

**Look at page 8 for local arts organizations that conduct summer arts programs, classes, and camps for children in the visual, performing, media, and literary arts.**

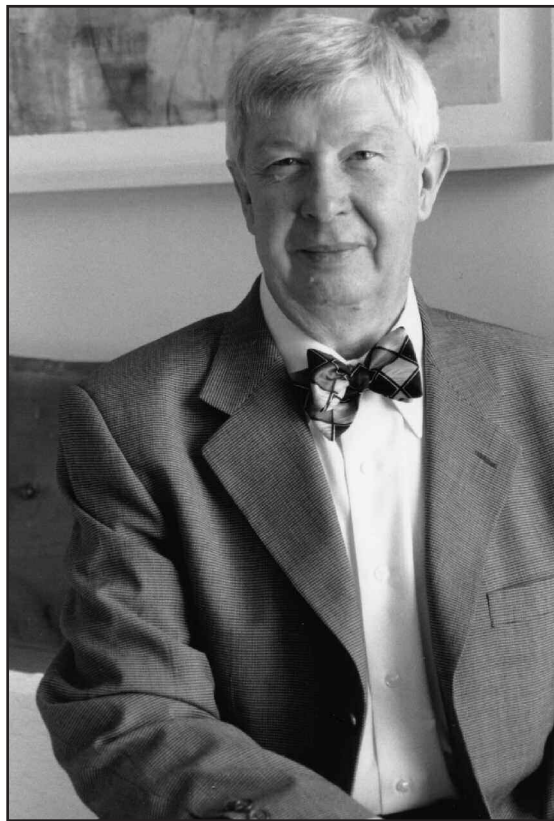
# artLINKS

**Volume 13, No. 1**

**Winter/Spring 2006**

**Arts-integration and arts-in-education news for educators, artists, and parents**

## **NATIONAL ARTS RESEARCHER TO SPEAK ON HOW THE ARTS TRANSFORM SCHOOLS**



Richard J. Deasy, Director,  
Arts Education Partnership

**A**t the same time educational standards were being mandated in the 1990s, the U.S. Department of Education, with the National Endowment for the Arts, convened meetings that resulted in the formation of the Arts Education Partnership. As a national coalition of arts, education, business, philanthropic, and government organizations, the partnership conducts research that demonstrates the positive impact of the arts on students, schools, and communities.

On Thursday, May 4, 2006, Richard J. Deasy, AEP's director since its founding in 1995, will speak at the fifth annual Lehigh Valley Arts Council's Administrators Breakfast. In his talk, Deasy will explore research profiled in AEP's newest publication, *Third Space: When Learning Matters*.

This three-year study reports on ten elementary, middle, and high schools with large populations of students living in economic poverty that were transformed into vibrant and successful centers of learning and community life when the arts were infused into their culture and curriculum. (See related article on page 2.)

The breakfast meeting will be hosted at the Penn State Lehigh Valley Corporate Center, 100 Brodhead Road, Suite 120, in Bethlehem (off Rte. 512) from 7:30 to 10 a.m. The cost will be \$5 for Lehigh Valley Arts Council members; \$10 for non-members; and a special school rate of \$10 for the first attendee, \$5 for each additional attendee. (See page 7 for registration coupon.)

In addition to hearing the presentation, attendees will be able to network with local arts-education specialists and will have access to resource materials. This event for school administrators, classroom teachers, and teaching artists is also open to the public.

Seating is limited. To make a reservation, call the Lehigh Valley Arts Council at 610-437-5915 or send your payment with the registration coupon to Lehigh Valley Arts Council, 1633 Allen Street, Allentown, PA 18102. The Art Council's Administrators Breakfast is cosponsored by Binney & Smith, Inc., and Penn State Lehigh Valley. ■

## THIRD SPACE: WHEN LEARNING MATTERS AND CHANGES THE LIVES OF STUDENTS AND TEACHERS

**artLINKS** is a newsletter of the Lehigh Valley Arts Council's Arts-in-Education Committee. Article ideas and news about arts-in-education projects and opportunities are welcome.

Edited by Randall Forte and Ann Simmons

©2006. This publication may be reproduced for educational purposes.

The Arts-in-Education Committee strives to promote and support the role and value of the arts in education.

