

The
Cultural
Education
Collaborative
Newsletter

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The Cultural Education Collaborative Newsletter

Massachusetts Senate Passes Cultural Education Act!



Two students at Guild School work with actors from
the Theater Workshop, Boston

On April 20, 1976, the Massachusetts State Senate enacted the Cultural Education Act (S 205) (H 673). The Act links the treasures and talents found within Massachusetts cultural institutions directly to the public school children and their classroom curricula. It is the most unique and innovative legislation ever filed in Massachusetts to affect learning through utilizing cultural institution resources. The Cultural Education Act creates a fiscal and administrative system financing schools to purchase the services of museums, performing arts organizations, zoos, and historical societies. The references — S205 and H673 — attached to the bill are its Senate and House identification numbers.

The Commonwealth is richly endowed with over two hundred cultural institutions, some dating back hundreds of years and others recently established to create and display contemporary art forms. The legislation would allow these fine resources to be utilized to the greatest extent possible in educating our best resource: the children.

Filed for the 1975 session of the Massachusetts Legislature by Representatives Michael Daly, Ann Gannett, Paul Means, and Senator James Kelly, the Cultural Education Act was refiled for the 1976 legislative session. This year Representative Frank Mantirango and Senator Walter Boverini, Co-Chairmen of the Joint Committee on Education are principal sponsors of the bill. If this legislation is enacted, the Commonwealth of Massachusetts will be the first state in the nation to create such an extensive partnership between public schools and cultural institutions. In fact, other states are presently using the Massachusetts legislation as a model for their own cultural education bills.

There is *no* appropriation request attached to the Cultural Education Act for the 1976 fiscal year, nor will an appropriation be sought until the state's fiscal situation has improved sufficiently to make that possible. However, passage of this enabling legislation will greatly affect the capacity of the Massachusetts Department of Education and the Cultural Education Collaborative to obtain federal funding for cultural programs state-wide.

When funded, the Cultural Education Act will finance high quality educational programming including: in-depth courses for students at museums and performing arts organizations, teacher training programs, curriculum materials for classroom use, student internships, field trips, and performances. It will also support planning, transportation, and administration costs incurred by these programs.

The Cultural Education Act has a broad base of support in the educational and cultural communities throughout the state. The Act can also facilitate many important educational goals, such as desegregation, special education, bilingual education, and occupational education as cultural institutions can tailor their services to address these needs. Among the educational organizations supporting the Cultural Education Act (H 673, S 205) are:

Mass. Association of
School Committees
Mass. Association of
School Superintendents

Mass. Teachers' Association
Mass. Parent-Teacher-Student
Association
Mass. State Board of Education
Mass. Educational Conference Board
Mass. Organization of
Educational Collaboratives
Mass. Council of Teachers of English
Mass. High School Drama Guild
Mass. Art Educators Association

In addition, the major cultural institutions throughout the state have endorsed and worked for the act.



King School Students at the Museum of Comparative
Zoology, Harvard University. Photo by George Sheng

While many cultural institutions are giving education a significant role in their services, they cannot afford to offer these education services without fees. Too many institutions are operating with ever-growing deficits, and the economic future does not bode well. It is necessary for the state to finance a program of this type so that all children — particularly those from lower income school districts who cannot afford to pay the price of these services — can engage in learning and discovery through the resources of Massachusetts cultural institutions.

The bill is now pending in the Massachusetts House of Representatives. If you care to express your views on it, write to your legislators.

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What is the Cultural Education Collaborative?

Linking cultural resources to schools in the Commonwealth, to enrich and broaden the educational experiences of school children in Massachusetts, is the goal of the Cultural Education Collaborative. Towards this end, the organization catalyzes joint cultural institution/school program planning, runs workshops, generates funding, provides public information, and engages in many other activities designed to strengthen the collaboration between educational and cultural institutions.

