

**ABSTRACT OF APPLIED PROJECT**

**Roger D. Johnson, M.A. in Education**

**Graduate School**

**Morehead State University**

A STUDY OF AN ALTERNATIVE PROGRAM AND/OR SCHOOL  
FOR THE CREATIVE AND PERFORMING ARTS IN THE  
PIKE COUNTY SCHOOL SYSTEM

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ABSTRACT OF APPLIED PROJECT

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An applied project submitted in partial fulfillment of  
the requirements for the degree of Education  
Specialist at Morehead State University

by

Roger D. Johnson

Committee Chairman: Dr. John Duncan

Professor of Education

Morehead, Kentucky

1990

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Accepted by:

John R. Dunbar, Chairman  
Marion Williams  
Howard C. Nesbitt

A STUDY OF AN ALTERNATIVE PROGRAM AND/OR SCHOOL  
FOR THE CREATIVE AND PERFORMING ARTS IN THE  
PIKE COUNTY SCHOOL SYSTEM

Purpose of the Project

It is the intent and purpose of this study to determine if there is a legal basis and a need for the establishment of an alternative program and/or school for the creative and performing arts in the Pike County School System.

Methods and Procedures

The following methods and procedures utilized in this study are: (1) The review of related literature to determine the legal basis for the implementation of advanced programs in the State of Kentucky. (2) The review of related and pertinent literature in order to determine the need for advanced programs for the creative and performing arts. (3) The conducting of personal interviews in order to determine steps, procedures, and the methods to employ in order to implement a specialty school for the arts in the State of Kentucky and for Pike County. (4) The conducting of a personal interview with Larry Burke, the Superintendent of the Pike County Schools in order to secure his opinions and feelings of advanced programs for the fine arts in the Pike County School System and of an advanced specialty school

The first part of the program is devoted to the study of the properties of the functions of the form  $f(x) = a^x$  and  $f(x) = \log_a x$ . The second part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\sin x}$  and  $f(x) = \log_a \sin x$ . The third part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\cos x}$  and  $f(x) = \log_a \cos x$ . The fourth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\tan x}$  and  $f(x) = \log_a \tan x$ . The fifth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\cot x}$  and  $f(x) = \log_a \cot x$ . The sixth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\sec x}$  and  $f(x) = \log_a \sec x$ . The seventh part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\csc x}$  and  $f(x) = \log_a \csc x$ . The eighth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\operatorname{arcsin} x}$  and  $f(x) = \log_a \operatorname{arcsin} x$ . The ninth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\operatorname{arccos} x}$  and  $f(x) = \log_a \operatorname{arccos} x$ . The tenth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\operatorname{arctan} x}$  and  $f(x) = \log_a \operatorname{arctan} x$ . The eleventh part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\operatorname{arccot} x}$  and  $f(x) = \log_a \operatorname{arccot} x$ . The twelfth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\operatorname{arcsec} x}$  and  $f(x) = \log_a \operatorname{arcsec} x$ . The thirteenth part is devoted to the study of the properties of the functions of the form  $f(x) = a^{\operatorname{arccsc} x}$  and  $f(x) = \log_a \operatorname{arccsc} x$ .

The following methods and procedures are used in the course:

- 1. The method of the first and second derivatives.
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SCHOOL OF ENGINEERING

for the creative and performing arts. (5) The surveying of high school students, college students, adults, and educators in Pike County, Kentucky and of music educators in the district, in an attempt to determine if an actual need exists for the establishment of advanced courses and/or school for the creative and performing arts.

### Results and Conclusions

The following results and conclusions that were drawn from this study are: (1) There is a definite legal basis for the establishment of advanced courses and/or schools for the creative and performing arts. (2) There is a definite need for advanced courses and schools for the creative and performing arts students in order for them to develop their full potential. (3) That data from the survey indicated that 88% of the respondents felt that the present course offerings in the fine arts program in the Pike County School System were not meeting the needs of the student. In addition, 95% of the respondents felt that the high school course offerings in the creative and performing arts needed to be expanded.

### Recommendations

The following recommendations were derived as a result of this study. These recommendations are presented in order to encourage further research into the area of creative and performing arts and to attract support for the creative and performing arts. (1) It is recommended that educators undertake

further research into the different avenues or approaches of the creative and performing arts school. These are full time regular school day arts schools versus half day regular schools and half day arts schools--as opposed to night programs, Saturday programs, and summer programs. (2) It is recommended that educators and adults need to be more aware of the need to develop the student to his fullest potential in all areas of education. (3) It is recommended that the student be directed and informed of the educational opportunities which are available to him and to be encouraged to ask for programs and courses that are of interest to him. (4) It is recommended that educational programs should be developed in a broad range in order to provide the student with opportunities for exploration or areas of studies which are of concern to him. (5) It is recommended that educational leaders, educators, and parents should understand that there is an extreme need and desire of the student to learn and that he must be provided with the tools and the opportunities to develop his intellect to the fullest.

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**Graduate School**

**Morehead State University**



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APPLIED PROJECT

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Roger D. Johnson

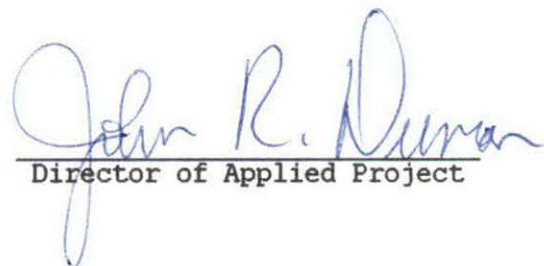
Committee Chairman: Dr. John Duncan

Professor of Education




Morehead, Kentucky

1990

Accepted by the graduate faculty of the School of Education  
Morehead State University, in partial fulfillment of  
the requirements for the Education Specialist  
Degree in Administration and Supervision

  
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Director of Applied Project

Applied Project Committee:

  
\_\_\_\_\_, Chairman  
  
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## TABLE OF CONTENTS

	Page
<b>CHAPTER</b>	
1. INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	2
SIGNIFICANCE OF THE PROBLEM . . . . .	3
METHODS AND PROCEDURES . . . . .	3
LIMITATIONS OF STUDY . . . . .	4
DEFINITION OF TERMS . . . . .	4
2. REVIEW OF RELATED LITERATURE . . . . .	7
3. METHODOLOGY . . . . .	33
4. ANALYSIS OF DATA . . . . .	35
5. CONCLUSION . . . . .	39
6. RECOMMENDATIONS . . . . .	42
BIBLIOGRAPHY . . . . .	44
<b>APPENDIXES</b>	
A. INTERVIEW QUESTIONS . . . . .	46
B. QUESTIONNAIRE . . . . .	47
C. QUESTIONNAIRE COMPILATION OF RESPONSES . . . . .	49
D. RESULTS OF SURVEY IN PERCENTAGES . . . . .	54

