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THE WHITE HOUSE
WASHINGTON

White House Millennium Council

Phone: (202) 395-7200

Fax: (202) 395-7234

To: Christy Macy Phone: _____

Fax: 66244

From: _____ Ellen McCulloch-Lovell,
Deputy Assistant to the President and
Advisor to the First Lady on the Millennium

Other _____

Date: _____

Number of pages (including cover): _____

Message:

Pl deliver ASAP

THE WHITE HOUSE MILLENNIUM COUNCIL

708 Jackson Place
Washington, DC 20503

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March 24, 1998

MEMORANDUM FOR ELLEN McCULLOCH-LOVELL

FROM: SARAH HOWES

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SUBJECT: ARTS EDUCATION INITIATIVE

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Background

When the National Education Goals were first written in 1989-90, the arts were not included in the wording of Goal 3 which listed disciplines in which students should be expected to achieve to challenging standards. This omission actually helped the arts education community work together to be included. Under the Bush Administration, the U.S. Department of Education made a grant to a coalition of arts education organizations to develop National Standards in the Arts which were completed in 1994. The Clinton Administration added the word "arts" to the list of subjects in Goal 3 when it wrote the *Goals 2000: Educate America Act*. The arts education community has supported *Goals 2000* ever since.

State + Community college / state university / national
 Education - local function / center

The Goals 2000 Arts Education Partnership

The Partnership was formed in 1995 through a cooperative agreement between the National Endowment for the Arts, U.S. Department of Education, National Assembly of State Arts Agencies, and Council of Chief State School Officers. The Partnership is a private, nonprofit coalition of education, arts, business, philanthropic, and government organizations that demonstrates and promotes the essential role of arts education in enabling all students to succeed in school, life, and work. The Partnership operates through task forces to address specific issues. Task forces have worked on the arts component of the National Assessment of Educational Progress; on research which produced *Priorities for Arts Education Research*; and on early childhood education (birth to eight) which produced a position paper on the importance of the arts in the learning and development of young children. The Head Start program participates in this task force and has added arts requirements to its standards as a result. Representatives from the Department's *America Reads* program are also involved.

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Both before and since the development of the Partnership, the Endowment and the Department have worked to educate the arts education community about the process and opportunity of Goals 2000 as a funding mechanism for arts education programs. The Partnership now keeps track, as best it can, of subgrants made in the states to applicants who include the arts in their proposals.

Evidence of value of
 Arts in developing

In 1997, the Department put out a guide to various programs, including Goals 2000, which have been or could be used to support arts education programs (Title I, Eisenhower Professional Development, School to Work, Bilingual Education, Special Education, Charter Schools, Magnet Schools, Technology funds, Research funds). In 1996, the President's Committee on the Arts and Humanities produced *Coming Up Taller* which described successful arts and humanities programs for at-risk children and youth. It also produced the brochure, *Eloquent Evidence: Arts at the Core of Learning* based on the Endowment's report *Schools, Communities and the Arts: A Research Compendium*.

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Current Activities

- The Partnership is currently working with the President's Committee to produce a report and web site with information on school districts which have achieved strong arts education systemwide (due **summer 1998**).
- The Partnership is also leading the effort to respond to the "Nation's Report Card" on the arts in the **fall of 1998**. This is the National Assessment of Educational Progress (NAEP) and will reveal how well eighth grade students are learning to create original works of art, perform works and respond intelligently and critically to them. It is a major achievement just to be included in the NAEP report because the performance assessment, which was used for this measure of arts achievement, is so much more expensive than more traditional forms of testing. The expense is why this NAEP study includes only 8th grade results, not 4th, 8th and 12th grades as do NAEP assessments of other disciplines. However, this new way of assessing is what also makes it groundbreaking. Music and visual arts were last tested twice each in the 1970's and included multiple choice and some less sophisticated performance tasks. The addition of theatre to the assessment is new. There are too few in-school dance programs for a legitimate sample but there will be a narrative on the condition of dance education included.
- The Department of Education has included a special emphasis on arts education in its Blue Ribbon Schools Recognition program for both 1997-98 when secondary schools are recognized and 1998-99 when elementary schools are recognized. Schools must first qualify as Blue Ribbon Schools in general and may then ask to be reviewed for special recognition of their arts programs. Blue Ribbon winners, including those in the arts, will come to Washington in the **fall of 1998 and 1999** for an awards ceremony.
- Some of the arts education community has participated in the Department's annual **late summer/fall** initiative, *America Goes Back to School*. The Maryland arts education community developed *Maryland State Legislators Go Back to School with the Arts* which invited all state legislators into arts classrooms in their districts at back-to-school time. The Interlochen Center for the Arts partners with Boys and Girls Clubs by mobilizing its Detroit area alumni to volunteer their artistic training in local clubs after school.

