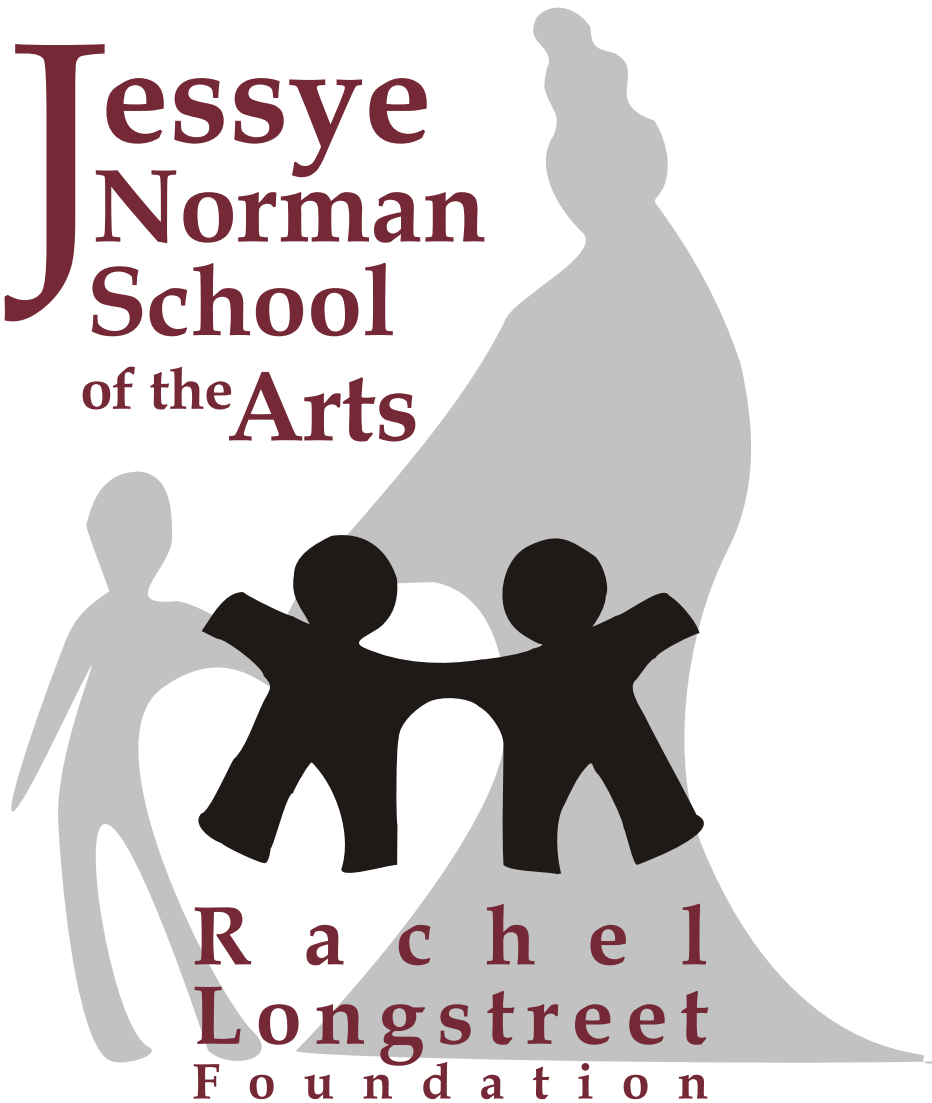


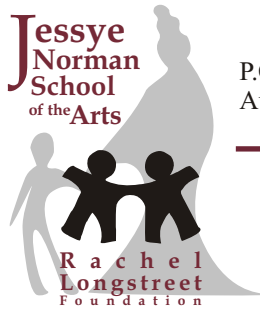
# Jessye Norman School of the Arts



R a c h e l  
L o n g s t r e e t  
F o u n d a t i o n

## Marketing Package

P.O. Box 2247  
Augusta, GA 30903  
[www.RachelLongstreetFoundation.com](http://www.RachelLongstreetFoundation.com)



P.O. Box 2247  
Augusta, GA 30903

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## **The Jessye Norman School of the Arts** **A Program of the Rachel Longstreet Foundation, Inc**

The mission of the Jessye Norman School of the Arts is to provide professional quality fine arts instruction for gifted and talented children who are economically disadvantaged, yet possess a strong desire to pursue the fine arts.

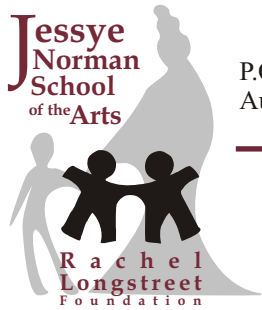
The Jessye Norman School of the Arts is one of three accomplishments of the Rachel Longstreet Foundation, Inc., Augusta, Georgia. These include initiating a Head Start Program, building “Virginia’s Playground”, a universally accessible playground on Augusta’s Riverfront, and the Jessye Norman School of the Arts. The Foundation’s mission is to enhance the educational, physical, and cultural development of the children of the greater Augusta area by providing quality arts, preschool, and recreational opportunities, particularly for those children who are economically or physically challenged. The Rachel Longstreet Foundation is comprised of a group of dedicated individuals focused on investing in the future of our community: our children.

