mrs. McCoy will present activities for young children which involve ways to look at, talk about, and understand art. K-4 Art Specialists will have an in-depth session each morning with Dr. Rosalind Ragans on teaching the language of art in the studio and in the school.

During afternoon sessions, classroom teachers may choose sessions each day from classes such as: clay studio; master drawing class; making visual aids for teaching art; previewing films; filmstrips for art; computer and video disc technology in art; music; meet the artist; art specialists' exchange; resource center visit. Art Specialists will have one afternoon session with Sue McCoy on understanding art. A second afternoon session will allow specialists to choose among the classes previously listed.

Drama

Participants in the Tennessee Arts Academy who select a drama emphasis will be offered a variety of pertinent experiences to develop and enrich their ability to teach drama in the elementary school.

The morning session will be divided into two tracks: K-2 classroom teachers and 3-4 classroom teachers. These sessions will be devoted to exploring different approaches to teaching theatre in the elementary setting. Particular emphasis will be given to creative drama, an improvisational process based on the natural human impulse and ability to act out perceptions of the world as a basis for learning and understanding. Additional activities will concentrate on the creative uses of the body and voice as well as approaches to developing an appreciation for the theatre and its environment. Afternoon sessions will focus on more hands-on activities. Guest lecturers and artists will conduct a variety of performance workshops and practical theatre seminars, covering such topics as pantomime techniques, voice and diction, costume making, children's theatre, interpretation of literature, and creating scripted material. The role of the drama teacher in the primary grades will also be examined.

Music

Participants choosing to emphasize music at the Tennessee Arts Academy will attend a wide variety of classes designed to increase teaching skills and understandings. Every participant will be assigned to a small class of approximately thirty teachers. Each day, that class will spend ninety minutes in each of three skill development classes:

"The Child Sings" will explore the development of the child's voice. Linda Swears will help teachers understand how children become accurate and expressive singers. The class will enable teachers to guide and nurture children in this development.

"The Child Reads Music" will focus on the development of music literacy. Participants will experience a generative approach to the skill of music reading which includes the following three stages: (1) Enactive—The child experiences and manipulates music materials. (2) Iconic—The child is exposed to pictorial representations that "look like" music sounds. (3) Symbolic—Building on previous experiences, the child gradually assimilates traditional music symbols.

"The Child Creates" will lead participants to understand the process of developing creativity in young children. Teachers will experience creative choices in movement and playing instruments as well as in the manipulation of sounds and symbols.

The final afternoon session each day will be chosen by each participant according to his/her specific interests. Some of the classes will be specifically geared to music specialists; others will assume no prior music background. Four sessions will be offered daily in the music area:

"Make and Take for the Elementary Music Classroom"
"Correlating Music with the Elementary Curriculum"
"Clogging with Children"
"Utilizing Singing Games in the Classroom"

Participants will also be allowed and encouraged to choose classes in art or drama for this final afternoon session.
Teaching the Arts in the Middle School
June 26—July 1

Art

Middle school classroom teachers and art specialists will attend classes particularly addressing the issues of the middle school.

Grades 5 through 8 classroom teachers will have two morning sessions. One will be with Dr. Guy Hubbard on teaching art—ideas, methods, management, materials; and a second period will present activities for students which involve ways to look at, talk about and understand art. Mrs. Sue McCoy will direct these sessions. Art Specialists will have two morning studio periods with Dr. Nadine Gordon studying paper lithography.

During afternoon sessions, classroom teachers may choose sessions each day from classes such as: clay studio; master drawing class; making visual aids for teaching art; previewing films; filmstrips for art; computer and video disc technology in art; music; meet the artist; art specialists exchange; resource center visit. Art Specialists will have one afternoon session with Sue McCoy on understanding art. A second afternoon session will allow specialists to choose among the classes previously listed.

Drama

Drama participants in the Tennessee Arts Academy's second week will experience classes designed to enhance the teaching of drama in the middle school.