- 1. ... .. 2
- 2. ... .. 3
- 3. ... .. 4
- 4. ... .. 5

ЧЛЕДИОУХУ

- 1. ... .. 11
- 2. ... .. 12
- 3. ... .. 13
- 4. ... .. 14
- 5. ... .. 15
- 6. ... .. 16
- 7. ... .. 17
- 8. ... .. 18
- 9. ... .. 19
- 10. ... .. 20
- 11. ... .. 21
- 12. ... .. 22
- 13. ... .. 23
- 14. ... .. 24
- 15. ... .. 25
- 16. ... .. 26
- 17. ... .. 27
- 18. ... .. 28
- 19. ... .. 29
- 20. ... .. 30
- 21. ... .. 31
- 22. ... .. 32
- 23. ... .. 33
- 24. ... .. 34
- 25. ... .. 35
- 26. ... .. 36
- 27. ... .. 37
- 28. ... .. 38
- 29. ... .. 39
- 30. ... .. 40
- 31. ... .. 41
- 32. ... .. 42
- 33. ... .. 43
- 34. ... .. 44
- 35. ... .. 45
- 36. ... .. 46
- 37. ... .. 47
- 38. ... .. 48
- 39. ... .. 49
- 40. ... .. 50
- 41. ... .. 51
- 42. ... .. 52
- 43. ... .. 53
- 44. ... .. 54
- 45. ... .. 55
- 46. ... .. 56
- 47. ... .. 57
- 48. ... .. 58
- 49. ... .. 59
- 50. ... .. 60
- 51. ... .. 61
- 52. ... .. 62
- 53. ... .. 63
- 54. ... .. 64
- 55. ... .. 65
- 56. ... .. 66
- 57. ... .. 67
- 58. ... .. 68
- 59. ... .. 69
- 60. ... .. 70
- 61. ... .. 71
- 62. ... .. 72
- 63. ... .. 73
- 64. ... .. 74
- 65. ... .. 75
- 66. ... .. 76
- 67. ... .. 77
- 68. ... .. 78
- 69. ... .. 79
- 70. ... .. 80
- 71. ... .. 81
- 72. ... .. 82
- 73. ... .. 83
- 74. ... .. 84
- 75. ... .. 85
- 76. ... .. 86
- 77. ... .. 87
- 78. ... .. 88
- 79. ... .. 89
- 80. ... .. 90
- 81. ... .. 91
- 82. ... .. 92
- 83. ... .. 93
- 84. ... .. 94
- 85. ... .. 95
- 86. ... .. 96
- 87. ... .. 97
- 88. ... .. 98
- 89. ... .. 99
- 90. ... .. 100
- 91. ... .. 101
- 92. ... .. 102
- 93. ... .. 103
- 94. ... .. 104
- 95. ... .. 105
- 96. ... .. 106
- 97. ... .. 107
- 98. ... .. 108
- 99. ... .. 109
- 100. ... .. 110

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## Chapter 1

### PRESENTATION OF PROBLEM

#### Introduction

With the beginning of the 1990's and the approaching of the 21st Century, there are many problems facing the educational system as it presently exists. The educational system is being confronted on all sides by various individuals and groups. This in turn is causing the system to be evaluated on the local, state, and national level and even within the educational community. This evaluation could lead to a change in the attitudes towards the creative and performing arts. Furthermore, this change in attitudes may lead to the developing of courses that will develop the intellect of our brightest and most creative students.

The Pike County School System is no different from the rest of the nation with the problems which it faces. Since Pike County, Kentucky is the largest county east of the Mississippi River in actual land mass and the third largest county in population in the State of Kentucky, it is only natural that a school system that wants to be innovative, creative, and progressive should examine the possible solutions to the educational dilemma.

The development of creativeness and bright and brilliant minds should be one of the goals of the educational system. The United States Army has a slogan that the educational arena might adopt, "Be All That You Can Be". If the students had the opportunity to develop their full potential, the problems with the educational system may begin to disappear.

#### Statement of the Problem

It is the intent and purpose of this study to determine if there is a legal basis and a need for the establishment of an alternative program and/or school for the creative and performing arts in the Pike County School System. There will be an examination of the foundation of creating such a program. In addition, if there is a legal basis and methods available for implementing programs for the creative and performing arts, the methods and procedures will then be examined to determine possible routes or paths which may be taken in order to secure support of the program. An examination of possible sources of funding for a new program will also be reviewed. After an examination of the legal basis and steps and procedures that need to be undertaken in order to develop a new program of studies for the creative and performing arts, there will be a review of the need for such a program based upon supportive documentation and a survey of students, educators, and adults in order to determine if a need exists.

### Significance of the Problem

It is intended for this study to be an aid in the development of an awareness of the need to develop programs that will meet the individual needs and interests of the students. The gifted, creative, and performing arts students need to develop their full potential. With the decay of the educational system in the United States, programs to ignite the creative and intellectual aspects of the students minds need to be developed, in order for this country to regain its place as an advanced society. It is further hoped that this study will lead to the development of innovative curriculum in the field of creative and performing arts and other disciplines in the Pike County Schools.

### Methods and Procedures

In order to secure and acquire relevant and supportive data concerning the creation of a new program for the creative and performing arts in the Pike County School System, the following procedures will be used. First, there will be an examination of the legal basis, that is, a determination of whether a new program could legally be initiated and implemented in Pike County. The second step would be the determination of steps and procedures which would need to be put in place in order to carry out or to fulfill the requirements for implementation. The third step is to examine the need for a program for the creative and performing arts through the review

of literature pertinent and relevant to this study. Finally, students, adults (those who have children and those who not have children), college students, and educators will be surveyed to determine if there would be enough student participation and interest in such a program. The above mentioned survey will be conducted through personal interviews and by written questionnaires.

### Limitations of Study

There were a number of limitations which were factors in this study. The major limitation encountered was that of the availability of published materials and articles pertinent to the topic of schools for the creative and performing arts. Another factor which limited this study was the actual number of programs of this type which are incorporated into and managed by public schools. Since this type of program is offered in only one school district in the State of Kentucky and one other district is in the early stages of developing a program for the creative and performing arts, there is very little information available for the initiation of these programs in the State of Kentucky.

### Definition of Terms

Creative and Performing Arts--means, but not confined to the performing and visual arts--fine arts--and consisting of music, art, dance, theater, drama, visual arts, speech and



debate, radio, and television communications, creative writing, and programs for the gifted and talented.

Enrichment Courses--are courses which meet all the standard criteria of courses in the "Program of Studies for Kentucky Schools: Grades K-12" with the exception that they are not listed therein. They should be related to a particular content area.

Experimental Programs--are programs designed to operate on a basis other than the regular standard school day, month, term, or year for purposes of experimentation.

Gifted and Talented Students--are students who possess demonstrated abilities or measured potential that provides evidence of high performance capability in any of the following areas, singly or in combination: intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, and visual and performing arts.

K.A.R.--Kentucky Administrative Regulations--statements of applicability which are made by any administrative body in the State of Kentucky which interprets, implements, or prescribes law or policy.

K.R.S.--Kentucky Revised Statutes--is an enactment made by the Kentucky Legislature and expresses in a formal document the laws and revision of laws for the State of Kentucky.

Magnet Schools--are specialized schools which attract students because of their ability to offer programs and courses

that they may not be able to receive at their own school.

O.A.G.--Opinion of the Attorney General--a formal statement of an opinion or belief that a particular idea, statement, or act is lawful or unlawful, constitutional or unconstitutional based upon principles of law. These opinions are advisory and do not carry the weight of law.

Program of Studies for Kentucky Schools--is the basis for establishing and/or revising the curriculum for the schools of Kentucky.

Year Round School Program--means any plan of operation, approved by the Kentucky State Board for Elementary and Secondary Education upon recommendation of the Kentucky State Superintendent of Public Instruction, which requires the use of school facilities and resources throughout the school year.

## Chapter 2

## REVIEW OF RELATED LITERATURE

The first task to be dealt with in this study is to examine the legality of the establishment of a school for the creative and performing arts. This will involve the determination as to a legal basis for the implementation of such a program in the Pike County School System.

The first step in the examination of this point is to review the Kentucky State Constitution and to determine if there is any legal basis to lend support for the establishment of educational programs. The segment of the Kentucky State Constitution that pertains to educational programs is located in section 183 and thus states that "the general assembly shall by appropriate legislation, provide for an efficient system of common schools throughout the state" (Kentucky Department of Education, 1988, p. 10).