**Goals:** The Jessye Norman School of the Arts is an after-school program that provides middle and high school students an opportunity for concentrated study of the arts, exposure to professionals within the arts field, information on possible careers in the arts, and knowledge of technical aspects of performance. By meeting these goals, the Jessye Norman School of the Arts will produce well-educated young citizens who respect and appreciate the arts, as well as the art of learning. It is the hope of the Rachel Longstreet Foundation that these young citizens will work within their own lives to advance the arts, as artists and arts advocates.

**Responsibility:** The Rachel Longstreet Foundation assumes all fiscal responsibility for the Jessye Norman School of the Arts, including salaries, supplies, and administrative costs to support the program. Additionally, the Foundation has secured appropriate levels of liability insurance for all Rachel Longstreet Foundation programs. The Foundation has created an Advisory Council consisting of local artists and educators, to develop artistic standards, curriculum, and recommend instructors.

**Student Requirements:** All students desiring to attend the Jessye Norman School of the Arts must first be recommended by their teachers and their principal. Students must be in a CSRA middle school and have an overall “C” average to apply. All applicants will be subject to an audition before a panel of arts professionals representing all four art disciplines. Additionally, applicants will be interviewed and asked why they would like to attend the Jessye Norman School of the Arts. Admission will be based on total scores, general consensus among the panel, and final review by selected Board members of the Rachel Longstreet Foundation. All accepted students and their parents will be required to sign a contract honoring guidelines and expectations of the Jessye Norman School of the Arts. Accepted students will be re-evaluated each year for continued placement in the program.

**Courses of Instruction:** The Jessye Norman School of the Arts will offer professional arts instruction in each art discipline. Students will receive instruction in the fundamentals of each discipline preparing them to choose a major and a minor focus of artistic instruction. Classes will be scheduled to meet the students’ artistic needs.



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## The Jessye Norman School of the Arts A Program of the Rachel Longstreet Foundation, Inc

The Jessye Norman School of the Arts will follow the school calendar for the Richmond County School System. The school is scheduled to open in September, and continue until the second week in May. The Jessye Norman School of the Arts will observe the same holidays as the school system. Classes will be held 4 days a week after school throughout the school year.

*Community Resources:* The Rachel Longstreet Foundation works with various local arts organizations to provide periodic Master Classes for the students. These organizations include The Augusta Symphony, The Augusta Chorale, The Augusta Opera, The Augusta Choral Society, and The Augusta Players. While some organizations will volunteer their talents, other organizations will be paid an honorarium by the Foundation. Students of the Jessye Norman School of the Arts will be offered every opportunity to attend professional arts performances and galleries.

*Program Administration:* The Jessye Norman School of the Arts will be administered by the Program Director who will be on-site every day of instruction. The Program Director will be responsible for overseeing and maintaining a smooth flow of daily operations including scheduling and accounting duties. The Program Director will report to the Rachel Longstreet Foundation Board of Directors.

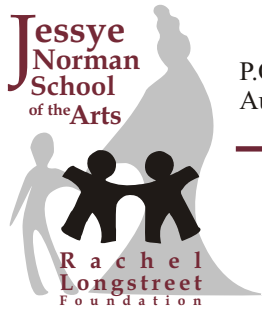
*Funding:* With an initial endowment from Ms. Norman, the Jessye Norman School of the Arts pursues corporate, community, and grant support, as well as individual donors.

### ***Why invest in an after school, school of the arts?***

The targeted students don't have a lot of opportunities. 90-95% of students accepted are on free or reduced meals, which means very limited incomes. Last year 70% or more were from single parent homes. Money for music, drama, dance or art would be totally out of the question.

When is juvenile crime at its highest? It is from 4-6:30 in the afternoon, when many kids are unsupervised. After school programs are known to reduce juvenile crime.

Why the arts? Statistics show that students involved in the arts have better school attendance, and improved academic scores. There is a high relationship between music and reading. Experience in music enhances reading scores. A comparison of student reading scores revealed that music and music education students had the highest reading scores of any major on campus. This implies that years of studying music transfers to traditional language reading. Specifically, instruction in music reading seems to cause an increase in language reading. The finding holds true for beginning readers as well as middle and high school students. There are the academic reasons, but being in the school of the arts gives these youth peers with similar interests, and these interests have nothing to do with gangs or cruising the streets after school.



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## About the Rachel Longstreet Foundation

The Rachel Longstreet Foundation is a non-profit (501 (C) (3)) foundation established in 2001. The foundation is named after the youngest child buried in the original Fort Augusta cemetery, located on the grounds of what is now Saint Paul's Church. Rachel died in 1790 at the age of 2 years and 4 months. Rachel's father was one of the signers of the document of incorporation for Augusta. The mission of the Rachel Longstreet Foundation is to enhance the educational, physical, and cultural development of the children of the greater Augusta area by providing quality arts, tutorial, preschool and recreational opportunities, particularly for those children who are economically or physically challenged.