Commentary

The term "to educate" means both to lead forth and to draw out. The arts are a body of knowledge and practice to be led to; they also are a means for drawing out the unique character of every child. This is the position of the Department and the Endowment insofar as they both encourage in-school resources devoted to arts education (teachers, facilities) and community resources to support arts education (artists-in-residence, museum, symphony, opera, ballet, and theatre programs etc.). The organizations that represent these constituencies have worked well together though a bit of friction developed last summer when it seemed the organizations that represent arts educators in schools tried to take advantage of the weak position of the Endowment; these arts educators unsuccessfully worked with Congress to define arts education as happening only in schools by certified teachers. Some trust was lost but all are again focusing on the shared idea that the arts are essential to children's lives and, therefore, education. Most of the recent advocacy has justified the arts as helping students develop the new workplace skills (teamwork, creative problem solving, self-discipline etc.), developing children's brains, curbing use of drugs and violence (having something to say "yes" to), and contributing to children's

success in other disciplines. Because the arts education field is ahead of most other disciplines in terms of using community resources through partnerships, action-oriented learning, the use of more of the mental "intelligences" than traditional disciplines, and performance and portfolio assessments, it can be positioned as being a leader in education rather than as a victim always trying to catch up.

Possibilities for First Lady Leadership

1. Summer/Fall, 1998, Release of study by President's Committee on the Arts and the Humanities and the Goals 2000 Arts Education Partnership on best practices in achieving arts education in schools.
2. Fall, 1998, Release of National Assessment of Educational Progress 8th grade learning in the arts.
3. Fall, 1998, Blue Ribbon School winners awards ceremony in Washington.
4. Fall, 1998, *America Goes Back to School*
5. Fall, 1998, GE Fund releases research report, *Champions of Change*, about 7 arts education studies it has sponsored.
6. September, 1998. Release of more complete school violence report from office in U.S. Department of Education which has produced arts-based violence prevention products and partnered with the Endowments. Shorter version was released March 19, 1998.
7. 1998 is the 20th anniversary year of a conference held in Little Rock to respond to the 1977 report on arts education, "Coming to Our Senses." 1998 is also the 10th year anniversary of the Endowment's report called "Toward Civilization" which emphasized the need for strong arts education.
8. Fall, 1998, Vice-President will be highlighting the need for school facility funds and one component of this could be the need for arts facilities.
9. These could come together at a time when we encourage or announce a millennium goal to restore arts education to all our children.