The second step is to review and to examine the legislation that is pertinent to the task of implementing educational programs in the State of Kentucky. One section of legislation that is directed at school programs is located in the Kentucky Revised Statutes--K.R.S. 158.010 and thus states,

"158.010 Uniform school system to be maintained;  
variations

- (1) A uniform system of common schools shall be maintained in Kentucky.

- (2) Local school districts may with approval of local boards of education, provide special programs and services to one or more areas of the district in contrast to other areas where the variation is a reasonable one based on an attempt to equalize the educational progress of students within the district" (Kentucky Department of Education, 1988, p. 186).

Additional legislation in support of programs for the creative and performing arts are situated in the Kentucky Revised Statutes--K.R.S. 158.600 and 158.605 and thus states respectively:

"It is the intention of the general assembly in enacting K.R.S. 158.605 to 158.620 and 157.360 to provide programs of instruction for gifted and talented students in the Division of Program Development, Office of Instruction of the Department of Education" (Kentucky Department of Education, 1988, p. 10).

"As used in K.R.S. 158.600 to 158.620 and 157.360 unless the context otherwise requires, gifted and talented children--means children who possess demonstrated abilities or measured potential that provides evidence of high performance capability in any of the following areas singly or in combination:

- (1) intellectual ability
- (2) specific academic aptitude
- (3) creative or productive thinking
- (4) leadership ability
- (5) visual and performing arts

Gifted and talented children are children who need special educational services in order to realize their potential" (Kentucky Department of Education, 1988, p. 10).

Further, an allotment of classroom units for gifted and talented students may be granted by the superintendent of public

instruction based upon administrative regulations of the Kentucky Board for Elementary and Secondary Education.

However, these units shall not surpass the number of classroom units as provided in the budget, unless approved by the governor in writing (Kentucky Department of Education, 1988, p. 168).

Another avenue for consideration would be experimental programs. Experimental programs are "programs that are designed to operate on other than the regular school day, month, term, or year for purposes of experimentation. The overall intent of these types of programs is an attempt to enhance the educational system or to provide the efficient use of educational resources" (Kentucky Department of Education, 1988, p. 174).

If an experimental program is undertaken and selected, consideration of the funding mechanism must be examined. The state has certain guidelines and procedures which must be followed in order for the state to fund an experimental year round school program. The school system selected for experimental program status shall be reimbursed from funds not already allocated or expended from the department of education, which were not previously required by law to be spent for other purposes. In addition, the amount shall be equal to the funds expended during the regular school year. Further, "the amount shall be equal to all current costs and expenses of the district for furnishing such services in excess of the regular school year" (Kentucky Department of Education, 1988, p. 174).

The legal basis for the establishment of night schools can be located in the Kentucky Revised Statutes--K.R.S. 158.090 and thus states that ". . . may establish such night schools, industrial schools, and other schools for the residents of the district as it deems advisable" (Kentucky Department of Education, 1988, p. 191).

In determining whether there is a need for a program or school for the creative and performing arts, an examination of the purpose or goals of the educational system must be the first priority. In the State of Kentucky all instructional programs are based on the "Program of Studies for the Kentucky Schools." In this publication the Kentucky State Board of Education states that the goals of the educational system are to "assure each citizen of the Commonwealth an opportunity to achieve full potential consistent with his or her abilities" (Kentucky Department of Education, 1986, p. iv). In addition, the Kentucky Board of Education presented in the "Program of Studies for the Kentucky Schools" seven (7) goals. These (7) goals are:

- "(1) Each pupil should attain competency in the basic learning skills consistent with his or her ability.
- (2) Each pupil's progress through the educational system should be based on achievement.
- (3) Each graduate should be qualified for further education and/or employment.
- (4) Each pupil should be taught and strongly

encouraged to develop ethical standards of behavior, and understanding of the responsibilities of a citizen, and sound habits of personal, physical, and mental health.

- (5) Each pupil should be provided an opportunity to develop a positive and realistic concept of self and others.
- (6) Each pupil should develop his or her capacity to reason, analyze, and make responsible decisions.
- (7) The school should build upon and expand the interest of its students in vocational, recreational, artistic and aesthetic areas, as well as transmit specific knowledge" (Kentucky Department of Education, 1986, p. iv).

In pursuit of determining whether there is a need for programs for the creative and performing arts students, one should also examine the opinion of the courts in this matter. According to the Opinion of the Supreme Court of Kentucky, June 8, 1989, "a child's right to an adequate education is a fundamental one under our Constitution. The General Assembly must protect and advance that right. An efficient system of education must have as its goal to provide each and every child with . . . . (v) sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage . . . ." (Bourgois and others, 1989, p. 20).

To lend further support for programs for the arts, a 1984 report conducted by the National Center for Educational Statistics submitted to the U. S. Department of Education,

"documented the fact that at that time, there was a critical lack of arts education in American Schools" (Bourgois et al., 1989, p. 20). This report is in "direct contrast to the results of a 1984 Harris Poll which found that ninety-one (91) percent of adult Americans believe that children in school should be exposed to music, theater, dance, and art . . . . We need to establish the school arts program, not as a separate part, but as an integral part of the cultural climate of the community" (Bourgois et al., 1989, p. 20).

In a letter dated April 28, 1989 and addressed to Ms. Hazel O. Carver, Editor of the Bluegrass Music News and published in the Bluegrass Music News in May, 1989, Dr. John H. Brock, Superintendent of Public Instruction of the State of Kentucky in reference to the place of arts education in the new proposed educational program for Kentucky Schools stated that, "Arts education is central to a well rounded education and will certainly be emphasized in any program recommended" (Waa, Trivette, and Henry, 1989, p. 13).

Dr. Kent Campbell, President of the Kentucky Music Educators Association in his comments to the Committee on Curriculum of the Task Force on Educational Reform, stated that "perhaps the most effective and admired educational system today is that of Japan. According to a 1987 study by the United States Department of Education, the Japanese require students to complete more units of art and music than any system in the



United States. Music is continuous, sequential, and comprehensive from the first grade to high school graduation, and most of it is music in the Western tradition" (Campbell, 1989, p. 37). Dr. Campbell further states that he does not believe that "anyone will dispute the fact that the Japanese educational system, which was heavily influenced after World War II by American conceptions, has produced not only a highly educated citizenry, but also one of the most productive work forces in the world. And music, art, and literature have been integral to that system" (Campbell, 1989, p. 37). Dr. Campbell also suggests that the educational reform movement listen to Pythagoras, "the father of mathematics as an exact science, who insisted that the most intimate of all disciplines are mathematics and music" (Campbell, 1989, p. 36).

In another noteworthy report, Dr. David Hornbeck in a report to the Council of Chief State School Officers, wrote the Preface to the report entitled "Arts, Education and the State: A Survey of Educational Policies." In this Preface, Hornbeck stated "One role, if not the central one, of schooling is the development of communication skills. If we are to meet that challenge, we must stretch beyond the traditional spoken and written word. Human feeling and emotions as well as ideas are frequently more forcefully and accurately portrayed through the arts" (Campbell, 1989, p. 37).

The National Education Association in its "1989-1990

Resolutions of the National Education Association" as published in NEA Today stated that:

"Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to . . . .

- (1) Use critical thinking, creative thinking, and problem solving skills
- (2) Appreciate the aesthetic and moral qualities of life
- (3) Recognize and appreciate the cultural, social, political and religious differences found throughout the nation and the world
- (4) Use leisure time effectively and develop sound physical health habits
- (5) Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen through the use of licensed teachers comprehensive programs of education that aspire to these goals" (National Education Association, 1989, p. 19).