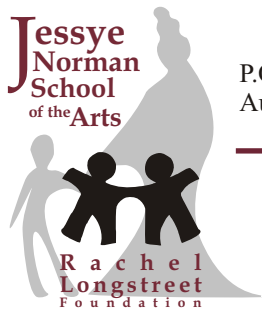
The first project of this foundation was to establish a Head Start program to help alleviate the shortage of space for Head Start. The second project was to build the first fully accessible playground in the state of Georgia. This playground is located between Saint Paul's Church and Fort Discovery. This play space is a place where children who use wheelchairs, walkers or braces can use 70% of the equipment without leaving behind their support devices. Children of all abilities can play side-by-side on this playground and parents or grandparents with disabilities are able to accompany their children at play.

The third project is the Jessye Norman School of the Arts. This is an after-school program that provides middle school students with an opportunity for concentrated study of the fine arts, music, dance, drama, and visual arts. The mission of the Jessye Norman School of the arts is to provide professional quality fine arts instruction for gifted and talented children who are economically challenged, yet possess a strong desire to pursue the fine arts. Through the generosity of Ms. Jessye Norman, the school was endowed for the first year. The school opened in September, 2003, with students from Tubman Middle School attending. Admission to this school is by audition only and requires an overall 'C' average. Students will continue in this program through high school. Research has shown that young people who participate in arts programs, have improved academic scores and attendance at school. Because of the pressure on schools to improve academic scores, arts opportunities have been decreased in public schools. We are interested in the development of the whole child, not just the artistic side. We encourage their academic performance in school, their overall behavior, their sense of responsibility and their respect of themselves and others.

This school of the arts has been an interesting collaboration of local organizations. The Foundation established the school. The Head Start program is at Saint Paul's Church, and the Jessye Norman School the Arts is housed at St. John United Methodist Church. We have an agreement with the Richmond County School Board to provide a school bus to get the students to the program, and take them home following the classes. Almost all of the arts organizations in town, Augusta Symphony, Augusta Ballet, private artists, Davidson School of the Arts, Augusta Chorale and Augusta Choral Society all participate by being on the Board or are on the Advisory Council that works with the school.

In addition to classes four days a week, the students have been on a number of field trips: rehearsal of the Augusta Symphony, a performance by Storyland Theatre at ASU, a play by middle school drama students at Davidson School of Fine Arts, and the Alvin Ailey Dance Company. In addition to field trips, we have had many guest artists. Russell Joel Brown taught master's classes in music for 6 weeks, and many students from the Davidson School of the Arts have taught classes and given demonstrations. Auditions are held for new students each April. We project the school will at least double in size next year.

Donations may be made to the Rachel Longstreet Foundation, Inc., c/o Treasurer, P.O. Box 2247., Augusta, GA 30903. A gift of \$1500 will sponsor one child.



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## Rachel Longstreet Foundation Mission

*The mission of the Rachel Longstreet Foundation is to enhance the educational, physical, and cultural development of the children of the greater Augusta area by providing quality arts, tutorial, preschool and recreational opportunities, particularly for those children who are economically or physically challenged.*

## Jessye Norman School of the Arts Overview

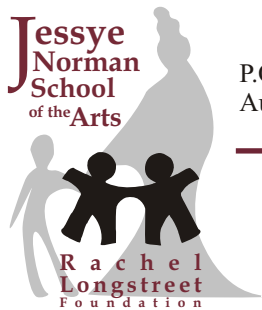
The Jessye Norman School of the Arts is an after-school program that provides middle school students with an opportunity for concentrated study of the fine arts. The Jessye Norman School of the Arts is one of three programs of the Rachel Longstreet Foundation, Inc., Augusta, Georgia. These programs include initiating a Head Start Program at St. Paul's Episcopal Church, building "Virginia's Playground", a universally accessible playground on Augusta's Riverfront, and the Jessye Norman School of the Arts, located at St. John United Methodist Church. It is the hope of the Rachel Longstreet Foundation that the Jessye Norman School of the Arts will produce well-educated young citizens who respect and appreciate the arts as well as the art of learning.

The Rachel Longstreet Foundation is comprised of a group of dedicated individuals focused on investing in the future of our community: our children. The mission of the Rachel Longstreet Foundation is to enhance the educational, physical, and cultural development of the children of the greater Augusta area by providing quality arts, educational, and recreational opportunities, particularly for those children who are economically or physically challenged.

The Rachel Longstreet Foundation developed an Advisory Council for the Jessye Norman School of the Arts comprised of experienced artists and educators to oversee artistic and professional standards, review arts curricula, and recommend faculty members. The Advisory Council also serves on audition panels, evaluates the program, and recommends guidelines for sequential expansion of the School of the Arts.

The mission of the Jessye Norman School of the Arts is to provide professional quality fine arts instruction for gifted and talented children who are economically challenged, yet possess a strong desire to pursue the fine arts. Admission to the School of the Arts is by audition only and requires a contract with both student and parents/guardians. Once accepted, students must maintain an overall 'C' average and will continue their fine arts studies at the Jessye Norman School of the Arts through their Senior year in high school. There are presently students from seven schools attending.

Students at the Jessye Norman School of the Arts study dance, drama, music, and visual arts for 1 ½ hours 4 days each week of the school year. They also have the Master Classes, Guest Artists, and Field Trips to various arts performances.