Goals 2000 Arts Education Partnership

Partnership Organizations

A Cultural Exchange; Aesthetic Education Institute; Agency for Instructional Technology; Alliance for Young Artists & Writers, Inc.; American Alliance for Theatre and Education; American Arts Alliance; American Association for the Advancement of Science; American Association of Colleges for Teacher Education; American Association of Community Colleges; American Association of Museums; American Association of School Administrators; American Association of State Colleges & Universities; American College Dance Festival Association; American Dance Guild; American Education Research Association; American Federation of Arts; American Federation of Teachers; American Institute of Architects; American Library Association; American Music Conference; American Planning Association; American Symphony Orchestra League; Americans for the Arts; Arts Education in Maryland Schools; Arts Horizons, Inc.; Artsgenesis; Association for Supervision & Curriculum Development; Association for Theatre in Higher Education; Association of Art Museum Directors; Association of Arts Administration Educators; Association of Hispanic Arts; Association of Institutes for Aesthetic Education; Association of Performing Arts Presenters; Baltimore Community Foundation; Bemiss-Jason Corporation; Binney & Smith, Inc.; Boston Ballet; Broadway Theater Institute; Brown University; Burgard Associates; Bush Foundation; Business & Industry for the Arts in Education; Center for Arts Education; Chamber Music America; Chicago Arts Partnership in Education; Children's Defense Fund; Children's Studio School; Coca-Cola Foundation; College Art Association; College Board; Columbia College; Council for American Private Education; Council for Art Education, Inc.; Council for Basic Education; Dance/USA; Delaware Division of the Arts; Department of the Army; E. Carolina University; Education by Design; Education Commission of the States; Education Development Center, Inc.; Education Statistics Services Institute; Education Trust; Educational Research Service; Educational Theatre Association; Emily Hall Tremain Foundation; Florida Department of Education; Galef Institute; Gallaudet University; GE Fund; Getty Education Institute for the Arts; Golden Gate University; Grantmakers in the Arts; Graphic Design Education Association; Harlem School for the Arts; Harvard Graduate School of Education; IBM International Foundation; Illinois Arts Council; Industrial Designer's Society of America; Institute for Policy Studies; Institute of Museum and Library Services; Interlochen Center for the Arts; Internat'l City/Country Management Association; International Council of Fine Arts Deans; Internat'l Network of Performing & Visual Arts Schools; Johns Hopkins University; Kenan Institute for the Arts/ A+ Schools; Kennedy Center Alliance for Arts Education Network; Leonard Bernstein Center for Education and the Arts; Library of Congress; Lincoln Center Institute; Los Plencros de la 21; Manchester Craftsmen Guild; Maryland Alliance for Arts Education; Maryland Institute, College of Art; Mathematical Association of America; The McGraw-Hill Companies; Mid Atlantic Equity Consortium; Minnesota Center for Arts Education; Morrison Institute for Public Policy; Music Educators National Conference; National Academy of Recording Arts & Sciences; National Alliance of Business; National Art Education Association; National Art Materials Trade Association; National Assembly of State Arts Agencies; National Assessment Governing Board; National Association of Artist Organizations; National Association of Elementary School Principals; National Association for the Education of Young Children; National Association of Partners in Education, Inc.; National Association of Secondary School Principals; National Association of State Boards of Education; National Board for Professional Teaching Standards; The National Conference; National Conference of State Legislatures; National Council of State Arts Education Consultants; National Dance Association; National Dance Institute; National Education Association; National Endowment for the Arts; National Endowment for the Humanities; National Foundation for Advancement in the Arts; National Foundation for the Improvement of Education; National Gallery of Art; National Geographic Society; National Governors Association; National Guild of Community Schools in Arts; National Museum of the American Indian; National PTA; National Public Radio; National Registry of Dance Educators; National School Boards Association; National Science Foundation; National Task Force on Folk Arts in Education; Nebraska Association of School Boards; New World School of the Arts; New York Foundation for the Arts; New York International Festival of the Arts; Ohio State University; OPERA America; OVATION; Pacific Oaks College, Children's School; Panasonic Learning Lab; Polaroid Corporation; President's Committee on the Arts & Humanities; Project Zero; Public Broadcasting Service; Quality Education for Minorities Network; Quest: Arts for Everyone; Science Learning Inc.; Smithsonian Institution; Southern Arts Federation; Southeast Center for Education in the Arts; Suzuki Orff School for Young Musicians; Teachers and Writers Collaborative; Theatre Communications Group; TRW Foundation; University of Maryland; University of Central Florida; University of Michigan, School of Music; University of Minnesota; U.S. Army Field Band; U.S. Chamber of Commerce; U.S. Conference of Mayors; U.S. Department of Commerce; U.S. Department of Education; U.S. Department of Health & Human Services; U.S. Department of Housing & Urban Development; U.S. Department of Justice; U.S. Department of Transportation; U.S. Marine Band; U.S. Navy Band; U.S. Total Army Personnel Command; Very Special Arts; Wolf Trap Foundation for Performing Arts; Wordsmith, Inc.; WORLDESIGN Foundation; Young Audiences

TALKING IT OVER
BY HILLARY RODHAM CLINTON
FOR IMMEDIATE RELEASE

5/22/96

When you think of the arts in America, what first pops into your mind? If you're like most of us, you probably have an image of adults -- wealthy adults -- who have the time and money to go to the opera, attend a play or concert, or spend hours browsing through a museum.

In fact, the greatest beneficiaries of public funding for the arts are America's children. Through federal support of local arts agencies and community groups, hundreds of thousands of children each year are able to discover the joy, discipline and self-confidence that comes from their own artistic and creative expression.

That's why current arguments about limiting public funding for the arts are so misguided -- and short-sighted. Learning to paint, dance, write poetry, act, sing or play an instrument gives children reasons to believe in themselves and their own futures.

For many children from impoverished backgrounds, exposure to the arts can literally mean the difference between a life of accomplishment and one of hopelessness and failure. This idea is not my own; a recent report issued by the President's Committee for the Arts and Humanities, "Coming Up Taller," identified cultural programs that provide young people with safe and productive alternatives to crime, violence, gangs, drugs and other disturbing elements of popular culture.

One of those is the Manchester Craftsmen's Guild in Pittsburgh. It is a testament to the power of the arts to transform children's lives. The organization, which is supported by both the National Endowment for the Arts and donations from corporate and private foundations, trains inner-city schoolchildren in ceramic art and photography and opens their ears to world-class music.