In addition to the 1989-1990 Resolutions, the National Education Association also stated that "artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts

instruction taught by educators certified in those fields. The Association also urges that its state affiliates become involved in the promotion, expansion, and implementation of fine arts programs in the curriculum" (National Education Association, 1989, p. 21).

Because of problems of recognition or a lack of a definitive working definition for the purpose of graduation requirements for high school students, a resolution of the meaning of fine arts was developed. A coalition of educational groups consisting of the National Association of Secondary School Principals, the Music Educators National Conference, the National Alliance for Theatre and Education, the National Art Association, and the National Dance Association developed and adopted the following definition.

- "(1) The performing and visual arts are referred to as fine arts.
- (2) For purposes of developing this curricular area, the fine arts are defined as consisting of music, dance, theatre, and the visual arts" (Bourgeois, 1989, p. 22).

The next step in this process is to examine the philosophy and goals of the Pike County Board of Education, in order to determine if a program or school for the creative and performing arts would be consistent with the goals, aims, and objectives of the district. The educational philosophy and goals of the Pike County Board of Education are

stated as follows:

"We believe that the schools of Pike County should strive toward providing educational opportunities through the provisions of a curriculum adapted to the interest, aptitudes and abilities of all the students. Our schools should provide an education based upon the needs of the individual, the needs of the society, as well as the needs of the whole child--morally, mentally, socially, spiritually and physically; provide for individual differences; strive to relate its program to the needs and life of the community and nation through cooperative planning by pupils, teachers, and parents; provide each child with opportunities for creative expression; and educate each child to think" (Justice, 1986, p. 2).

In developing a program for the gifted and talented students of the Pike County School System, a philosophy was developed in order to expedite or to map the development of basic principles, ideas, and concepts upon which the gifted and talented program in the Pike County School System was developed. The following is the philosophy of the Pike County Board of Education for the gifted and talented students.

"The Pike County Board of Education believes that all children and youth should be provided with an educational program which allows them to develop to their maximum potential. Gifted children and youth are a unique segment of Pike County's school population who, because of their superior abilities and/or capabilities for advanced achievement, need educational opportunities different from those available through the regular school program to realize their potential.

Therefore, in order to meet the needs of the gifted, educational programs should be designed that are significantly different from those

provided in the regular classroom. Such programs should consist of challenging, diverse, complex experiences with provisions for the development of leadership.

Gifted children and youth exist in all levels of society regardless of sex, race, socio-economic background, or ethnic origin. They can and should be identified by their outstanding intellectual capabilities, creativity, and/or artistic aptitudes, and should be provided with educational experiences commensurate with their abilities. Such a program should be conducted in an environment which will make it possible for these children and youth to reach the highest level of learning and accomplishment at which they are capable at each stage of their development" (Robinson, [N.D.], p. 1).

Furthermore, advanced classes or honor classes at the secondary level are the foundation for the Advanced Placement Programs and are taught primarily at the eleventh and twelfth grades, which are the capstones of a gifted and talented sequential program (Robinson, [N.D.], p. 5).

Dr. Robyn K. Swanson in her article "Aesthetic Music Education Philosophy In Contemporary American Schools," points to the idea that the total growth and development of all students should be of major importance. Further, these students should be developed to their fullest potential and that educators must furnish "students with opportunities for the three domains of learning--cognitive (intellectual), psychomotor (physical), and affective (feelings) to become the focus within the teaching-learning process" (Swanson,

1989, p. 32). Dr. Swanson also quoted the noted aesthetic philosopher, Suzanne K. Langer, who stated that "the arts are the most powerful tool we have for refining and deepening our experiences of feelings" (Swanson, 1989, p. 32).

In further support of the need for advanced fine arts programs, which also is synonymous with programs for the creative and performing arts, the National Education Association states that there must be "increased growth and development of fully funded educational programs for gifted, talented, and creative students" (National Education Association, 1989, p. 21). The National Education Association also has the position "that education should be suited to the needs of the individual, nonsegregated, offered beyond the traditional school day and school year, required through the secondary school, and offered at public expense" (National Education Association, 1989, p. 19).

In the article "Special Focus: High School General Music," Norman E. Higgins a rural high school principal states that ". . . . the arts promote critical thinking, problem solving, and creativity," which are of major importance in a technological society (Higgins, 1989, p. 34). Higgins further states that "the key to excellence in the arts is a partnership between the school and the community" (Higgins, 1989, p. 34). In addition, as an administrator, Higgins urges other administrators to be leaders in the movement towards the

arts (Higgins, 1989, p. 34).

In the article "Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later," Charles Fowler urges that "arts education be expanded to include not only music and art, but also theater, dance, creative writing, media arts, film, poetry, design, and other arts" (Fowler, 1989, p. 14).

Dr. Robyn K. Swanson in the article "Aesthetic Music Education Philosophy In Contemporary American Schools," quotes the contemporary music education philosopher, Bennett Reimer, "the major function of art is to make objective and therefore accessible the subjective role of human responsiveness. Art does this by capturing and presenting in its intrinsic qualities the patterns and forms of human feeling. The major function of education in the arts is to help people gain access to the experiences of feelings contained in the artistic qualities of things" (Swanson, 1989, p. 32). Reimer further theorizes "that musical experiences are essential and become the nuclei towards formulating positive attitudes and values about aesthetic sensitivity" (Swanson, 1989, p. 33). Reimer further suggests that "Music is a human need. It is a basic to life and a basic to education, because music is an art form capable of affecting all aspects of human functioning as well as, an avenue for self-expression" (Swanson, 1989, p. 34).

Kathleen Cohn, Gilbert Speer, and Lynda Mitchell in their article "Creating a Specialty School From the Ground Up,"

suggested that "Schools of choice have been touted as one of the major means of responding to criticisms of our educational system. They further stated that various models for schools of choice exist in various forms, including open enrollment, magnets, specialty schools, and alternative schools, all of which may be intra- or inter-district" (Cohn, Speer, and Mitchell, 1989, p. 38).

In the article, "Developing Magnet Programs," the U.S. Department of Education reported that "Magnet programs help stem the enrollment declines, raise achievement levels, and allay community doubts over the general quality of education. The report further stated that Magnet programs offer parents an opportunity for educational choice within the public school system and have been linked with reduced school violence and vandalism, improved pupil attendance, and more positive student attitudes toward school" (U.S. Department of Education/Office of Educational Research and Improvement, 1989, p. 22).

Clinton I. Chase and Lucy Cheser Jacobs, found that "The relationship between participation in activities and academic achievement is supported in research by Willingham, Shaw (1981), and Hedgepeth (1981). In a survey of 3,676 high school graduates reported in The Chronicle of Higher Education (1985), Willingham found that information on participation in high school activities was a useful addition to SAT scores and



class rank for predicting academic success in college. He concluded that college admissions officers can improve their chances of recruiting students who will succeed at their institutions by selecting applicants who are not only strong academically but who also have high school records that show persistent and successful extracurricular accomplishment" (Chase and Jacobs, 1989, p. 181).

Gifted and talented students have special needs that are not being met in the regular traditional school, however, these special educational needs can be met through special programs. Many school districts have started to recognize that they have a responsibility and a role in providing programs for students with special needs, both creatively and artistically. This point of view is supported in the article "Magnet Music Programs/A Look At the Issues" by Marilyn Von Seggern. Seggern goes on to comment that school districts establish magnet programs for a number of reasons. Some of these reasons are "to desegregate or to deal with underenrollment, political or community pressures, teachers who are challenged by the needs of the students, administrators who wish to consolidate electives for economic or management reasons, and the strongest rationale is to provide programs that meet the special needs of the students" (Seggern, 1990, p. 51).