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## Rachel Longstreet Foundation Board List

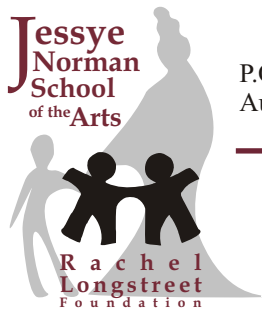
**Carolyn C. Dolen**, *Board President*. Carolyn has a Bachelor of Music (Music Education) from Rhodes College, Memphis, TN. She taught public school music for 3 years, and was Business Manager and Personnel Manager of a community orchestra in Denver, CO. Carolyn was selected Arts Professional of the Year in 2002 by the Greater Augusta Arts Council and served for three years on the music panel for the Georgia Council for the Arts. She has served as the Executive Director for the Augusta Choral Society since 1993. She also serves as a Lay Eucharistic Minister at Church of Our Savior in Martinez, GA and as a choir member and Lay Eucharistic Visitor at Saint Paul's Episcopal Church in Augusta.

**Dr. Linda M. Scales**, *Board Secretary*. Linda has a Music Education BS and Education. She obtained her Administration MS from Kansas State University; Masters in Educational Counseling from Boston University; and Education Doctorate from Temple University. Linda taught public school music for 3 ½ years; was Director of Religious Education for the US Army for 16 years; and supervised Military Early Childhood programs for 15 years. She is now retired and serving as ordained Deacon at Church of Our Savior, Martinez, GA. Linda served on the first Board of Directors for Rachel Longstreet Foundation and helped establish the Jessye Norman School of the Arts.

**Dr. Ernest L. James** - *Board Vice President*. Ernest is a retired elementary and middle school principal. He has also held the positions of Assistant high school principal, Vocational Supervisor from the Richmond County School system, Augusta Ga. He is presently a Deacon at Mt. Calvary Baptist Church and Chairman. Served as member of the Georgia State Children Trust Fund, appointed by Governor Barnes, 2001-2002. Served as leader of Georgia State Vocational Evaluation team, 1984-1985. Pastoral Staff Member of the year 1991. Mt. Calvary Baptist Church. Member CSRA Classic Board. Teacher of the year 10th district 1978-79. Advisory Board Member, Chairman - Wm Hill Memorial Fund For Educational Excellence, Inc. Current Advisory Board Henry Brigham Recreation Center 1990.

**Leslie C Lambert**. Leslie Lambert is an investment representative for Edward Jones, LLP, and serves on the boards of the Corporation of the Diocese of Georgia and the Augusta Jewish Community Center. She is a member of Our Savior Episcopal Church and West Columbia Rotary Club. She is the former chairman of Planned Parenthood Augusta and a member of the Board of Planned Parenthood of Georgia. Leslie was educated in public schools in North Carolina, Agnes Scott College, and the University of North Carolina. She has two grown daughters and is married to F. Cantine Jones, Jr.

**Ellis M. Johnson**. Ellis has degrees from Paine College and Ft. Valley State University and additional study at Seton Hall University, Montclair State College, Harvard University, and Augusta State University. He was a U.S. Army chapel choir director and winner of the Third Army Vocal Competition Award. Public School music teacher and retired Director of Student Services at Aiken Technical College. Ellis is a member and former president of the Board of the Greater Augusta Arts Council and past member of the Board of Directors of the Augusta Opera. Mr. Johnson was a member of the Augusta Choral Society for more than 20 years and served as its first minority president. He has served as Board of Advisors of the Augusta Museum of History. Ellis was honored as Augusta Opera, Opera Man of the Year in 1998 and recipient of the AKA Regional Arts Award in 2004. Presently he is the Music Director of the seventy-five member Augusta Chorale, a group that has been invited to perform in the Piccolo Spoleto Festival (Charleston, SC) five times.



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## Rachel Longstreet Foundation Board List

**Sandra R. Blackwood.** Sandra has had extensive work in field of international youth exchange. She is a current member and former president of the Summerville Neighborhood Association. She is a former board member as well as former president of the Augusta Opera Company. In addition to being former Director of Development for the Augusta Opera, she is an Amateur violinist.

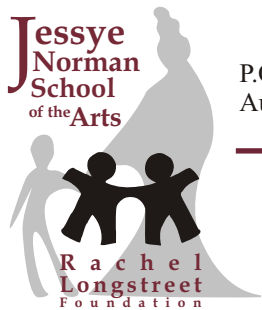
**William T Mills.** William is the Operations Manager of CSRA EOA, INC. HEAD START. Presently responsible for providing directions to fourteen (14) Center Directors for the day-to-day operation of twenty-four (24) sites, three hundred plus (300) employees providing services for 1,573 children and their throughout the CSRA and Bulloch County. His past positions include Director of Patient Financial Services, Medical College of Georgia; Management Consultant, Superior Consultant Company, Inc. He is a member of the Rachael Longstreet Foundation, Inc., Board Member of Georgia Head Start Association. William has a Master of Business Administration, Loma Linda University and Bachelor of Science, Business Administration Management, Paine College.