But its students learn much more than how to shape clay, take pictures and appreciate jazz. They leave the guild knowing that they have the potential and tools to become successful and productive citizens. Eighty percent of the guild's students go on to college.

I met Bill Strickland, the founder of the Manchester Craftsmen's Guild, last month at a White House ceremony to celebrate arts programs that serve "at-risk" youth. Bill was himself headed in a downward spiral, he says, until an inner-city art teacher introduced him to "ceramics, jazz, and beautiful objects" and taught him that "having ideas had value."

"I learned that I could achieve recognition from my peers through creative activity," he says.

Determined to give other children the same opportunities he enjoyed, he founded the guild. "The antidote for these 'at-risk' children, we have discovered, is to surround them with good architecture, good food, good artists and good teachers who are allowed to function in well-equipped environments and who will not accept anything less than the best that the human imagination can provide," he says.

Hundreds of young people have passed through the guild's doors during the past nine years. In that time, the guild has never had a police call, a fight, or a drug or alcohol-related incident. Although it's located in one of Pittsburgh's most depressed neighborhoods, there are no bars on the windows, security cameras in the building or guards at the door.

"Given the current enthusiasm for building prisons to lock people up," Bill said, "I would challenge them to build centers like this one to set children free."

While those who oppose public funding for programs like the Manchester Craftsmen's Guild have not succeeded in abolishing the National Endowment for the Arts and other federal cultural programs, their crusade will continue. And that means that all of us who care about the arts -- and what the arts can do for children -- have to work as hard as we can to protect a 30-year bipartisan commitment to making the arts more accessible to more Americans.

That historical commitment represents a belief that the arts have the power not only to improve our aesthetic surroundings but to improve our society as well. Learning about culture, after all, is fundamental to understanding our own heritage and the diverse world in which we live.

I find it particularly ironic that those who bemoan America's loss of values (particularly those arising from Western civilization) are often the first to recommend cutting public funds for the arts. Without federal support for arts programs, countless children would never be exposed to Sophocles, Shakespeare or Mozart -- or the painting of Georgia O'Keeffe, the music of Wynton Marsalis and the dance of Arthur Mitchell.

Today, funding for the NEA costs every American 32 cents a year, less than the price of a candy bar. For those who wonder whether it is money well spent, ask yourself this question: Would you rather see a child pick up a paintbrush or a pistol? Would you rather see a child pick up a guitar or a gun?

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May 21, 1996

Nurturing the Creative Mind

The National Endowment for the Arts is authorized by Congress to help support education in the arts for people of all ages, and, specifically, to assist elementary, secondary and post-secondary schools, teachers, artists, and arts and education organizations.

New Orleans high school students design fabric for chairs at the United Nations through an after-school program called YAIYA which teaches visual arts and marketing.

Who benefits from the National Endowment for the Arts?

Thousands of children and adults in Milwaukee are learning about music and its relationship to math, science, and social studies through the Milwaukee Symphony Orchestra's ACE (Arts in Community Education) program.



The Nation

Pre-Kindergarten through 12th Grade

The Endowment believes that all children should have a sequential education in the arts that is linked to content standards, taught by qualified teachers, and regularly engages artists and involves their work.

Direct Grants

National Endowment for the Arts grants help support the work of schools, including, but not limited to:

- development of curricula and assessments in dance, music, theater, and visual arts
- integration of the arts into math, science, history, and other school subjects
- artist-teacher collaborations as well as training for arts specialists, teachers, and artists
- development of pre-K arts programs for children and families linked to Head Start
- in-school opera, music, theater, or dance performances
- in-school residencies of writers, sculptors, filmmakers, and other artists
- assistance to arts magnet schools

Leadership for children



For children in pre-K through 12th grade, the Arts Endowment plays a unique leadership role that encompasses policy development, grantmaking, technical assistance, and research and development. In 1997, the Arts Endowment invested \$8.2 million — 10% of its annual grant dollars — in support of pre-K through 12 arts education programs.

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Partnerships with States

The Endowment established the goal of helping to make the arts
basic to pre-K through 12 education in its Partnership Agreements
with state arts agencies. A recent survey shows that the \$30 million
in combined Arts Endowment Partnership and state arts agency
funding for arts education projects annually:

- supports more than 7,800 projects
- reaches more than 2,400 communities
- involves thousands of teachers and artists

School districts, PTAs, libraries, and arts and community organiza-
tions all draw on Arts Endowment funds through the state arts
agencies to support arts education programs.