According to Marilyn Von Seggern, magnet programs can be in different forms. Students can attend one form of a magnet

school in which the student attends the school on a full time basis and receives all of their courses at this specialized school. Another form of the magnet program is one in which there is a school within a school--the student attends their home school but takes special intensified classes in their chosen field. A variation of this form is that a student may take classes at his regular school or home school and then be bused to a specialized center either for a part of a day or for one day a week (Seggern, 1990, p. 51).

In the article "The State of Gifted Education/Toward a Bright Future," Dorothy A. Sisk states that "most educators agree that the quality of the future leaders of our society is directly related to the quality of the educational experiences provided for them" (Sisk, 1990, p. 35). Further, Dorothy A. Sisk referred to a report "Education of the Gifted and Talented" by Gary Davis and Sylvia Rimm in which they summarized the state of gifted education. In this report they stated that parents and educators are realizing that "tens of thousands of gifted and talented children and adolescents are sitting in classrooms with their talents unrecognized and their needs unmet" (Sisk, 1990, pp. 35-36). Dorothy A. Sisk further implies that a number of students are bored and intolerable of school and that many of the gifted and talented students just drop out of school entirely when they reach legal age. As cited in the report by Davis and Rimm, "Nineteen (19%)

percent of the high school drop outs in New York State would be classified as gifted and/or talented" (Sisk, 1990, p. 36).

Additionally, Sisk refers to a report by the National Commission on Excellence in Education, "A Nation at Risk" (1983), which "reported that more than half the population of gifted students did not match their tested ability and comparable achievement in school. Further, as a nation, we cannot continue to ignore tomorrow's promise--our gifted and talented children and youth" (Sisk, 1990, p. 36). Sisk further refers to the problem as stated by James Gallagher, "Failure to help the gifted child reach his potential is a social tragedy" (Sisk, 1990, p. 36).

In support of the need for advanced programs for the creative and performing arts in the Pike County School System, Larry Burke, Superintendent of the Pike County Schools in an interview on May 16, 1990 stated that "we have ignored our bright and creative students and we must do something for these students. He further elaborated that children in the Appalachian area are among the most creative of any in the United States and that these students deserve the same opportunity to develop their potential" (Burke, 1990). Further, Mr. Burke stated that he "was in favor of the idea of a school for the creative and performing arts" (Burke, 1990).

In review of literature concerning the steps and procedures that may be used in developing a magnet program, the

U. S. Department of Education in the article "Developing Magnet Programs" suggest ten steps that may lead to a successful magnet program. These steps are as follows:

- "(1) Decide what the program is supposed to do.
- (2) Find out what the community wants.
- (3) Decide on a theme.
- (4) Choose strong leaders.
- (5) Let teachers volunteer.
- (6) Staff development is an important aspect.
- (7) Market the magnet program.
- (8) Decide on a selection criteria.
- (9) Develop a practical transportation system.
- (10) Identify and tap funding resources" (U. S. Department of Education/Office of Educational Research and Improvement, 1989, pp. 22-24).

The first specialty school to be studied is the Los Angeles County High School for the Arts. This school is an inter-district specialty school designed "to offer a high quality art-focused curriculum for high school students. Another component of the philosophy for this school . . . . is to provide this arts-focused education in the context of a high quality comprehensive public high school program" (Cohn et al., 1989, pp. 38-39). The overall design of this specialty program was not to only have a strong arts program but also to have a strong academic program. The reason why emphasis was placed on academics, as well as the arts, was because of the "advice from educators of post-secondary arts institutions. Their advice was to provide an academically strong liberal arts curriculum to prepare students to work in advanced study programs in the arts specialties" (Cohn et al., 1989, p. 39).

"The Los Angeles County High School for the Arts idea was developed in the early 1980's by Michael Newton and his vision was to create a school for the visual and performing arts in Los Angeles" (Cohn et al., 1989, p. 39). His plans were to establish or to locate the school within the Music Center Annex. However, this was not possible. In addition, the school district tried to locate this school for the arts in another high school, but this was not possible either. Further, "California State University at Los Angeles offered to provide assistance in providing space at the university for the arts high school on its campus" (Cohn et al., 1989, p. 39).

In cooperation between the Los Angeles Unified School District and the Music Center, a conference was sponsored and educators from other arts schools from throughout the nation participated. In addition, a professional artist was hired and he coordinated and guided the development process. From this conference the plan of action was developed and a curriculum was selected. One difference from the other schools of arts was that the Los Angeles High School for the Arts was to maintain "high academic standards and only students with a C average or better would be admitted to the program" (Cohn et al., 1989, pp. 39-40).

The next problem that occurred was that of funding the program. In this situation, funding for the academic programs and student services was provided from A.D.A. and the initial

funding for the "arts school came from a Start-Up and Curriculum Grant from the State Department of Education of California. Although the funding was allocated on an annual basis, the school was eligible to reapply for three years and did so successfully" (Cohn et al., 1989, p. 40). In addition, further funding was developed to support the arts program of the curriculum (Cohn et al., 1989, p. 40).

Further, a principal was hired to oversee the planning for the arts school and in addition, one consultant was hired for each of the four areas for the arts. The selection of the arts consultants was based on three criteria--"knowledge of and experience with curriculum writing, professional knowledge in the arts specialty, and vision about a departmental approach to the arts education" (Cohn et al., 1989, p. 40). Teachers were then selected from within the cooperating school districts in Los Angeles County. "The faculty was selected based on the following criteria: excellence in their academic area, breadth of knowledge needed for a small department requiring 3-4 different teaching preparations, and abiding interest in the arts and the artistic accomplishments of the students, flexibility of attitude and teaching skills necessary in a setting void of traditional support services, and acceptance of the equal status of the arts program within the overall school curriculum" (Cohn et al., 1989, p. 40).

The school day is set up in an eight period day with

the first five periods inclusive of the traditional classes and requirements with the last three periods set aside for the arts (Cohn et al., 1989, p. 40).

One of the problems that this program had to deal with was that of transportation, since transportation was not provided by the school. Another factor which created a minor obstacle was that of dissemination of information concerning the school. Also, another problem that was present was the feeder school's reluctance to lose their best arts students (Cohn et al., 1989, p. 41).

Positive aspects of the school are that the students are very pleased with the program. "Students further point out that it is the best possible atmosphere in which to train for a career in the arts" (Cohn et al., 1989, p. 41). As one student said, "We are all here because we want to be, not because we have to be" (Cohn et al., 1989, p. 41).

Indicators of success for the Los Angeles County High School for the Arts are many. However, a few of the indicators of success are: "That the C.A.P. scores for this school are exceptionally high and for the past two years the reading scores have been in the 99th percentile, the math scores in the 80th percentile, and the writing skills at the 95th percentile and that student achievement in the arts has also been very exceptional. There were 230 offers for further study extended to the 165 graduates last year.

Supported by almost \$500,000 dollars in scholarships, 80 percent of the graduates continued on to college or arts institutes. Another indicator of success is that students expressed high levels of satisfaction with their teachers, both academically and arts" (Cohn et al., 1989, p. 43).

The second school to be studied is the Louisville High School of Performing Arts. This program was examined through personal interviews with Robert W. West, Director of Options and Magnets of the Jefferson County Public Schools and the first principal of the Louisville High School of Performing Arts and David X. Thurmond, Director of the Governor's School for the Arts and a former assistant principal and dance instructor, for the Louisville High School of Performing Arts. These interviews were conducted February 8, 1990 in Louisville, Kentucky. (The interview questions that were asked Robert W. West and David X. Thurmond appear in Appendix A).