**Pat Knox.** Pat is a former member of the board and kindergarten music teacher of the Bethlehem Community Center. She has served as a member of the board for The Augusta Richmond County Museum, The Augusta Symphony, The Augusta Choral Society and Sacred Heart Cultural Center. She is a founding member of The Open Door Kindergarten, the first integrated kindergarten in Augusta.

**Dr. Samuel Sullivan.** Samuel has a B.S. Degree in physics and mathematics from North Carolina Central University Ph.D. in physics from Howard University. His past positions include acting provost and vice president for academic affairs at University of the district of Columbia; Interim provost and vice president for academic affairs at Morris Brown College. His present position is Vice President for academic affairs at Augusta State University. Samuel's Community Involvement includes Board of Directors of United Way of the CSRA, Inc. and Board of Directors of Rachel Longstreet Foundation.

**Rhian Swain-Giboney.** Rhian is President of RedWolf, an Augusta-based design and marketing agency. She possesses a Bachelors of Fine Arts Degree and has provided professional design and marketing services for over 25 years. She serves as the art director as well as the lead designer for RedWolf. She has won numerous awards for her design work. She is an active member of Leadership Augusta and a recognized supporter of Augusta's arts, attractions and economic development initiatives. Served as Chairman for the Arts in the Heart of Augusta Festival, Marketing Chair for RedCarpet Tour and Augusta Showcase for several years. She currently serves on the Greater Augusta Arts Council Executive Board of Directors, The Rachel Longstreet Foundation Board of Directors, Destination 2020 PR Committee, Wycliffe Gordon Scholarship Committee, as well as several other community committees.

**Elizabeth M. Morrison.** Beth is a partner with the certified public accounting firm, Cherry, Bekaert & Holland, L.L.P. She received her accounting degree from Augusta State University and has over eighteen years experience in public accounting. She has been actively involved in the Georgia Society of CPAs and various Chamber activities, including Leadership Augusta. She is also active in the community, currently serving on the board of The Augusta Ballet, Inc., and the Junior League of Augusta. Beth is married and has a one year old daughter.



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# Jessye Norman School of the Arts Staff and Faculty

## **Dr. Marsha Harris - Director**

Dr. Marsha Harris has a Doctorate of Education from the University of South Carolina and received her Master of Education from the University of Georgia. Her past education experience includes WIA Grant Project Coordinator; Adult, Middle, and Elementary School Instructor, Elementary School Assistant Principal and Chair 2001-02 of the External Review Team, South Carolina State Department of Education. Community involvement includes Tutoring at the Youth Development Center, Augusta Regional Campus, Volunteer In Service To America (VISTA) America Reads, Communities In Schools of Augusta for Richmond County, Substitute Host The Voices of Reason /Voices of Hope Radio Program WKZK, Clemson Extension Service Midland Valley Leadership Program and Parental Involvement Workshop Presenter.

## **Vivian Clanton Administrative Assistant**

Mrs. Clanton was educated at Temple University in Philadelphia, studying business and sociology. She served as a secretary at Butler High School for 4 years when she was hired to be the Secretary/Bookkeeper at the Davidson Fine Arts School in Augusta. She retired from Davidson after 22 years of service and was hired soon after to be the Administrative Assistant for the Jessye Norman School of the Arts.

## **Dana Hughes - Drama**

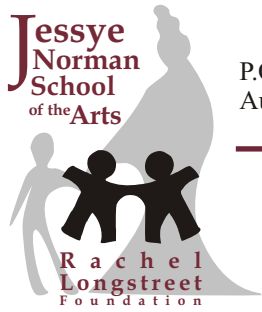
Dana Hughes has two degrees. Her first was a performing arts degree from the University of West Georgia. She obtained this with the help of a partial acting scholarship. Her second degree is in history along with a teaching certification which she acquired from Augusta State University. Since graduation Dana has worked as the World History, Ethnic Studies and Drama teacher at Butler High School. She has also performed many plays with local theatre companies including Fort Gordon Dinner Theatre, Occasional Theatre Co., Augusta Theatre Co., Augusta State University and Stage Three. She is now working with "Augusta Film" on independent films such as Basket weave, American Street Fighter, and an upcoming "vampire" movie this summer called Queen of the Dead. Due to the efforts of Mr. Williams she came to the Jessye Norman School of the Arts last school year and has loved it ever since.

## **Jennifer Toole - Dance**

Ms. Toole is an easily motivated, high-energy dance instructor with over 12 years of teaching experience and nearly 25 years of dancing experience. With a strong background in classical ballet, Ms. Toole has been professionally trained in other areas of dance as well, including lyrical ballet, pointe, tap, jazz, and ballroom. She has also danced lead roles in many ballet performances, including "The Lion King" and "Les Sylphides". Currently, Ms. Toole enjoys teaching dance at Jessye Norman School of the Arts, and is working on a second career, with hopes of becoming a register nurse, and is pursuing her continued education at Augusta State University.

## **Ladell Fortune Music**

Mr. Fortune received a Bachelor of Arts in Vocal Music Education from Georgia Southern University. He has sung for many performances in Georgia and in the US and has toured with Southern Chorale in Germany, Vienna, Austria, and the Czech Republic. He is a member of The National Music Educators Association, Georgia Music Educators Association, and Phi Mu Alpha (Professional Men's Music Fraternity). Since 2004, Mr. Fortune has been the Choral/Piano Instructor at Butler High School.