**LVAC Executive Director:**  
Randall Forte

**Arts-in-Education Program Coordinator:**  
Marilyn Hazelton

**LVAC Arts-in-Education Committee:**  
Ron DeLong  
Gail Farnham  
Priscilla Johnson  
Mark A. Stutz



**Our mission:** To promote the arts; to encourage and support artists and their development; to assist arts organizations; and to facilitate communication and cooperation among artists, arts organizations, and the community.

For membership information:  
**Lehigh Valley Arts Council**  
1633 Allen Street  
Allentown, PA 18102  
Phone: 610-437-5915  
Fax: 610-437-5916  
E-mail: info@lvartscouncil.org  
Web: www.lvartscouncil.org



Artists have long reported that within the process of making art, time elongates, unexpected solutions appear, and, occasionally, wisdom occurs. Artists who teach believe it is possible to lead students into this elongation of time, and that incalculable benefits will occur for those who take the journey.

In the newest Arts Education Partnership publication, *Third Space: When Learning Matters*, the authors state that a number of these benefits are, in fact, calculable and include improved standardized test scores among minority students, increased ownership of learning by students, enhanced community, increased parent involvement, and positive results for at-risk youth.

Co-authors Lauren M. Stevenson, who led the research team studying the schools, and Richard J. Deasy, AEP's director, who commissioned the research, adopted the metaphor of "third space" to describe positive and supportive relationships that develop among students, teachers, and school communities involved in creating, performing, or responding to works of art.

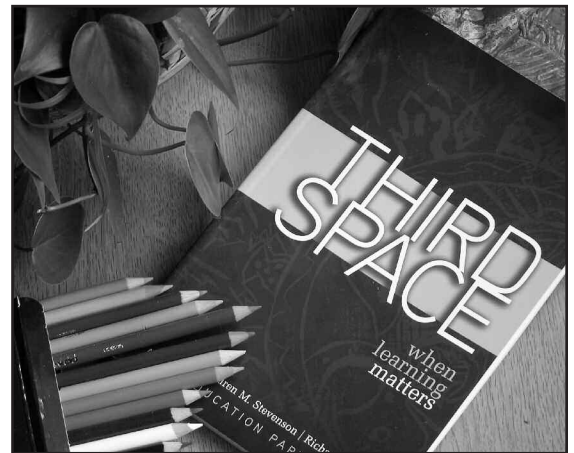
In the arts, the term describes the transformation in individuals and ensembles when they enter new worlds and take on new roles demanded by an art form—a play, a dance, a song, a painting. The authors explore how these experiences shape the everyday life of the schools. The study draws on current research in cognitive science, student engagement, and youth development to explore how and why the arts have enabled these schools to succeed where others often fail.

Harvard researcher Steve Seidel writes in the foreword: "It [the research] points to reform that occurs...as a natural transformation through the building of a new kind of community of learners, a community of creators."

According to *Third Space*, the arts, more than other school subjects, require students as individuals and groups to create something that is original, new, and personal. Creating these works necessarily requires students to make meaningful connections between what they are learning in school and their lives outside the school—the key

identified by cognitive scientists for engaging students in schoolwork and making them "agents of their own development."

The students' works also reveal their lives and abilities in new and often surprising ways to teachers, allowing the two to meet in a "third space" of new perceptions and understandings, connecting and collaborating in ways different from normal student/teacher relationships.



Teachers and principals point out the particular importance of the experience for students hampered by lack of English or in other ways subject to stereotyping as poor learners. They report an increase in their own satisfaction and delight in teaching and a renewed commitment to their profession as they see the change and growth in their students.

A strong sense of community and belonging develops within the schools as students and teachers collaborate in studying and creating art works and the schools make a conscious effort to create understanding, empathy, and tolerance among their highly diverse student populations.

For instance, students at an elementary school in Brooklyn studied by the researchers speak seventeen different languages and many are from Middle Eastern nations locked in historic conflicts. The principal calls the school a "school of peace" because these students discover their ability to live and learn together as they collaborate in arts activities.

The “third space” experiences are not confined by the walls of the school-house—the arts lead to strong relationships between schools and their surrounding communities. All of the schools in the study reported that they have involved artists and arts organizations from the community, which have become an integral part of school life, partnering with teachers and students in programs during and beyond the school day.

The arts make the students’ achievements public, altering previously negative images of the students and schools as their works and performances are on display within the school and at local

galleries, stages, and public venues, including the busy post office in a tiny rural town.