The Cultural Education Collaborative grew out of the attempts of educators and cultural institution directors to devise ways in which the resources of these institutions could be used more extensively and integrated more meaningfully into the school curriculum. Formerly the Educator Project of the Metropolitan Cultural Alliance, the C.E.C. was incorporated as an independent, non-profit organization in December, 1975. Michael Spock, President of the Board, spoke enthusiastically of the agency's formation: "Collaboration was definitely the route to take; we were all struggling for the same goals, but couldn't have obtained funds individually. The C.E.C. is a catalyst in planning and provides a marketplace for schools to choose cultural resources."

Currently, one of the Collaborative's major activities is to continue stimulating joint cultural education programs in the Boston area by:

- 1) Providing information to schools about cultural institution services, and putting cultural institutions in touch with schools and school departments that want to contract for their services.
- 2) Brokering planning and development of programs between cultural institutions and schools for better collaboration.
- 3) Providing technical services to cultural institutions in proposal writing, budgeting, contracting, and payment procedures.
- 4) Coordinating the central evaluation of the magnet school programs.
- 5) Coordinating training workshops for teachers and cultural institution staff members to assist them in con-

- 6) Assisting cultural institutions in identifying sources of education funding.

The Collaborative has also coordinated the development of the Cultural Education Act, legislation which would enable schools to make more extensive use of cultural institution resources. State-wide dissemination of information to schools and cultural organizations about the Act has been carried out by the C.E.C.

As part of its efforts to facilitate the incorporation of cultural institution resources into the school curriculum, the C.E.C. undertakes research studies. Examples of completed projects include:

- 1) A study of school finance in Massachusetts to determine how cultural institutions' education services could be financed. The study's recommendation was to create a separate funding program for these services, and the suggestion has been incorporated into the Cultural Education Act, now pending before the Massachusetts House of Representatives.
- 2) A survey of one hundred Massachusetts cultural institutions to assess their interest and capacity to expand their existing educational programs. The results of the study are outlined in this newsletter.

Students at the Museum of Comparative Zoology's "Animals in Human Culture" Program. Photo by Rick Stratford.



Although its activities are presently conducted primarily in the metropolitan Boston area, the Cultural Education Collaborative has initiated planning meetings in Worcester, Springfield, and Cape Cod to stimulate more school/cultural institution collaboration in these areas. Future goals of the C.E.C. include stimulating teacher training resources and developing a career education program for students using cultural institution resources.

The Cultural Education Collaborative receives its funding from private foundations and State and Federal agencies. The staff of the C.E.C. includes Anne Hawley, director; Steve Marcus, program coordinator; Lisa Farber, administrative assistant. The Collaborative also employs two work-study students: Mia Goldman, program assistant; and Rebecca Lee, public information coordinator. The organization has on its Board educators, cultural institution officials, legislators, and other citizens interested in seeing the working relationships between schools and cultural institutions strengthened. Members of the C.E.C.'s Board of Directors are:

Michael Spock — President
 Director
 The Children's Museum
 John Zoino — Vice President
 Deputy Superintendent
 Randolph Public Schools
 Andrew Falender — Treasurer
 Director of Administrative Affairs
 New England Conservatory
 Verne Vance-Clerk
 Foley, Hoag & Eliot
 Gordon Cameron, President
 Museum Quadrangle
 Springfield
 Earle Batchelder
 Director of Instruction
 Dennis-Yarmouth
 School System
 Dr. John Connor
 Superintendent
 Worcester Public Schools
 John Eller
 Assistant Vice President
 University of Massachusetts
 Rep. Ann Gannett
 Susan Gasset
 Manager
 Shakespeare & Co.
 Steve Hayes
 Managing Director
 Stage West, Springfield
 Anita Kurland
 Executive Director
 Youth Concerts at
 Symphony Hall
 Warren Little
 Director of Education
 New England Aquarium
 Robert Maher
 Maher Associates
 Worcester
 Alice McHugh
 Executive Director
 Metropolitan Cultural Alliance
 Rep. Paul Means
 Charlotte Ryan
 President
 Mass. P.T.S.A.
 Alberta Scholt
 Director of Museum Education
 Old Sturbridge Village
 Norman B. Siegerman, Co-Director
 Southern Berkshire Arts Council
 Duncan Smith
 Director
 Museum of Transportation
 Frederick Stokley
 Superintendent
 Waltham Public Schools
 Lyman Ziegler
 Vice President
 Mass. Taxpayers Foundation