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# Jessye Norman School of the Arts Staff and Faculty

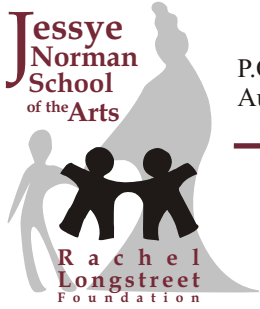
## John Palen - Art

Born in 1947, Baltimore, MD. BFA degree from Bradley University - 1970. Art Teacher k - 6th grade 1970-1977; 7-12th grade 1977-1980 In the business sector since 1980.

## Sherry Kessler - Art

Sherry is an art teacher at Jefferson Elementary in Aiken County, S.C. where she was named Teacher of the Year in 05/06. Sherry not only stabilized the art program at Jefferson but expanded it into a showcase program that reaches into the community, the county and the state. Students under her guidance have won art contest at the local and state level. She is also an art instructor at Jessie Norman School of the Arts in Augusta, Georgia. Sherry's personal philosophy is that "Art is for everyone and in everyone." She states that teaching has become one of her art forms.

Sherry's favorite medium is mixed media in which she presents a challenging social or psychological concept. Her work is filled with symbolism. Sherry creates her art while playing music that expresses the emotion of the work. She videotapes herself as she works because she believes that presenting a work in conjunction with a video of the process invites the viewer into the whole experience. Sherry has only recently found the courage to express her art in this way. While working on projects for her recent Master's degree Sherry learned that expressing her own truth enables her to connect with viewers in a meaningful way. Sherry's preferred style in art is abstract expressionism. She is most inspired by the works of Vincent VanGogh, Edvard Munch, and Gustav Klimt.



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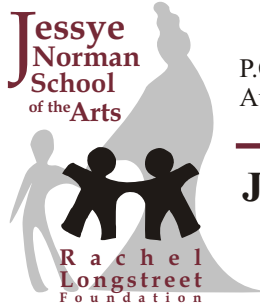
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## Annual Sponsorship

- \$20,000+  
Sponsor Benefits: Logo in TV ad (if TV sponsor is secured); PLUS following benefits...
- \$10,000  
Logo in print ads; PLUS following benefits...
- \$5,000  
Logo in Brochure/Marketing materials; invite to special VIP event with special guests PLUS following benefits...
- \$2,500  
Logo in Newsletter; PLUS following benefits...
- \$1,000  
Web logo; Listing in Newsletter; logo in Thank you ad
- \$500  
Web and news listing; listing in Thank You ad and Arts Educ. Awards program PLUS invitation to Holiday Showcase in December with Students

## Media Sponsors Benefits:

- \$20,000+  
Sponsor Benefits: Logo in TV ad (if TV sponsor is secured); PLUS following benefits...
- \$10,000 - \$19,999  
Logo in print ads; PLUS following benefits...
- \$5,000 - \$9,999  
Logo in Brochure/Marketing materials; invite to special VIP event with special guests; Logo in Newsletter; Web logo; logo in Thank you ad; and invitation to Holiday Showcase in December with Students.



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## JESSYE NORMAN BIOGRAPHICAL DATA

JESSYE NORMAN is “one of those once-in-a-generation singers who is not simply following in the footsteps of others, but is staking out her own niche in the history of singing.” This rich history continues to be made as she brings her sumptuous sound, her joy of singing and spontaneous passion to recital performances, operatic portrayals and appearances with symphony orchestras and chamber music collaborators to audiences around the world. The sheer size, power, and luster of her voice share equal acclaim with that of her thoughtful music-making, innovative programming of the classics, and fervent advocacy of contemporary music. Miss Norman's innovative collaborations with artists on the cutting-edge in their fields, as Robert Wilson, Andre Heller, Bill T. Jones and Steve McQueen serve to add new dimensions and exciting new challenges to her work. Her recent performances of a staged version of Schubert's WINTERREISE by Robert Wilson and the unique double-bill of ERWARTUNG of Schoenberg and LA VOIX HUMAINE of Poulenc staged by André Heller, allow Miss Norman to continue the singular expansion and deepening of her artistic vision.

The integrity and depth of Jessye Norman's performances are often characterized as in a NEW YORK TIMES article, which stated: “This is an amazing voice, a catalogue of all that is virtuous in singing.” “The immensity of her voice struck like a thunderbolt...It was like an eruption of primal power.” THE JERUSALEM POST.

In September of 2003, the Jessye Norman School of the Arts in her hometown of Augusta, Georgia opened its doors to talented middle school students for studies in music performance, drama, dance and art. The students attend this after-school program tuition-free. A fellowship and master class series in her name established recently at the University of Michigan School of Music further attest to Miss Norman's encouragement and support of emerging talent.