Parents told the researchers of changes in the personalities and behavior of their children and of their own increased desire to become active in the schools—leading to the increased parental involvement also seen as essential to a healthy and high-performing school.

The authors call the development of supportive communities “the single most compelling message we found in the schools. The arts create a third space within which young people and adults

are creative and vital, are liberated from the barriers self-imposed or imposed by others and from the fear of failure. It is a space in which students and teachers succeed and do so together as learners, as an open and inclusive community with a fulfilling and meaningful present and a hopeful future—the type of community that can be the foundation of a democracy, fulfilling the primary purpose of American public schools.”

*Third Space: When Learning Matters* is available from the Council of Chief State School Officers at 202-336-7016 or online at [www.aep-arts.org](http://www.aep-arts.org). ■

## HOW THE ARTS DEVELOP SKILLS FOR THE WORKPLACE: LOCAL EDUCATORS WEIGH IN

During a recent visit to the Lehigh Valley, Emily Stover DeRocca, Assistant Secretary to the Employment and Training Administration, U.S. Department of Labor, stated, “We need to teach soft skills [in schools].”

The concept of “soft skills” is a topic that local business leaders discuss often, according to Bill Bartle, Executive Director of the Lehigh Valley Business/Education Partnership, who attended a meeting of the Arts-in-Education Committee at the Arts Council’s office. Participants at that meeting drew up a list of skills that potentially could be addressed by arts-integration practices in the classroom: communicating coherently verbally and in writing; critical thinking; willingness to take risks; how to work in a team; self-responsibility; and the ability to handle oneself well in public.

Committee members were asked to choose which of these skills they ranked highest and to comment on the role of imagination as a real-world skill, and several Lehigh Valley teaching artists were sent the list and asked for their thoughts.

**Gail Farnham**  
Educator and School Administrator in the Northwestern Lehigh School District

“Willingness to take risks is an essential element to intellectual and creative

growth. As educators we need to provide children many opportunities for risk-taking where there are no clear-cut responses. These opportunities must be safe for the child and they must be presented as opportunities for growth for the child.

“Children need to learn how to apply past knowledge to new circumstances. They also need to develop basic skills of language to help them develop their thinking patterns and communicate them with others. The ability to work cooperatively in a team continues to be a high priority for child development and growth. We live in a codependent society and interaction and negotiation are

a necessary part of life for almost all people.” Gail ranked critical thinking higher than imagination “because it has the propensity to involve moral values in risk-taking, intellectual thought, and creativity.”

**Diane Witman Koch, Former Community Outreach Coordinator, Newspaper in Education Dept., *The Morning Call***

“Coherent verbal and written communication and critical thinking [are] tops. Without communication skills, one cannot successfully articulate thoughts, ideas, and problems to colleagues. Critical thinking is a way to solve problems, and



Guided by artist Tomas Wolff, students in an after-school program decorated flower planters in front of the Easton Area Neighborhood Center (formerly St. Anthony’s Youth Center).

this skill is necessary every day. Self-responsibility would be my third choice, if it includes the ability to work independently and, in essence, self-motivation. I equate imagination as part of critical thinking, believe it or not, because I think it means, in part, solving problems and pursuing work in creative ways.”

**Priscilla Johnson**

**Director of Undergraduate Studies at Penn State Lehigh Valley**

“My top three choices are writing and verbally communicating coherently; being able to work and be a team player; etiquette/manners. Without the ability to write and speak coherently, articulately, and logically, we lose our credibility. Every formal social structure, no matter what form that takes, i.e., families, workplace environment, sports environment, etc., needs to have each member working for the good of the ‘organization.’ Certainly, individuality is necessary and needs to be recognized and rewarded, but, truly, it becomes extremely difficult, if sometimes not impossible to consistently do the work alone. Lastly, not only is it necessary for the workers to be considered team players, but a respected leader will also be a strong team player. Common courtesy, politeness, appropriateness are all common ingredients for civility. Respect and ethical behavior often follow if standards are set and met.

“Imagination is one of the greatest gifts that we have. Imagination in the workplace allows us to develop new products, solve problems, create the future, eliminate the mundane, and [it] allows us to reach our potential. Is it necessary? Leaders have it, risk-takers certainly do, entrepreneurs must, and team players learn how to use their imagination.”