According to Robert W. West the Louisville High School of Performing Arts otherwise known as (YPAS) was established in 1984. According to Robert W. West, the program justification was based upon a survey published in the Louisville Courier Journal and returned to the Jefferson County Board of Education by the citizens of Jefferson County. The results of this survey were extremely supportive of an arts specialty school. The course offering and program of studies was developed by a committee selected by the Jefferson



County Board of Education. State approval, according to Robert W. West, was granted through the same procedures as for a traditional high school, except a program of studies had to be developed for courses which were not in the Kentucky Department of Education Program of Studies (West, 1990).

The method of funding for the (YPAS) comes from different sources, according to Robert W. West and David X. Thurmond. Robert West stated "that some of the funding came from A.D.A. money and from the Jefferson County Board of Education out of local funds" (West, 1990). David Thurmond further elaborated that other sources of funding came from the Kentucky Arts Council, Chapter II--Schools of Choice Funds and from Magnet School Funds (based upon desegregation), and from corporation grants (Thurmond, 1990). David Thurmond and Robert West both suggested other possible sources of funding, such as, grants for at risk students, grants for drop out prevention programs, poverty grants, and from gifted and talented funds (Thurmond, 1990) and (West, 1990).

Concerning the question of how students are selected for the program, Robert West and David Thurmond, stated "that the student submits an application for admission to the (YPAS) and a committee of three faculty members review the application. There are a specific number of slots which are available each year. The committee then evaluates each student on a ten point scale. The student must receive five points or higher to be

considered for selection to the program and an appeals process is also available to the student if he or she is not selected for the program" (West, 1990) and (Thurmond, 1990).

The student's schedule is the same as for a traditional high school, according to Robert West. In addition, to the regular core of studies, a freshman and sophomore may receive two arts courses in their specialty area. A junior may receive three arts courses and a senior may receive five arts courses (West, 1990).

In response to the question of whether they are aware of other creative and/or performing arts schools that are supported by public schools as opposed to private and college supported schools, Robert West and David Thurmond answered yes and that more information may be secured from the "Network for Performing Arts Schools". They also mentioned the Los Angeles County High School for the Arts, and the public school for the arts in Cincinnati, Ohio. In addition, mention was given to the Fayette Public Schools Arts Program, even though at this time the program is only open for elementary students (West, 1990) and (Thurmond, 1990).

Concerning the question of how does the school meet the certification requirements for teachers in which there is no state certification for courses that are not in the state's program of studies, Robert West responded by stating "that professional artists were hired as classified employees for one

hundred and forty days and were paid the same as a regular teacher and were under the direct supervision of a certified teacher" (West, 1990).

Dealing with the question, "Are students from other school districts allowed to participate in the program, and if so, how is the financial aspect handled?", David Thurmond answered yes and that students from outside the district must pay a tuition of \$2,400 a year (Thurmond, 1990).

Regarding the problems that were encountered with the initial set up of the arts school, David Thurmond and Robert West both stated "that the only major problem which they faced was that of the regular arts instructors who were against the program because of the fear that they would lose all of their best students to the Louisville High School of Performing Arts" (Thurmond, 1990) and (West, 1990).

The final point to be examined was how successful the (YPAS) had been and how the future looked for the school. Both Robert West and David Thurmond agree that the school has been very successful and that the future appears very promising. Robert West further pointed to the 1989 graduating class and stated "that seventy students out of seventy two students went on to college and these seventy students received over \$1,600,000 in scholarships. Further, concerning the two students that did not go to college, one student got married and the other student turned professional and was selected for a

touring dance company" (West, 1990) and (Thurmond, 1990).

Robert West further pointed to the overall percentage of students going on to college as 97 percent of the graduating class of 1989 as a very important indicator of success (West, 1990).

## Chapter 3

### METHODOLOGY

The research methodology utilized for this study included a review of relevant literature and a series of interviews. In addition, a survey was conducted, which sampled students--high school students in general, music students, band students, and art students; college music appreciation students; adults; teachers (K-12); and District 9 Music Teachers.

#### Interviews

Interviews were conducted for two reasons. One interview was conducted to determine if the Superintendent of the Pike County Schools, Larry Burke, was in favor of enhancing the creative and performing arts program in the school system and if so, what was his opinion as to the formation of an advanced specialty school for the creative and performing arts. The second interview that was conducted was to ascertain first hand, direct information pertaining to the establishment and formation of the only high school of performing arts in the State of Kentucky. The above mentioned interviews were conducted in a formal manner. The interviews were conducted with individuals that were able to lend the most relevant information and insight into the need and the

establishment and formation of a school for the creative and performing arts. Those interviewed are listed below with title, organization, and date of interview.

Larry Burke, Superintendent  
Pike County Schools  
Pikeville, Kentucky  
May 16, 1990

Robert W. West  
Director of Options and Magnets  
(First Principal of the YPAS)  
Jefferson County Public Schools  
Louisville, Kentucky  
February 8, 1990

David X. Thurmond  
Director of the Governor's School for the Arts  
(Former Assistant Principal and Dance Instructor of the YPAS)  
Kentucky Center for the Arts  
Louisville, Kentucky  
February 8, 1990

## Chapter 4

## ANALYSIS OF DATA

This survey was conducted with three hundred forty five (345) subjects, from which students, educators, and adults responded to eighteen questions concerning their personal opinions and feelings toward the creative and performing arts programs. (The questionnaire/survey that the subjects responded to appears in Appendix B).

The respondents consisted of 174 high school students of which there were 56 general high school students, 89 music students, and 29 art students from Mullins High School at Pikeville, Kentucky. Further, there were 81 college students surveyed which were enrolled in music appreciation classes at Pikeville College at Pikeville, Kentucky. Also, 42 educators, grades K-12, were surveyed from throughout Pike County, Kentucky. In addition, there were 21 respondents surveyed from the District 9, Kentucky Music Educators Association. Additionally, there were 27 adults surveyed in which 6 adults did not have children and 21 adults did have children.

The 174 high school students were selected from the total population of students from Mullins High School in the freshman, sophomore, and junior class. The 81 college students were selected from the total population of students enrolled in music appreciation classes at Pikeville College. Further, the

42 educators in grades K-12 were selected from the total population of educators that participated in teacher meetings at the Mullins Elementary and High School in February, 1990 and at a teachers meeting at the central office of the Pike County Board of Education in January, 1990. In addition, the survey of 21 District 9 music educators consisted of the total population of music educators present at a District 9 music educators meeting in January, 1990. Finally, the 27 adults that were surveyed were from a joint consolidation meeting of the Mullins High School and Johns Creek High School concerned citizens meeting which was conducted in February, 1990.

The results of the compilation of respondents appears in Appendix C. A total of 345 subjects participated in this survey. The results of the survey in percentages appears in Appendix D. This was done in order to allow for a comparative analysis across the different groups that were surveyed.

The subjects were asked to indicate their opinion and feelings to eighteen questions concerning the creative and performing arts program in their schools. Appendix D shows the percentage score for each participating group of subjects and the average percentage score for each question for the total combined groups surveyed.

There was a significant level of agreement of 88% of the subjects responding that their schools were not meeting the



needs of their students in the creative and performing arts in comparison to 95% of the subjects stating the opinion that the creative and performing arts program definitely needs to be expanded.

In reviewing the areas of studies that need to be included in a creative and performing arts program, the respondents answers appear below in ranked order by percentage of preference.