Miss Norman is the recipient of many awards and honors. In December of 1997, she was invested with the United States highest award in the performing arts, the Kennedy Center Honor, making history as the youngest recipient in the Honors' twenty-year existence. Her many other prestigious distinctions include honorary doctorates at some thirty colleges, universities and conservatories around the world. In 1984 the French government bestowed upon Miss Norman the title Commandeur de L'Ordre des Arts et des Lettres and the National Museum of Natural History in Paris named an orchid for her.

In October 1989 she was awarded the Legion d'Honneur by French President Mitterand, and in June 1990 she was named Honorary Ambassador to the United Nations by U.N. Secretary Xavier Perez de Cuellar. Miss Norman was awarded the

Radcliff Medal in June of 1997. In the autumn of 2000, Miss Norman was honored with the Eleanor Roosevelt Val-Kill Medal in recognition of her humanitarian and civic contributions. In Augusta, Georgia, her hometown, the Amphitheatre and Plaza overlooking the tranquil Savannah River have been named for her.

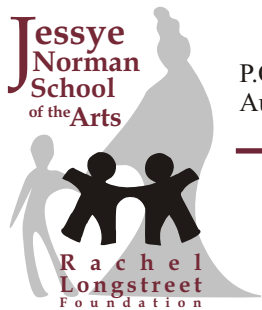
Miss Norman's distinguished catalogue of recordings has won numerous awards, including France's Grand Prix National du Disque for albums of lieder by Wagner, Schumann, Mahler and Schubert; London's prestigious Gramophone Award for her outstanding interpretation of Strauss' “Four Last Songs”; Amsterdam's Edison Prize; and recording honors in Belgium, Spain and Germany. In the United States, her Grammy Award winning recordings include “Songs of Maurice Ravel,” and Wagner's Lohengrin and Die Walküre. Bluebeard's Castle with Pierre Boulez and the Chicago Symphony Orchestra received the Grammy Award for best opera in February 1999. She was the winner of an “Ace” Award from the National Academy of Cable Programming for “Jessye Norman at Notre Dame”, as seen on the Arts and Entertainment Television Network in the United States.

In January of 2000, Jessye Norman released her first jazz CD to wide acclaim...I Was Born In Love With You, music of Michel Legrand, with Mr. Legrand at the piano, bassist Ron Carter and percussionist Grady Tate.

In addition to her busy performance schedule, Miss Norman serves on the Boards of Directors for The New York Public Library, the New York Botanical Garden, Citymeals-on-Wheels in New York City, The Dance Theatre of Harlem, and Howard University. Miss Norman is a member of the board as well as National spokesperson for the Lupus Foundation, and national spokesperson for The Partnership for the Homeless. And in her hometown of Augusta, Georgia, she serves on the Board of Trustees of Paine College and The Augusta Opera Association. A relentless Girl Scout cookie seller, she is a lifetime member of the Girl Scouts of America.

In 2004, Miss Norman was presented in performance in Thailand, Spain, France, Austria, and in Japan, where she appeared in a reprise of her unique opera double-bill of Schoenberg's Erwartung and Poulenc's La Voix Humaine. In the U.S., Miss Norman's performances included Washington, Cleveland, and New York.

In November of 2004, the documentary of Miss Norman's life and work to date, was completed. This film, directed by Andre Heller, with Othmar Schmiderer as director of photography and produced by DOR-FILM of Vienna, chronicles the music, the social and political issues, the inspiration and dreams that combine to make this singer unique in her profession.



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## JESSYE NORMAN SCHOOL OF THE ARTS: MAKING A DIFFERENCE AT TUBMAN MIDDLE SCHOOL Analysis of First Year Results

Dr. Saundra J. Reinke, Director, Master of Public Administration Program, Augusta State University

*Not only do the arts convey in part what it means to be human; the arts also give coherence, depth, and resonance to other academic subjects. - William J. Bennett*

Fine arts education has been shown to have significant benefits, particularly for at-risk urban adolescents. Among the many benefits are increased self-esteem (Luftig, 2000), and enhanced spatial-temporal reasoning skills critical to learning mathematics (Johnson and Edelson, 2003). The connection with self-esteem is particularly important, since self-esteem has been linked with academic achievement in a wide range of studies (Haynes, Hamilton-Lee, and Comer, 2001). Moreover, Luftig (2000) found that participation in an arts infusion program improved student scores on standardized tests of creative thinking, academic achievement, self esteem, and locus of control.

With this in mind, the Richmond County Board of Education entered into a partnership with the Rachel Longstreet Foundation to create the Jessye Norman School of the Arts. The school opened in the fall of 2003, using students drawn exclusively from Tubman Middle School. Ultimately, the Foundation and the Board hope to draw students from other county schools, with a maximum enrollment of 40 students.

Tubman Middle School has been labeled a "failing" school under both state criteria and the No Child Left Behind federal criteria. Tubman students come from low income neighborhoods; over 95 percent of them are eligible for free/reduced-price meals. These students perform at significantly lower levels on standardized tests (CRCT) than students in the same grade in the Richmond County system and the state, as illustrated in Table 1 below (Georgia, 2004).