**Tomas Wolff, Arts Educator,**

**Community Arts Activist,**

**Past Director of the Easton Clayworks**

“Working for community good by beautifying an old cement pipe and transforming it into a flower garden is a symbolic act for young inner city kids. It teaches them that they have the power to help transform a community. They see the connection between good works and self pride by planning and working with others in a cooperative and communica-

tive manner. It prepares them for future personal and community work.

“Good artistic experiences can lead to good life experiences, because the artistic process parallels that used for making life decisions and everyday problem-solving. When we interact with others and operate on our daily paths of work and play, we are presented with a variety of choices. How we succeed in these interactions depends on how creatively and truthfully we deal with the issues which come up.

“In the art process, how openly and sensitively we choose the colors or shapes or words or feelings determines how successful is our work of art! If we become better problem-solvers and decision-makers, we can face life’s challenges with renewed strength and fortitude.”

**Barbara Pearson**

**Choreographer and Arts-in-Education Consultant**

“I would be careful of calling the skills that the arts teach ‘soft,’ as they are essential in the world of work. What used to be called soft skills are now at the heart of basic requirements for workers in the twenty-first century.

“From the *SCANS Report* put out by the U.S. Department of Labor in June 1991, the skills listed that were most needed in the twenty-first century in the workplace are all higher level educational, managerial, and thinking skills. The report says the workplace has changed from a hierarchical assembly line model to a work environment where work is done in flexible problem-solving teams. Workers at all levels need to be able to think creatively, make decisions, and ‘see things in the mind’s eye,’ or imagine!

“It is exactly these skills for which the arts prepare students so beautifully. In the field of dance and choreography, students must work in groups, collaborate and cooperate, and create something from their imaginations.”

**Moe Jerant**

**HealthRhythms Drum Circle Facilitator**

Ms. Jerant noted that drumming addresses three skills: willingness to take risks, teamwork, and imagination.

“The general tendency of a first-time drummer is to shy away from a task they feel they may not be able to master quickly or well. There’s so much pressure to get it right immediately and it’s a pressure that’s reinforced in many aspects of life. I address this reluctance by eliminating mistakes.

“During my first [workshop] session I repeat as often as possible that there are no mistakes and no wrong notes. Internalizing this outrageous concept relaxes the individual and relieves unrealistic performance anxiety. The group experience offers a comfort zone and creates a safety net that allows for exploration of ideas. Every new idea is a risk. As each risk becomes a success, participants are again empowered and again more willing to take a creative risk.

“Imagination is a real world skill! It needs to be defined as a positive option which can be developed and used as an empowering tool and life skill. Reinforcing imagination and creative thinking in students is very important to me.”

The discussion presented here is part of a national exploration on how arts-integration in school curriculums prepares students for their and our future. Even if our society were not changing at an accelerated pace, our students would need to know how to take risks safely, think critically, add to accumulated knowledge, make connections between curriculum and their lives, communicate successfully, problem solve, handle themselves well in public, work collaboratively, and address life issues with imagination.

In fact, our society and the larger world are changing in ways that are increasingly unpredictable. Our students will be, and are, faced with situations that are new to their parents and teachers. The generation currently in our schools needs the flexibility of mind and heart that the arts develop. Further, the arts offer guidance in the form of both information and skills useful in navigating a multitude of situations.

Do the arts teach skills necessary for the workplace? We at the Arts Council think they do. ■

*Marilyn Hazelton, Arts-in-Education Program Coordinator*

## URBAN/SUBURBAN PROJECT BEGINS SECOND YEAR

The Urban/Suburban Connection is a six-month pilot program created by the Lehigh Valley Arts Council in cooperation with Penn State/Lehigh Valley, Trexler Middle School, and Southern Lehigh Middle School to strengthen literacy and career awareness and to connect students of an Allentown middle school with peers in the suburbs. It engages a storyteller, a poet, and a visual artist, and in May 2006 will culminate with an exhibition.

Besides urban to suburban student correspondence, the program's focus includes career, self, family, and community awareness.

Sixteen Trexler Middle School students participated in the autumn session of the Urban/Suburban project by meeting twice a week for two months with storyteller Mary Wright and poet Marilyn Hazelton (who is also the Arts Council's Arts-in-Education Program Coordinator). They

were assisted by teachers Estela DeRosa, Kathy Dunn, and Arlene Scott.