Music	93%
Art	91%
Theater/Drama	87%
Creative Writing	84%
Dance	84%
Debate/Speech	79%
Radio/T. V. Communications	78%
Gifted and Talented	77%

The subjects in response to the possible location of a creative and performing arts school, stated that if the school could not be located in their own school, 95% of the respondents would be in favor of a school in a central location within the district and that 86% of the respondents would be in favor of such a school in a centralized location in the region consisting of several counties. In addition, the subjects expressed the point of view that a specialized school for the creative and performing arts is a viable idea as supported by

88% of the subjects surveyed.

In examining other avenues or possibilities besides advanced courses at their respective school or a special school for the arts in the regular school day, the subjects were not as supportive of a non-traditional school day and term as opposed to the traditional school day and term. This is supported by the responses of the subjects reported as follows:

	In Favor	Opposed	Indifferent
Night Programs	50%	39%	11%
Saturday Programs	51%	39%	10%
Summer Programs	77%	19%	04%
Courses for High School Credit	93%	02%	05%
Courses for College Credit	89%	04%	07%

In order to obtain a clearer picture or understanding of the actual break down of the survey by the respective groups, refer to Appendix C and Appendix D.

## Chapter 5

## CONCLUSION

In summary, in order to determine if there was a legal basis for the implementation and establishment of an advanced program or school for the creative and performing arts student, a review of the Kentucky State Constitution, the Kentucky Revised Statutes, and Opinions of the Courts of Kentucky was undertaken. This examination disclosed that there is a definite legal right for the State of Kentucky and boards of education to offer advanced programs of studies to students in order to meet the needs of the student.

In the determination of whether there is a need for an advanced program or school for the creative and performing arts, a careful examination and exhaustive review of relevant literature and Kentucky Court Opinions supports the need for such programs. In addition, even the goals and objectives of the Kentucky State Department of Education and of the Pike County Board of Education clearly reinforce the premise that the State of Kentucky and the Pike County Board of Education has the legal duty and obligation to provide for the educational needs of its students.

Furthermore, interviews with Robert W. West, Director of Options and Magnets for the Jefferson County Schools of Louisville, Kentucky and David X. Thurmond, Director of the

Governor's School for the Arts with the Kentucky Center for the Arts in Louisville, Kentucky elaborated on the establishment of the Louisville High School of Performing Arts and the methods of funding the program. In addition, they also gave insight into how the certification or state approval for the school was granted.

In the search for supportive evidence for the need of such programs, for the creative and performing arts, there was an abundant amount of information and literature available in support of the need for these advanced programs. Further, educational institutions and organizations like the Pike County Board of Education, the Department of Education, federal programs, and the National Education Association lend support to the idea of the importance of the creative and performing arts. Likewise, in an interview with Larry Burke, Superintendent of the Pike County Schools, he stated that "We have ignored the needs of the bright and creative students for too long" and that he supports the premise of advanced courses for these students and a special school for the creative and performing arts.

In a survey of three hundred forty five (345) subjects evidence of support for the creative and performing arts was extremely promising and broad based. With a sampling of subjects from high school students, college students, educators, and adults, the survey while rather limited in

scope, did point to the fact that something needs to be done for these students.

In concluding, the proof of need has been established and with the new educational reform movement now underway in the State of Kentucky, the time is now right for the establishment of programs that will aid in the development of our bright and creative students.

## Chapter 6

## RECOMMENDATIONS

The following recommendations were derived as a result of this study. These recommendations are presented in order to encourage further research into the area of creative and performing arts and to attract support for the creative and performing arts.

1. Further research into the different avenues or approaches of the creative and performing arts school should be encouraged.

2. Educators and adults need to be more aware of the need to develop the student to his fullest potential in all areas of education.

3. It is further recommended that the student be directed and informed of the educational opportunities that are available to him and to be encouraged to ask for programs and courses that are of interest to him.

4. It is further recommended that educational programs should be developed in a broad range in order to provide the student with opportunities for exploration into areas of studies that are of interest to him.

5. The final recommendation is that educational leaders, educators, and parents should understand that there is an extreme need and desire of the student to learn and

that he must be provided with the tools and the opportunities  
to develop his intellect to the fullest.

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## APPENDIX A

Interview Questions  
(Concerning the Louisville High School of Performing Arts)

- (1) When was the Louisville High School of Performing Arts (YPAS) established?
- (2) What justification was used in support for the development of the Louisville High School of Performing Arts?
- (3) How was the program of studies or course offering developed?
- (4) How did you gain state approval for the program?
- (5) How is the school funded and are there any grants or other sources used in support of the school?
- (6) How are the students selected for the program?
- (7) What type of schedule do the students use that attends (YPAS)?
- (8) Do you know of other creative and/or performing arts schools, that are supported by public schools--as opposed to private and college supported schools?
- (9) How does the school meet the certification requirements for teachers in which there are no state certification for courses that are not in the state's program of studies?
- (10) Is the school open only for Jefferson County students or can students from other school districts participate?
- (11) What were the problems that were encountered with the initial set up of the (YPAS)?
- (12) How successful has the performing arts school been and how does the future look?
- (13) Are there any other suggestions or comments that you may have concerning the (YPAS) program that you would like to share?

## APPENDIX B

## QUESTIONNAIRE

- |  |     |    |
|--|-----|----|
| 1. Do you feel that the present course offerings in your school in the fine arts program, that is, the creative and performing arts, are meeting the needs of the students?  | YES | NO |
| 2. Do you feel that your high school class offerings in the creative and performing arts need to be expanded?  | YES | NO |
| 3. Which of the following areas do you feel should be included in a program for the creative and performing arts?  |     |    |
| A. Art   | YES | NO |
| B. Music   | YES | NO |
| C. Theater/Drama   | YES | NO |
| D. Debate/Speech   | YES | NO |
| E. Gifted and Talented   | YES | NO |
| F. Dance   | YES | NO |
| G. Creative Writing  | YES | NO |
| H. Radio/Television Communications   | YES | NO |
| 4. If courses are not available at your present school, would you be in favor of a program for the creative and performing arts in a central location in your county?  | YES | NO |
| 5. If courses are not available in your school system, would you support a program of creative and performing arts in a regional location, which would consist of several counties and in conjunction with your school system?   | YES | NO |
| 6. Do you feel that there is a need for advanced creative and performing arts courses to be offered at a special school for the creative and performing arts, such as, the Louisville High School of Performing Arts or one similar to the school "Fame" depicted on television? | YES | NO |
| 7. If a school program could not be conducted for the creative and performing arts during the regular school day, would you be in favor of:  |     |    |
| A. Night Programs  | YES | NO |
| B. Saturday Programs   | YES | NO |

## APPENDIX B

(Continued)

C. Summer Programs	YES	NO
D. Courses for high school credit	YES	NO
E. Courses for college credit	YES	NO

## APPENDIX C

Questionnaire Compilation of Responses  
(Total responses for each question per group)

1. Do you feel that the present course offerings in your school in the fine arts program, that is, the creative and performing arts, are meeting the needs of the students?