The State of Massachusetts Makes the Arts in Education: A Priority

While many Americans consider the arts a fundamental aspect of a liberal education, the general public and many educators view the arts as peripheral and non-utilitarian. The arts have long been neglected in our school's curriculum. In many school districts, the arts are ill-defined or isolated from the mainstream of academic endeavor. To combat this piecemeal and patchwork approach prevalent in many schools, the State Board of Education designated the arts in education as a priority for the fiscal year 1977, thereby reaffirming its belief that the arts are an essential component of the educational process.

The Board, committed to quality education for all children and adults in the Commonwealth, aims to infuse all the performing and visual arts into the total school curriculum. The arts are a basic form of human communication, and foster intellectual growth, emotional well-being, aesthetic awareness, and creative fulfillment.

Moreover, verifiable data show that a comprehensive arts program attracts students, holds their interest, and often results in learning improvement. The arts in education programs can serve to motivate students previously "turned off" to traditional modes of learning by providing them with concrete, immediate experiences. For instance, students actively involved in the world of theater as they write, rehearse and perform a play, are at the same time working on their vocabularies, reading skills, and speaking ability. A drama production as a cooperative student venture would afford each participant a chance to express his/her opinion and an opportunity to try out a variety of roles — as director, writer, actor, acrobat, etc.

The arts in education concept serves as a major breakthrough against rigid compartmentalization and fragmentation of curriculum. It also provides alternative means for enlivening the school by balancing cognitive learning with affective experiences. It is concerned with process as well as product. The arts in education offers educators new directions to heighten students' perceptions, to broaden their study of cultural heritage, to sharpen their critical judgments, to present opportunities for expression in different forms and for experiencing the joy of discovery. Through this exposure, it is hoped that there will be increased understanding of the self and others and improvement in quality of education at all age levels. This is not to claim that the implementation of this concept is a panacea for social and educational ills. Nevertheless, based on current pilot projects, the State Board of Education believes that the arts can make a difference in children's attitudes toward learning and toward people, can enhance cultural literacy and enrich their lives.

In developing an arts in general education program, an important target will be community participation with emphasis on the school's effective use of cultural institutions and professional artists. Among its varied efforts toward implementing this goal, the Department of Education is publishing a guide describing State cultural resources appropriate for use in the schools. The Cultural Education Collaborative is providing information and assistance for this project. Also in conjunction with the C.E.C., the Department is now arranging a series of workshops for educators and cultural institution staff members, for the State Board is of the belief that beyond traditional field trips, there should be in-depth interaction between schools and cultural institutions. The seminars will focus on the arts as related to other priorities set by the Board, special needs, vocational education, bilingual education, and the disadvantaged.

The arts in education program is both realistic and pragmatic, requiring little or no additional funding by the local school districts. It is also a means of achieving quality education, focusing on individual development through varied creative, intellectual, and skill activities.

From an interview with
Dr. Max Bogart
Associate Commissioner of Education
Massachusetts State Department
of Education

A Study of Cultural Organizations and School Collaboration



Cultural institution education staffs convene in a workshop held by the Cultural Education Collaborative. Photo by Dick Friedenberg

In 1975, a study of 100 Massachusetts cultural institutions was conducted to ascertain the nature and extent of their current collaboration with public schools.

Also examined were the approximate costs of their educational programming and their potential to expand these services. Study participants included museums, visual and performing arts organizations, science centers, zoos, aquariums, and historical societies — representing a broad spectrum of large and small cultural institutions throughout the state.