Given the theme of "Winter Lights," the students composed poems that were assembled into a final coherent prose poem. The term culminated in a storytelling/poetry celebration for parents and teachers and included a reading of the poem. The students were further rewarded by seeing their work published in the *Morning Call* on December 25.

*continued on next page*

### WINTER LIGHTS

#### Winter

light and warmth are all around me. The warmth of the fireplace, like a candle in the dark, warms my family. I see angels dancing on the walls. I'm covered in a quilt as I glance toward the window. Snow is falling. The frost from hours before is crusted and it's hard to see, but

#### I'm warm

in here by my fireplace, where candlelight flickers before my eyes. I watch the bright Christmas lights, and underneath them, the shiny, wrapped gifts. The snow is like a blizzard and the candles cool it down. A cup of hot chocolate would be nice. I dream of being out there in the cold, with all of

#### Nature,

of flying through the air, trying to keep warm, being free. The soothing smell of hot cocoa floats across the air. The colored lights are pretty. In my living room, surrounded by family, I pause and watch candlelight flicker. I listen to the silence. It finds me a path

#### To follow.

On the other side of the galaxy, of the world, another light is being born. It's like a sound that cannot be heard. It's like a movement that cannot be seen. As the light is becoming life, winter's breeze comes upon me. I feel my

#### Eyes

closing. I wonder what I'll dream. I see the starlight shining bright. The stars are smiling back at me. In the night when everything is still, when silence has fallen over the forest, I'm allowed to be myself, without cost, without permission. As I watch, the colored lights get lost in the dark night, and I think of a

#### Raven,

small and black. On this clear winter night, a new moon and sparkling stars are scattered across the pine tree-filled sky. Snow, crystallized and beautiful, crunches as I step on it. In the night, when everything is still, when silence has fallen over the forest, a meteor falls, a flash of fire. Within seconds it disappears into the darkness.

#### Lights

and warmth are all around me. The stars gleam brightly. The warm, blue moon casts a soft glow. Fallen leaves are frozen under the ice. Someone in the distance calls in a gloomy voice, like that of a rabbit, searching for its young. I feel that something very powerful is passing to us.

#### I see

deer tracks. When I step onto the frozen fields, I feel a small speck, a snowflake, hit my nose. With the soft touch of something, all hope returns. The silence is broken by the chirping of a wren. I see a rabbit. It answers back: "You are home." Deep in the forest the

#### Gift

of silence lingers. Winter snow clouds pass by like dangerous demons outside Japanese temples. There, ice is winter's joy. Here, the cold is like the dark still peeking around the snow-covered trees. The moon appears again. I hear a voice, and get hit by a snowball. I fall down laughing. Beyond the curious eyes hiding in the

#### Holly

there are still snow angels and footsteps indented in the snow. The tree-tops are covered with soft, light snow. All is restored. I am filled with happiness. I know that when I need help, I can call on the forest and it will answer me. Past the

#### Trees

a cold night has started to end. Waking to warm hugs from my parents, I think about the moon, the stars, the dark. All is returned. The candles are melting. The hot chocolate is getting cold.

#### Stillness

and silence fill the room and again the moon illuminates the sky. I am out there in the cold, with all of nature, like the raven, flying in the air, being free. Everyone disappears. Inside memory, I'm there alone. I'm there alone; but have no worries. I find my way.

*Written by Stephanie Duran, Chris Holben, Laveranda Jarnagin, Laura (Yana) Luu, Kalina Mellman, Natairy de la Paz Saldana, Jimmy Ragan, Rebecca Ramos, Britney Sampson, Kasara Shields, Gabrielle (Alex) Thies, Argenis Williams, Desirae Williams, and Jasmine Williams.*

At the celebration the students were asked why they attend the Urban/Suburban sessions. One student replied that the sessions were “stress relievers” during the school week. Several said they “like to write but not reports.” And, they enjoyed having an audience for their stories and poems. Additionally, students said they made new friends, felt accepted and supported, learned new things, got emotions out, and received applause.

The next phase of the program involves photography, using disposable cameras provided by Dan’s Camera, as a basis for collage with visual artist Heather Sincavage. In the spring, these Trexler students will meet with fifteen peers at Southern Lehigh Middle School who began to participate in the program in mid-January and who will also be meeting with Heather.