The morning session will be divided into two tracks: 5-6 classroom teachers and 7-8 classroom teachers. These sessions will be devoted to exploring different approaches to teaching theatre in the middle school setting. Particular emphasis will be given to creative drama, an improvisational process based on the natural human impulse and ability to act out perceptions of the world as a basis for learning and understanding. Additional activities will concentrate on the creative uses of the body and voice as well as approaches to developing an appreciation for the theatre and its environment. Afternoon sessions will focus on more hands-on activities. Guest lecturers and artists will conduct a variety of performance workshops and practical theatre seminars, covering such topics as pantomime techniques, voice and diction, costume making, children's theatre, interpretation of literature, and creating scripted material. The essentials for the proper development of a middle school theatre program will also be examined.

Music

Because teaching music in middle school is a challenging assignment, the curriculum of the Tennessee Arts Academy is designed to increase knowledge of what should be taught at this level, and how to most effectively teach appropriate concepts and skills to preadolescents. Music participants will be divided according to teaching assignment (Grades 5-6; Grades 7-8) into small classes of approximately 30 teachers. Each class will spend ninety minutes daily in the following sessions: "Singing in Middle School"—The class will address the skill of singing, both in the general music classroom and in a choral setting. Mary Hoffman will suggest activities and song literature designed to involve these older students in expressive, active singing experiences.

"Listening in Middle School"—The goal of this class will be to enable teachers to help students become more comfortable with a wide variety of music. Larry Ellman will focus on creating a more willing, positive attitude toward music experiences, both in the general music classroom and in the future.

"Creating in Middle School." Lee Pagonowski will lead participants to recognize the importance of offering middle school students the opportunity to make creative choices in the manipulation of sounds and musical materials. Activities for specific grade levels will be suggested and experienced within the class.

The final afternoon session each day will be chosen by each participant according to his/her specific interests. Some of the classes will be specifically geared to the music specialist; others will assume no prior music background. The four sessions which will be offered daily in the music area are:

"Choral Reading Session—Grades 5-8"
"Clogging with Middle Schoolers"
"Choreography in the Classroom; Choreography in Chorus"
"Make and Take for the General Music Classroom"

Participants will also be allowed and encouraged to choose classes in art or drama for this afternoon session.
# Academy Schedule

## Typical Daily Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00-8:30</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:30-10:00</td>
<td>Session I</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>BREAK</td>
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<tr>
<td>10:15-11:45</td>
<td>Session II</td>
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<tr>
<td>11:45-12:00</td>
<td>BREAK</td>
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<tr>
<td>12:00-12:30</td>
<td>Related Arts</td>
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<tr>
<td>12:30-2:00</td>
<td>Luncheon/Performances/Demonstrations</td>
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<tr>
<td>2:00-3:30</td>
<td>Session III</td>
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<tr>
<td>3:30-3:45</td>
<td>BREAK</td>
</tr>
<tr>
<td>3:45-4:45</td>
<td>Selected Activities in Art, Drama, Music</td>
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</tbody>
</table>

### Evenings:
- Free M W*
- Special Events STT

*Optional sessions offered on these evenings
Special Events

Academy activities will be enhanced by a variety of special events.

Academy Opening Ceremonies and Reception
Academy activities will officially begin on Sunday evening following an afternoon of registration. At 7:30 p.m. on Sundays, June 19 and 26 Academy Opening Ceremonies will be held in Massey Auditorium. These ceremonies will provide a time to introduce the purpose and faculty of the Academy. A reception will follow in the Atrium of Massey Auditorium.

Academy Banquet
On Tuesday evenings, June 21 and 28 an Academy Banquet will be held at 7:00 p.m. This is a special occasion to honor participants of the Tennessee Arts Academy and to hear a nationally known keynote speaker comment on Arts Education.

Academy Gala
The Academy Gala is a festive occasion focusing on performances by artists of the Tennessee Arts Commission. The Gala will begin at 7:00 p.m. on Thursdays, June 23 and 30 and be held in the patio of the Gabhart Student Center. Academy participants should provide their own dinner prior to the gala, but dessert will be served as part of the evenings' activities.