Partnership with the U.S. Department of Education

The Endowment, with the Department of Education, has:

- supported the development of the National Standards for Arts
Education
- guaranteed that the arts would be included in the National
Assessment of Educational Progress — "the Nation's Report Card"
- established and sustains the Goals 2000 Arts Education Partnership
— more than 140 national organizations from the education, arts,
and private sectors — to include the arts in state and local education
improvement plans
- launched ArtsEdge, a Web site managed by the John F. Kennedy
Center for the Performing Arts, to help artists, teachers, and students
discover resources and ideas about arts education
(<http://artsedge.kennedy-center.org>)
- conducted a comprehensive national survey of arts education in ele-
mentary and secondary schools in 1994, to be repeated in 1999

Research

The Endowment pursues an aggressive research agenda to improve
the quality of teaching and learning in the arts. The Arts
Endowment's "Toward Civilization" (1988) was a landmark report
revealing the nationwide lack of basic arts education in American
schools. The Arts Endowment's "Schools, Communities, and the
Arts: A Research Compendium" (1995) shows the benefits of
making arts education an integral part of the school curriculum.

document for the Art

Beyond the Classroom

The National Endowment for the Arts opens the door to music, dance, theater, visual arts, design, literature, opera, film, and audio and video arts to young people through programs outside of school.

Arts Endowment grants support programs such as:

- after-school visual arts workshops in parks and community centers
- crime and violence prevention theater
- a student-created exhibition of local history
- creative writing programs at YMCAs
- summer dance camps
- student subscription series to theaters
- "behind the scenes" opera programs



Lifelong Learning

Exploring our own creativity and learning to understand the art of others is a way of living life fully, whether we are age eight or 88, whether we are learning to be artists or enjoy learning about the arts.

Arts Endowment grants support learning in the arts for all ages including:

- ceramics classes in community centers and homeless shelters
- folk arts classes at senior centers
- a young professional conductors program



The goal of helping to make the arts education in its Partnership Agreements. A recent survey shows that the \$30 million Partnership and state arts agency projects annually:

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managed by the John F. Kennedy Center, to help artists, teachers, and students about arts education
(www.arts.gov)

National survey of arts education in elementary schools in 1994, to be repeated in 1999

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Publications

The National
Endowment for the Arts
has published a wide variety
of books and reports on arts
education. For a complete list of
Arts Endowment publications, call
(202) 682-5400. Also visit our
Web site: <http://arts.endow.gov>

Lifelong Journey: An Education in the Arts, 1996.

Outlines Arts Endowment principles and characteristics of what
constitutes an excellent education in the arts for people of all ages
in schools and other settings. Available from the Arts Endowment,
(202) 682-5400. 32 pp.

Imagine! Introducing Your Child to the Arts, 1997.

Shows parents practical ways to introduce their children to the arts.
Available from the Arts Endowment, (202) 682-5400. 72 pp.

ART WORKS! Prevention Programs for Youth and Communities, 1997.

Highlights exemplary programs that employ the arts in substance
abuse prevention. Available from the National Clearinghouse for
Alcohol and Drug Information, P.O. Box 2345, Rockville, MD
20847, (800) 729-6686. 96 pp.

Eloquent Evidence: Arts at the Core of Learning, 1995.

Lists the latest research proving a link between the arts and academic
success. Available from the Arts Endowment, (202) 682-5400. 13 pp.

Folk Arts in the Classroom: Changing the Relationship Between Schools and Communities, 1993.

Available from the National Task Force on Folk Arts In Education,
609 Johnston Place, Alexandria, VA 22301-2511, (703) 836-7499. 16 pp.

Part of the Solution: Creative Alternatives for Youth, 1995.

Highlights arts programs for at-risk youth. Available from the National
Assembly of State Arts Agencies, 1029 Vermont Ave., NW, Second
Floor, Washington, D.C. 20005, (202) 347-6352. 96 pp.



participate in the "Change Course" writing program of the Ohio Arts Council.

Pre-schoolers in Baltimore, MD bring to life the story *Where the Wild Things Are* through creative movement and drama, and as a result begin to achieve "reading readiness." This interactive, performing arts-based program is coordinated by parents, caregivers, teachers, and artists through the Wolf Trap Foundation for the Performing Arts' Institute for Early Learning Through the Arts.

Teenagers in Washington, DC take music lessons through Levine School of Music's Public Housing Youth Orchestra.

Seniors in Albuquerque, New Mexico receive free instruction in Spanish tinworking, Polish papercutting, and other artforms through Senior Arts, Inc.

Excellence and Access

It is the mission of the National Endowment for the Arts to foster the excellence, diversity, and vitality of the arts in the United States and to broaden public access to the arts.