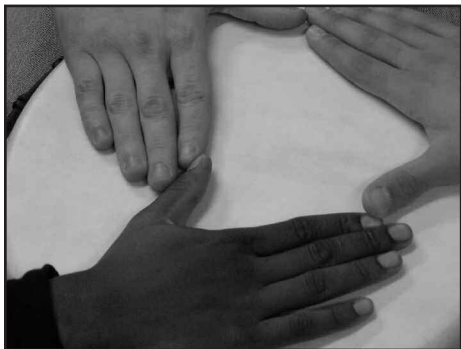
Natairy de la Paz Saldana prepares to shoot a “still life” photograph during a recent Urban/Suburban photography session at Trexler Middle School. Jasmine and Argensis Williams wait their turns to practice with the digital camera.

(Partial funding for this program was provided by the Penn State Youth Connections Grant through the auspices of CareerLink Lehigh Valley and the Private Industry Council. Program fund-

ing through the Arts Council was made possible with donations by PPL Martins Creek, LLC, and the Jeras Corporation, via the Educational Improvement Tax Credit Program of Pennsylvania.) ■

## DRUMMING UP SUCCESS WITH ADJUDICATED YOUTH

As part of an ongoing effort coordinated by the Lehigh Valley Arts Council, Moe Jerant recently completed a six-week drumming residency for adjud-



Students demonstrate the kind of teamwork stressed in Moe Jerant’s recent drumming residency for A.L.P.H.A.

icated youth in A.L.P.H.A. (Alternative Learning Program—Helping Adolescents) under the auspices of THE PROGRAM for Women and Families, Inc.

During the residency, Moe focused on goal-setting, creative risk-taking, and teamwork through the process of creating particular tones and rhythms on African-style drums. The students learned new vocabulary, created personal rhythms, and demonstrated their knowledge at a culminating performance.

Ms. Jerant explains, “A goal I established [was] that the students were going to create rhythms or ‘beats.’ The students were asked to work in small groups called teams. Each team was then given a task which included a deadline. When the

teams were in agreement, they presented their rhythms to the class. The creation of teams and assignment of task with deadline placed students in a real world situation where they had to interact and negotiate to complete the task, report as a team, and accomplish the goal.”

Assessments from the students following the residency included these comments: “Teamwork is one of the ideas we used throughout this course; it taught us to work together. We also had to stay focus[ed] and follow through or finish what we started.” Also, “I like the thrill of playing and just the mood it put me in when I played.” And, “The way I would use it in school is [to] focus on my work and help my classmates.” ■

## school matinees • performances • family activities

### Kutztown University Children’s Series February, March

Trout Fishing in America, eclectic folk-rock by award-winning duo Ezra Idlet and Keith Grimwood, for ages 4–12, on February 26; *The Stinky Cheese Man*, fairy-tale vignettes performed by the Dallas Children’s Theatre, for ages 7–12, on March 25. Both shows at 2 and 4 p.m. at Kutztown University’s Schaeffer Auditorium, Kutztown. \$8/person. 610-683-4511.

### PA Sinfonia Concert Series February, March

Music teachers may obtain complimentary student tickets and reduced family-member tickets (\$10) to the Sinfonia’s evening series (7:30 p.m.) of classical music concerts held February 25 and March 25 at Allentown Symphony Hall. Teachers should call to be included on the invitation list. 610-434-7811.

**"Bach at Noon"  
February–April** Free concert series by the Bach Choir held from 12:10 to 1 p.m. on the second Tuesday of each month (third Tuesday in April): February 14, March 14, and April 18. Central Moravian Church, Bethlehem. Call for information on how school groups may be accommodated. 610-866-4382.

**Kutztown University  
Performing Artists Series  
School Matinees  
February–April** BodyVox creates theatre experiences through dance, media, and stage design on February 17 at 10:30 a.m.; Theatreworks USA presents *Romeo & Juliet* on March 2 at noon; Dirty Dozen Brass Band from New Orleans entertains on April 7 at 10:30 a.m. Kutztown University's Schaeffer Auditorium, Kutztown. Tickets (except for *Romeo & Juliet*, which is \$8/student): \$4/student (groups of 15 or more); \$6/student (groups of less than 15). Study guides provided. 610-683-1523.\*