In particular, the data revealed six types of educational services offered to schools by cultural institutions:

- 1) Field trips and performances — generally, one-time events which take place at the institution; (The touring museum or art exhibit is also included under this heading.)
- 2) In-depth courses — intensive programs which students pursue at the institution or in the field, and which are integrated into the regular school curriculum.

- 3) Teacher training — programs ranging from one-day seminars to longer term projects, seeking to train teachers to plan curricula which incorporates cultural and community resources, or to develop their skills in using visual and performing arts techniques.
- 4) Curriculum materials — coming in a variety of forms (e.g., audio-visual aids, kits for assembly, written materials), they bring the resources and expertise available at the cultural institution to the classroom.
- 5) Student internships — "apprentice" programs placing students with cultural institution staff members and/or having them serve as teachers and guides to younger students. In this way, they learn about the workings of cultural institutions in general and about specific areas of interest, (e.g., restoration of paintings, stage management, teaching art themselves).
- 6) Consulting Services — Staff from institutions assist curriculum specialists and teachers design curriculum and programs.

Although not all participating institutions offered each of these educational services, a significant number of them revealed an interest in extending present educational offerings to include new areas of involvement with schools.

The results of this study indicate that these 100 cultural institutions have a large capacity to widen their services to schools in the Commonwealth. The data show, that without major capital expenditures, these institutions can offer the following services:

Cultural Institution Services	Numbers Served
Field Trips and performances	2 million students
In-depth Courses	46,000 students
Teacher Training Courses	14,700 teachers
Curriculum Materials	32,000 classrooms
Consulting	1,250 consulting days to schools

Summaries of the study are available from the Cultural Education Collaborative

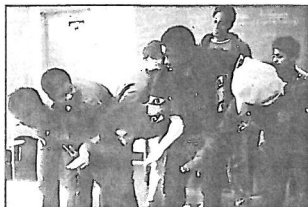
Magnet Cultural Education Programs

One hundred-twenty students from Martin Luther King School in Boston and Francis Wyman School in Burlington are currently learning the "Moving Game". Guided by teachers and Museum of Transportation staff members, the children work in teams, mapping and moving through a variety of micro-worlds in greater Boston. Students discuss the structure, history, and activities of the city as they explore. The goal of "Moving Game" is to reduce cultural isolation by developing the children's ability to perceive, cope with, and make use of the extended city, as well as to master informational, conceptual and technical mobility skills.

The "Moving Game" is only one of twenty-four magnet school cultural education programs approved for implementation for the 1975-76 school year. Others, such as "Books From My Head", "In Praise of Hands", "Mime Americans Program", and "Bilingual Wildlife Education" all aim to make optimal use of cultural institutions' unique resources in schools. These programs now involve 6,085 students in twenty-five schools, and are designed to meet the specific needs of the participating students. They are funded through the Bureau of Equal Educational Opportunity of the Massachusetts Department of Education at a level of \$408,000.

Planning for the magnet programs commenced in the spring of 1974, when twelve cultural institutions and six school systems in the Boston area assembled to design educational formats which would use cultural resources to facilitate desegregation. Under a grant from the H.E.W.-funded Metropolitan Planning Project, these teams sought to develop in-depth courses which would use the special expertise and resources available at the cultural institutions to bring together students of differing ethnic, racial, and economic backgrounds in a positive learning situation.

Thirteen of the magnet programs were piloted in the spring of 1975, funded by the Massachusetts State Department of Education's Bureau of Equal Educational Opportunity. They involved over 1300 students from the Boston, Waltham, Watertown, Stoneham, Randolph and Burling-



Students from Madison Park High School in Boston, construct an airplane with actors from the Pocket Mime Theater. Photo by Dick Friedenberg.

ton school systems. Courses ranged in length from 6 to 15 full days at the cultural institutions, and covered topics such as marine life and ecology at the Museum of Science, early American colonial life at the Museum of Fine Arts, and movement and dance at the Boston Ballet.