**Table 1 - Percentage of Students Not Meeting Standards on CRCT Exams (6th Grade Students)**

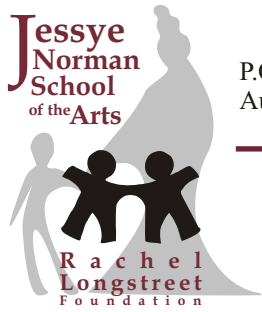
Subject	Tubman Middle School	Richmond County	State of Georgia
Reading	39	31	18
English/Language Arts	57	45	32
Mathematics	63	48	30

### Methodology

To determine the effect participation in the Jessye Norman project has on student self-esteem, students were interviewed prior to the start of the 2003-2004 school year and again at the conclusion of the year. The instrument used for the interview was Rosenberg and Simmons (1972) self-esteem inventory. This instrument was chosen because it is regarded as the most valid and reliable instrument for measuring self-esteem in adolescents. Moreover, it has demonstrated validity and reliability with adolescents from minority groups (Robinson, Shaver, & Wrightsman, 1991). A scale was created for self-esteem by combining individual responses to the six basic questions on the Rosenberg and Simmons inventory. Eleven students took both the pre- and post-tests.

As a part of the post-test interview, students were asked four open-ended questions. These questions asked participants to identify what they enjoyed the most about the program, disliked the most, why they believed some students had dropped out, and what they believed they had gained from participation.

As a measure of academic achievement, the students' standardized test scores (CRCT) were used. The CRCT is a standardized exam that is given to all public school students in Georgia in the 4th, 6th and 8th grades. Because it is standardized it is a better measure of academic achievement than grades.



The CRCT exams in all five subject areas were administered at the end of the 2003-2004 academic year. Because the CRCT is not given in pre- and post-test form, it is not possible to definitively claim a causal relationship. However, since the CRCT is given at the conclusion of the academic year, it is possible that participation in the Jessye Norman project may have positively influenced student's academic performance. The percentage of students in the three categories (does not meet, meets, and exceeds) are then compared to the same percentages for Tubman Middle School.

**Findings**

***Self-esteem:***

Self-esteem in participants increased over the course of the 2003-2004 academic year in a statistically significant manner ( $p=.000$ ). The mean score for the pre-test was 9.32 while the mean score for the post-test was 13.75. In their response to the open-ended question on “what did you gain” from program participation, the most popular responses were learning new things, self-respect, and self-confidence. All three of these are clearly related to one's self-esteem. By challenging students in new ways, and giving them the opportunity to perform and test themselves in new ways and environments, the Jessye Norman School of the Arts has succeeded in building student self-esteem.

***Academic performance:***

Students participating in the Jessye Norman School of the Arts are outperforming their peers in Tubman Middle School, on all five dimensions of the CRCT exam. Table 2 provides the percentage of students that are not meeting established standards; Table 3 provides the same comparison for students that are meeting or exceeding established standards. While differences were obvious in all five subject areas, mathematics and English/language arts results are remarkably different. Given the central importance of these two subjects in academic and occupational success, this result is remarkable.

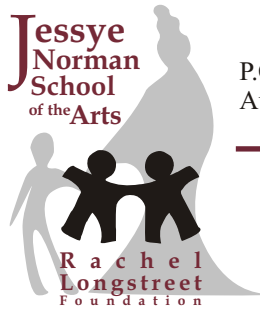
***Table 2- Percentage of Students that Do Not Meet Standard***

Subject	Jessye Norman Participants	Tubman Middle School
Reading	33.3	39
English/Language Arts	16.7	57
Mathematics	50	63
Science	33.3	39
Social Studies	16.7	31

Not only are the Jessye Norman students outperforming their peers in Tubman, they are also outperforming students in the Richmond County system, and the state as a whole on the English/Language Arts portion of the CRCT. Only 16.7 percent of Jessye Norman students failed to meet standard on this portion of the exam, compared with 45 percent of Richmond County students and 32 percent of Georgia students.

***Table 3 - Percentage of Students that Meet or Exceed Standard***

Subject	Jessye Norman Participants	Tubman Middle School
Reading	66.7	61
English/Language Arts	83.3	43
Mathematics	50	37
Science	66.7	61
Social Studies	83.3	69



### Open-ended questions

Program participants were given the opportunity to answer four open-ended questions to probe for more detail. The majority of respondents indicated that what they liked most was instruction in art and dance because it was an area where they felt they were “learning something new.” In contrast, the most disliked thing about the program was “disruptive students.”

When asked why they believed students left the program, responses varied. Six students mentioned a specific teacher, or said it was “teachers' attitudes and treatment.” The next most popular response was “got tired of going.”

As mentioned earlier, most students cited “learning new things” as what they believed they gained from program participation. Other popular responses included “self-respect” and “self-confidence.” Given the close connection between these items and self-esteem, it is perhaps not surprising that self-esteem scores improved over the course of the year.

### Conclusion

Although only in its first year, the Jessye Norman School of the Arts has proven it has the capacity to improve participant self-esteem and bolster academic performance. Consequently, it provides a ray of hope for one of Augusta's lowest-performing middle schools. In Tubman Middle School, as in so many public schools serving low-income neighborhoods, the pressure for educational “accountability” clashes against the realities of students struggling to survive poverty. Programs that offer both help and hope for students answer real needs, and deserve the highest levels of community support.

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