**DeSales University  
Performing Arts Dept.  
School Matinees  
February–May** The Act 1 company presents *The Crucible* on February 27 at 9:45 a.m. \$11/person; one free ticket for every ten purchased. *Heroic Hercules and the Twelve Terrific Tasks*, performed by the Act 3 company, runs from March 21 through May 6, Tuesdays at 10 a.m. and 1 p.m. and Thursdays and Saturdays at 10 a.m. \$7/person. Labuda Center for the Performing Arts, Center Valley. 610-282-3654.\*

**Pennsylvania Youth Theatre  
School Matinees  
March–May** *Alexander and the Terrible, Horrible, No Good, Very Bad Day* is enacted March 27–30 and April 3 at 9:45 a.m. and 12:15 p.m. and on March 31 at 9:45 a.m. at the IceHouse on Sand Island, Bethlehem. On May 8, 9, 10, 11, and 15, PYT performs *Peter Pan* at 9:45 a.m. and 12:15 p.m. at the Scottish Rite Cathedral, Allentown. All PYT productions: \$6/person. Study guides available. 610-332-1400.\*

**Touchstone Theatre  
The Talisman  
March 17–26** *The Talisman*, based on the life and stories of Hans Christian Andersen, is performed on Fridays at 7 p.m., Saturdays at 2 and 7 p.m., and Sundays at 2 p.m. at the Touchstone Theatre, 321 E. Fourth Street, Bethlehem. \$8/student; \$10/adult. School matinees may be arranged. 610-867-1689.

**Friends of Music of Bethlehem 2006 Competitions  
April 15** "Outstanding Young Artist Competition" and "Small Instrumental Ensemble Competition." Winners of each competition will be featured in a recital (April 30) and will receive monetary awards (\$500 each). Competitions held Saturday from 9 a.m. to 1 p.m. at Moravian College, Peter Hall, Bethlehem. 610-868-8203.

**ASO "Family Concert"  
April 23, 2006** In celebration of the 250th anniversary of Mozart's birth, the Allentown Symphony Orchestra performs an all-Mozart program at its annual family concert at 2 p.m. at Allentown Symphony Hall, 23 N. Sixth Street, Allentown. \$8/child; \$12/adult. Preceded by free "Musical Circus" at 12:30 p.m. 610-432-6715.

**Civic Theatre  
School Matinees  
May 9 & 10** *Everybody's a Somebody*, musical that explores the complex bonds between parents and children, comes to life on Tuesday at 9:45 a.m. and on Wednesday at 9 a.m. \$5/student. Teachers admitted free; additional adult chaperones pay student price. Civic Theatre, 527 N. 19th Street, Allentown. 610-432-8943.\*

**"Side-by-Side Concert"  
May 21, 2006** Annual concert by local high school musicians performing advanced symphonic music "side-by-side" the Allentown Symphony Orchestra at Allentown Symphony Hall. Call for times and ticket prices. 610-432-6715.

*continued on next page*

Please complete this registration form and return with your payment to: Lehigh Valley Arts Council  
1633 Allen Street, Allentown, PA 18102

\_\_\_\_ Yes, I (we) will attend the LVAC Administrators Breakfast with Richard J. Deasy on May 4, 2006,  
7:30 to 10 a.m., at the Penn State Lehigh Valley Corporate Center, 100 Brodhead Road, Suite 120, Bethlehem.

Name(s) and title(s): \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

\_\_\_\_\_ E-mail address: \_\_\_\_\_

Lehigh Valley Arts Council member (\$5) \_\_\_\_\_ Nonmember (\$10) \_\_\_\_\_

Special school rate: (\$10/first attendee) \_\_\_\_\_ (\$5/each additional attendee) \_\_\_\_\_

(To register online, go to [www.LVArtsBoxOffice.org](http://www.LVArtsBoxOffice.org).)

Total enclosed: \_\_\_\_\_

# school matinees • performances . . . continued

**PA Shakespeare Festival  
June 3–August 6**

*Sleuth*, June 14–July 2; *As You Like It*, June 21–July 9; *Othello*, July 12–August 6; and *My Fair Lady*, July 19–August 6. *The Green Show*, Renaissance-style entertainment, is presented outdoors before the evening performances. The children's show, *Snow White & the Seven Dwarfs*, runs June 3–August 5. Call for schedule and ticket information. Labuda Center for the Performing Arts, DeSales University, Center Valley. 610-282-3192.