As a result of the success of these innovative projects, Judge Arthur Garrity called on the Cultural Education Collaborative and the city's cultural institutions to continue their support and assistance of public schools under Phase II of the Boston Desegregation Plan.

The Cultural Education Collaborative has been the coordinating agency for the magnet programs, and has provided a variety of services: assisting and coordinating program planning, funding, and contracting; providing public information; and stimulating parent involvement. The Collaborative has sponsored a number of workshops for cultural institution staff and teachers dealing with issues related to the cultural integration programs. In addition, the office has hired TDR Associates, Inc. to conduct the formal evaluation of the project. Using data accumulated from students, teachers, cultural institution staff, parents, and independent "outside" parties, the firm will write a final report including findings and recommendations by July 15, 1976.

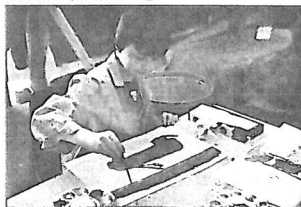
The objectives, structure, and content of the programs are diverse, but all of the in-depth courses share three characteristics:

1. Integration is an affirmative value within the program, evident in both teaching techniques and lesson content.
2. Programs are designed to use the unique resources of the cultural institutions which have not been available to the schools in the past.
3. Programs are designed to supplement and complement classroom instruction.

The 1975-76 magnet programs are outlined in the following list:

NAME	CULTURAL INSTITUTION(S)	SCHOOL(S)	NO. OF STUDENTS INVOLVED
Animals	New England Aquarium Boston Zoological Society	Holmes (Boston) Simonds (Burlington)	120
Books From My Head	Dorchester House	Marshall (Boston) Central Intermediate (Stoneham)	40
Dance	Concert Dance Company	Marshall (Boston) Divine (Randolph)	60+ 1000 through performance
Arts and Animals	Dorchester House Arts Program Boston Zoological Society	Greenwood (Boston) Holland (Boston) Robin Hood (Stoneham)	200
Moving Game	Museum of Transportation	Martin L. King (Boston) Francis Wyman (Burlington)	120
Wildlife: Past and Present	Boston Zoological Society Museum of Comparative Zoology	King (Boston) McKay (Boston) O'Brienberger (Boston) Guild (Boston) Schools in Wayland, Walpole, Needham	350
Theatre Techniques	Theatre Workshop Boston	Guild (Boston) Hurley (Boston) Carter (Boston) Haley (Boston) Bancroft (Boston)	110 180 + 200 in performance 100 + 100 in performance 200
Mime Americans Program	Pocket Mime Theater	Madison Park High	180 + 1800 in performance
Mime	Pocket Mime Theater	Bancroft (Boston)	60
Sound & Story of Jazz (To start in September, 1976)	Jazz Coalition	King (Boston)	35 in workshop + 400 in performance
Wildlife Education	Boston Zoological Society	Haley	300
Bilingual Wildlife Education	Boston Zoological Society	Hernandez	100
Improvisation	Proposition Theater	Trotter (Boston)	175
Tribal Rhythms	Cooperative Artists Institute Children's Museum	Hennigan (Boston)	150 150
Child Development	Children's Museum	Roxbury High	10 students working with 100 preschoolers
In Praise of Hands (2 Programs)	Neighborhood Arts Center	Mackey Blackstone	40 160
Five Part Theater Program	Stage One	Hernandez	40 + 200 through performance
Arts Team	Children's Museum	Blackstone	600
Animals in Human Culture	Museum of Comparative Zoology	Shaw Fuller	100
American Craftsmanship	Museum of Fine Arts	Champlain	95

A student illustrates a scene for her story in the Dorchester House program, "Books From My Head". Photo by Dick Friedenberg.



For further information about the Collaborative, please don't hesitate to call us at 267-6254.