	A	B	C	D	E	F	G	H	I
Y	02	02	03	25	02	03	01	01	39
N	54	87	25	56	40	18	05	20	305
I	00	00	01	00	00	00	00	00	01

2. Do you feel that your high school class offerings in the creative and performing arts need to be expanded?

	A	B	C	D	E	F	G	H	I
Y	56	84	27	72	41	21	06	21	328
N	00	04	00	09	01	00	00	00	14
I	00	01	02	00	00	00	00	00	03

3. Which of the following areas do you feel should be included in a program for the creative and performing arts?

A. Art

	A	B	C	D	E	F	G	H	I
Y	54	82	29	68	36	20	06	18	313
N	02	07	00	06	01	01	00	02	19
I	00	00	00	07	05	00	00	01	13

B. Music

	A	B	C	D	E	F	G	H	I
Y	54	81	29	73	38	21	06	20	322
N	02	08	00	01	00	00	00	01	12
I	00	00	00	07	04	00	00	00	11

## APPENDIX C

(Continued)

## C. Theater/Drama

	A	B	C	D	E	F	G	H	I
Y	47	79	27	63	36	20	06	20	298
N	09	09	01	07	01	00	00	01	28
I	00	01	01	11	05	01	00	00	19

## D. Debate/Speech

	A	B	C	D	E	F	G	H	I
Y	37	65	23	64	41	16	06	20	272
N	19	23	05	09	00	03	00	00	59
I	00	01	01	08	01	02	00	01	14

## E. Gifted and Talented

	A	B	C	D	E	F	G	H	I
Y	38	75	25	56	34	12	06	19	265
N	18	14	03	11	01	04	00	00	51
I	00	00	01	14	07	05	00	02	29

## F. Dance

	A	B	C	D	E	F	G	H	I
Y	49	80	25	63	34	15	06	19	291
N	07	08	02	12	03	04	00	02	38
I	00	01	02	06	05	02	00	00	16

## G. Creative Writing

	A	B	C	D	E	F	G	H	I
Y	36	82	27	64	40	15	06	19	289
N	20	06	02	07	01	04	00	01	41
I	00	01	00	10	01	02	00	01	15

## APPENDIX C

(Continued)

## H. Radio/Television Communications

	A	B	C	D	E	F	G	H	I
Y	51	85	25	42	30	11	06	18	268
N	04	02	01	15	02	05	00	01	30
I	01	02	03	24	10	05	00	02	47

4. If courses are not available at your present school, would you be in favor of a program for the creative and performing arts in a central location in your county?

	A	B	C	D	E	F	G	H	I
Y	51	85	29	75	42	18	06	21	327
N	05	04	00	05	00	02	00	00	16
I	00	00	00	01	00	01	00	00	02

5. If courses are not available in your school system, would you support a program of creative and performing arts in a regional location, which would consist of several counties and in conjunction with your school system?

	A	B	C	D	E	F	G	H	I
Y	45	78	29	70	33	19	06	17	297
N	11	11	00	10	08	01	00	04	45
I	00	00	00	01	01	01	00	00	03

6. Do you feel that there is a need for advanced creative and performing arts courses to be offered at a special school for the creative and performing arts, such as, the Louisville High School of Performing Arts or one similar to the school "Fame" depicted on television?

	A	B	C	D	E	F	G	H	I
Y	42	87	29	71	33	16	06	20	304
N	14	01	00	08	07	05	00	00	35
I	00	01	00	02	02	00	00	01	06

## APPENDIX C

(Continued)

7. If a school program could not be conducted for the creative and performing arts during the regular school day, would you be in favor of:

## A. Night Programs

	A	B	C	D	E	F	G	H	I
Y	13	47	20	42	19	10	05	17	173
N	42	38	06	26	09	07	01	04	133
I	01	04	03	13	14	04	00	00	39

## B. Saturday Programs

	A	B	C	D	E	F	G	H	I
Y	13	50	18	37	24	09	06	18	175
N	42	37	08	30	07	09	00	03	136
I	01	02	03	14	11	03	00	00	34

## C. Summer Programs

	A	B	C	D	E	F	G	H	I
Y	44	57	20	60	41	16	06	21	265
N	12	30	06	13	00	04	00	00	65
I	00	02	03	08	01	01	00	00	15

## D. Courses for high school credit

	A	B	C	D	E	F	G	H	I
Y	54	89	29	63	39	19	06	21	320
N	02	00	00	06	00	01	00	00	09
I	00	00	00	12	03	01	00	00	16

## E. Courses for college credit

	A	B	C	D	E	F	G	H	I
Y	54	82	28	67	32	17	06	21	307
N	02	03	00	04	03	03	00	00	15
I	00	04	01	10	07	01	00	00	23



## APPENDIX C

(Continued)

Y=YES

N=NO

I=NO RESPONSE

A=General High School  
Students

B=High School Music Students

C=High School Art Students

D=College Music Appreciation  
Students

E=Educators (K-12)

F=District 9, Music  
Teachers

G=Adults Without Children

H=Adults With Children

I=Total Responses

## APPENDIX D

## Results of Survey in Percentages

		A	B	C	D	E	F	G	H	I
1.	Y	04	02	10	31	05	14	17	05	11
	N	96	98	86	69	95	86	83	95	88
	I	00	00	04	00	00	00	00	00	01
2.	Y	100	94	93	89	98	100	100	100	95
	N	00	05	00	11	02	00	00	00	04
	I	00	01	07	00	00	00	00	00	01
3. A.	Y	96	91	100	84	86	95	100	86	91
	N	04	09	00	07	02	05	00	09	05
	I	00	00	00	09	12	00	00	05	04
B.	Y	96	91	100	90	90	100	100	95	93
	N	04	09	00	01	00	00	00	05	04
	I	00	00	00	09	10	00	00	00	03
C.	Y	84	89	93	78	86	95	100	95	87
	N	16	10	04	09	02	00	00	05	08
	I	00	01	03	13	12	05	00	00	05
D.	Y	66	73	79	79	98	76	100	95	79
	N	34	26	17	11	00	14	00	00	17
	I	00	01	04	10	02	10	00	05	04
E.	Y	68	84	86	69	81	57	100	91	77
	N	32	16	10	13	02	19	00	00	15
	I	00	00	04	18	17	24	00	09	08
F.	Y	88	90	86	78	81	71	100	91	84
	N	12	09	07	15	07	19	00	09	11
	I	00	01	07	07	12	10	00	00	05
G.	Y	64	92	93	79	95	71	100	91	84
	N	36	07	07	09	03	19	00	05	12
	I	00	01	00	12	02	10	00	04	04
H.	Y	91	96	86	52	71	52	100	86	78
	N	07	02	04	18	05	24	00	05	09
	I	02	02	10	30	24	24	00	09	13

## APPENDIX D

(Continued)

		A	B	C	D	E	F	G	H	I
4.	Y	91	96	100	93	100	86	100	100	95
	N	09	04	00	06	00	09	00	00	04
	I	00	00	00	01	00	05	00	00	01
5.	Y	80	88	100	87	79	90	100	81	86
	N	20	12	00	12	19	05	00	19	13
	I	00	00	00	01	02	05	00	00	01
6.	Y	75	98	100	88	79	76	100	95	88
	N	25	01	00	10	16	24	00	00	10
	I	00	01	00	02	05	00	00	05	02
7. A.	Y	23	53	69	52	45	48	17	81	50
	N	75	43	21	32	22	33	83	19	39
	I	02	04	10	16	33	19	00	00	11
B.	Y	23	56	62	45	57	43	100	86	51
	N	75	42	28	37	17	43	00	14	39
	I	02	02	10	18	26	14	00	00	10
C.	Y	79	64	69	74	98	76	100	100	77
	N	21	34	21	16	00	19	00	00	19
	I	00	02	10	10	02	05	00	00	04
D.	Y	96	100	100	78	93	90	100	100	93
	N	04	00	00	07	00	05	00	00	02
	I	00	00	00	15	07	05	00	00	05
E.	Y	96	92	96	83	76	81	100	100	89
	N	04	03	00	05	07	14	00	00	04
	I	00	05	04	12	17	05	00	00	07

Y=YES

N=NO

I=NO RESPONSE

A=General High School  
Students  
B=High School Music Students  
C=High School Art Students

E=Educators (K-12)  
F=District 9, Music  
Teachers  
G=Adults Without Children

## APPENDIX D

(Continued)

D=College Music Appreciation  
Students

H=Adults With Children  
I=Total Responses