**Muhlenberg Summer  
Music Theatre  
June 14–August 13**

*The Taffetas*, June 14–July 2; *Carousel*, July 12–30; *I Love You, You're Perfect, Now Change*, July 26–August 13. A musical play for children will also be offered. Call for schedule and ticket information. Muhlenberg College, Trexler Pavilion for Theatre & Dance and Baker Center for the Arts, Allentown. 484-664-3333.

**DaVinci Discovery Center  
of Science and Technology**

Center for inquiry-based learning in science and technology with over 150 hands-on exhibits offers field trips with special programs facilitated by center staff educators. Trips should be booked at least two weeks in advance. \$6.75/student (groups of 10 or more); free/required chaperone; \$4/additional adult chaperone. 3145 Hamilton Boulevard, Allentown. 484-664-1002, Ext. 121.

**Summer Arts Programs,  
Classes, and Camps  
June, July, and August**

Allentown Art Museum	610-432-4333, ext. 10	<a href="http://www.allentownartmuseum.org">www.allentownartmuseum.org</a>
Banana Factory	610-332-1300	<a href="http://www.bananafactory.org">www.bananafactory.org</a>
Baum School of Art	610-433-0032	<a href="http://www.baumschool.org">www.baumschool.org</a>
Cedar Crest Collge Dance Camp	610-606-4667	<a href="http://www.cedarcrest.edu">www.cedarcrest.edu</a>
Civic Theatre of Allentown	610-432-8943	<a href="http://www.civictheatre.com">www.civictheatre.com</a>
Community Music School	610-435-7725	<a href="http://www.cmslv.org">www.cmslv.org</a>
The Crayola FACTORY®	610-515-8000	<a href="http://www.crayola.com/factory">www.crayola.com/factory</a>
DeSales Summer Theatre Institute	610-282-1100	<a href="http://www.desales.edu">www.desales.edu</a>
Easton Yoga	610-923-7522	<a href="http://www.eastonyoga.com">www.eastonyoga.com</a>
Mock Turtle Marionette Theater	610-867-8208	<a href="http://www.mockturtle.org">www.mockturtle.org</a>
Moravian College Music Institute	610-861-1650	<a href="http://www.moravian.edu/music">www.moravian.edu/music</a>
Muhlenberg Summer Music Theatre	484-664-3333	<a href="http://www.muhlenberg.edu/cultural/baker/onstageshow.htm">www.muhlenberg.edu/cultural/baker/onstageshow.htm</a>
Penn State LV Youth Writing Camps	610-285-5231	<a href="http://www.lv.psu.edu/ce/lvwp/camps">www.lv.psu.edu/ce/lvwp/camps</a>
Pennsylvania Playhouse	610-865-1192	<a href="http://www.paplayhouse.org">www.paplayhouse.org</a>
Pennsylvania Youth Ballet	610-865-0353	<a href="http://www.bglv.org">www.bglv.org</a>
Pennsylvania Youth Theatre	610-332-1400	<a href="http://www.123pyt.org">www.123pyt.org</a>
Repertory Dance Theatre	610-965-6216	<a href="http://www.repertorydance.org">www.repertorydance.org</a>
Southside Film Institute	610-882-4300	<a href="http://www.southsidefilmfestival.com">www.southsidefilmfestival.com</a>
Stage Door Workshop	610-398-8557	<a href="http://www.stagedoorworkshop.com">www.stagedoorworkshop.com</a>
State Theatre Center for the Arts	610-258-7766, ext. 200	<a href="http://www.statetheatre.org">www.statetheatre.org</a>
T.A.P. (Teach All People)	610-253-7895	<a href="http://www.teachallpeople.com">www.teachallpeople.com</a>
Theatre Outlet	610-820-9440	<a href="http://www.theatreoutlet.org">www.theatreoutlet.org</a>

\* These productions are also performed for the public. For a full schedule of the public shows, consult LVAC's *arts calendar*, which is received by members or can be accessed online at [www.LVArtsBoxOffice.org](http://www.LVArtsBoxOffice.org).



address service requested

NONPROFIT ORG.  
U.S. POSTAGE  
PAID  
LEHIGH VALLEY, PA  
PERMIT NO. 147

SCHOOLS: PLEASE  
ROUTE TO FACULTY

P.O. Box 20591  
Lehigh Valley, PA 18002-0591