Academy Luncheon
Academy activities will conclude following a luncheon on Fridays, June 24 and July 1. Held in the White Dining Room of the Gabhart Student Center at 12:30 p.m., the luncheon will provide a time to bring together the diverse experiences of the Academy as a foundation for Arts Education in Tennessee.
Dates: Week I - Sunday evening, June 19 - Friday luncheon, June 24
Week II - Sunday evening, June 26 - Friday luncheon, July 1
Where: Belmont College, Nashville, Tennessee
Registration: 4:00-7:00, Sunday, June 19 and 26, Freeman Hall, Belmont College;
All participants should come first to the registration desk for room assignments.
Housing: Participants will be housed in Maddox Hall, a modern air-conditioned dormitory on the Belmont campus. Each room will be shared by two participants. Check-in time is 4:00-7:00 p.m., Sunday, June 19 and 26, and check-out time is 2:00 p.m., Friday, June 24 and July 1. Linens and pillows should be furnished by the participant.
Meals: A continental breakfast will be furnished each day. Dinner will be provided on Tuesday evening and a reception will follow the opening ceremonies on Sunday evening. Box lunches will be served each day Monday through Thursday and an Academy luncheon will take place on Friday. Participants will be charged a meal fee totaling $25.00 to cover this expense, payable at the time of registration.
Schedule: Classes will be scheduled from 8:30-4:45 daily with special events as listed.
Attendance: Participants should plan to be present for the entire workshop and attend all sessions and special events. If any registered participant is unable to attend the Academy, the Dean should be notified as soon as possible.
Clothing: Casual clothing is suitable for classes. Bring appropriate attire for special events listed.
Free Time: No required activities are scheduled after 4:45 p.m. on Monday or Wednesday. Dinner plans should be made by the participant on Monday, Wednesday and Thursday evenings. Campus tennis courts and swimming pool will be available for the use of Academy participants.
Telephone: Daytime—School of Music
(385-6408)
Gabhart Student
Center (385-6786)

Evening—Maddox Hall
(385-6123)
Emergency—Campus Security
(385-6617)

Cost: All Academy expenses will be covered
except travel to and from the
Academy, dinner on Monday,
Wednesday and Thursday evenings
and the $25.00 meal fee.

Application Procedure: Application
materials will be made available
from January 25, 1988. For efficiency
in processing applications all forms
should be submitted by March 14,
1988. Applicants accepted into the
Academy will be notified by April 1,

Selection Process: Participants will be
selected based on four criteria:
1. Geographic Balance (East, Middle,
West Tennessee)
2. Content Balance (Art/Music/
Drama)

3. Specialist/Classroom Teacher
Balance
4. Prior Attendance Balance

Where questions arise as to balance,
Supervisors of Instruction will be
contacted and date of arrival of
applications will be considered.

Academic Credit for Academy: Participants
in the Arts Academy may choose to enroll
for 2 semester hours of undergraduate credit
in Education. Details on the enrollment
process, expense, and requirements will be
provided by all persons accepted as official
Academy participants. For questions
concerning college credit for the Academy
contact:
Arts Education Program
Joe Giles, Director
1-(615) 741-7856
or
Cynthia R. Curtis
1-(615) 383-7001, ext. 6348, 6346, 6408
Cynthia R. Curtis, Dean
Coordinator of Music Education
School of Music
Belmont College
B.S., B.M.E., M.M., Ph.D.

Joe W. Giles
Director, Arts Education
Tennessee Department of Education
B.S., M.M.

Madeline Bridges, Music Director
Music Consultant
Tennessee Department of Education
B.M., M.M.Ed.

Frank Bluestein, Drama Director
Chairman, Fine Arts Department
Germantown High School
B.S., M.A.

Sue Blass, Co-Art Director
Art Supervisor, Jackson City Schools
B.A., M.A.

Shirley Yokley, Co-Art Director
Art Consultant
Tennessee Department of Education
B.S., M.S.

Scott Sanders, Associate Dean
Supervisor of Art
Chattanooga Public Schools
B.S., M.Ed.
Publicity Coordinator:
Jean Thomas
Music Consultant
Tennessee Department of Education

Resource Center Coordinator:
Linda Singleton
Music Consultant
Tennessee Department of Education

Alice Swanson
Director of Arts in Education
Tennessee Arts Commission
B.A., M.A.

Facilitators Coordinator:
Becki Kehna
Art Teacher
Greenville Schools

CHAIR
Joe W. Giles, Director, Arts Education
Tennessee Department of Education

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