

sont tellement percutants que l'ouvrage tout entier peut s'envelopper du qualificatif *universel*.

Contrairement à l'éducation ancienne centrée sur la discipline, ce nouveau paradigme transdisciplinaire nous invite à une révolution de l'intelligence centrée sur l'équilibre entre le corps, les sentiments et la pensée. Enfin, les laboratoires-réseaux d'innovation peuvent constituer une réponse à une nouvelle démarche scientifique à partir de laquelle des courants de recherche peuvent émerger. C'est là toute la méthodologie ternaire des professeurs Harvey et Lemire qui réussissent bien à nous faire réfléchir sur les orientations de la nouvelle éducation devant guider les acteurs de la prochaine décennie.

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Mitchell, S. (2000). *Partnerships in Creative Activities Among Schools, Artists and Professional Organizations Promoting Arts Education*. Lewiston, NY: Edwin Mellin Press, (hardcover), 280 pages.

Essential to the promotion of arts education are partnerships. Educators can no longer afford to divorce themselves from the valuable world outside the classroom. The greater the diversity within the classroom, the greater the need for mentorships. In *Partnerships in Creative Activities Among Schools, Artists and Professional Organizations Promoting Arts Education*, Professor Mitchell makes a strong case for opening the doors of opportunity for students by inviting all stakeholders into the delivery of arts education. He believes in the importance of seeking broad public support for the arts and cites examples of programs that have been enriched by allowing interested people to spearhead arts programs. In the book he encourages combining voices to create stronger positions, capitalizing on the expertise, influence, and wealth of those involved in the corporate world.

Mitchell is concerned about the instability of arts programs in the schools. He believes that a greater sense of commitment is needed by everyone and that public advocacy is a necessity. The book illuminates how organizations have revitalized the arts by establishing

them as the center of the community with the support of students, parents, related professionals, businesspeople, and community leaders. Mitchell truly believes that the arts must and can generate partnerships and alliances with other sectors of the community if they are to be viable programs.

Mitchell stresses the need to succeed. If success through the arts is to be enhanced, then every possible opportunity must be explored and funding should not present an obstacle to that success. It is his opinion that leaders will emerge to advocate and publicize the value of the arts when given the chance to work in community.

Partnerships in Creative Activities Among Schools, Artists, And Professional Organizations Promoting Arts Education is filled with stories of successful arts programs as well as a detailed history of arts partnerships throughout Canada and North America. Professor Mitchell provides us with a complete and complex overview of can be accomplished by promoting the arts through partnership, and sets out the path for future advocacy work.

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