

# **Community Assistantship Program**

## **Assessment of Interest in Youth Arts Programming**

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# **Assessment of Interest in Youth Arts Programming**

Prepared in partnership with the  
New York Mills Arts Retreat and Regional Cultural Center

by  
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University of Minnesota  
September 2003

with the financial support of  
the University of Minnesota Central Region Partnership

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**CURA RESOURCE COLLECTION**

**Center for Urban and Regional Affairs  
University of Minnesota  
330 Humphrey Center**

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In 1997, the U.S. Department of Education created an NAEP (National Assessment of Educational Progress) arts assessment to measure "how well America's students [in grades 4, 8, and 12] can respond to, create, and perform works of visual art, music, and theatre."<sup>1</sup> When the results of the assessment were analyzed and reported in a November 1998 press conference, the then-U.S. Secretary of Education Richard W. Riley reported that "as a nation we are falling far short in the opportunities we provide to our students for quality arts instruction."<sup>2</sup> Six years later, and in one small region of the country, in a town where the arts community actively works against the trend of lacking arts opportunities, another arts assessment has been conducted.

The assessment was part of a project funded by the Center for Urban and Regional Affairs (University of Minnesota) and for the use of the New York Mills Regional Cultural Center in New York Mills, MN. In explaining the project, Cultural Center director Lina Belar expressed a belief that the region's youth could greatly benefit from an arts program and would respond to one that is customized for their needs and interests. To this end, a research assistantship project for the Cultural Center was created—with the goals to assess the area's interest in arts programming for youth in grades seven through twelve and to determine what kind of necessary elements would need to be incorporated into the program. The project has confirmed Belar's suspicions, and the central conclusion of this report is that there is indeed a definite interest in as well as need for arts programming directed toward youth in the New York Mills area, and that by planning programs

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<sup>1</sup>"The NAEP Report Card: The Nation's Report Card." Arts Education Partnership. 24 Sept. 2001. 17 Aug. 2003. <http://www.aep-arts.org/NAEP.html>.

<sup>2</sup>"Release of NAEP Arts Assessment: Remarks as prepared for delivery by U.S. Secretary of Education Richard W. Riley National Press Club." Arts Education Partnership. 24 Sept. 2001. 17 Aug. 2003. <http://www.aep-arts.org/NAEPRelease.html>.

with the interests, needs, and unique lifestyles of the targeted audience in mind, the New York Mills Regional Cultural Center can meet that need.

In accordance with the national 1997 NAEP report, the students in the region surrounding New York Mills are suffering from a lack of quality arts education. There is absolutely a regional need for arts programming, and it can perhaps be met only by a non-school organization like the New York Mills Regional Cultural Center. The region is mainly composed of small towns with small schools,<sup>3</sup> and in such communities, few quality arts opportunities are available to students. According to instructors from regional schools, limited budgets and understaffing keep the schools from offering an abundance of creative opportunities.<sup>4</sup> Further, because of state and local graduation requirements, most students do not have time in their school schedules to take art classes beyond the one or two that are required.<sup>5</sup> Thus, besides band or choir and perhaps a few basic art classes, students experience no serious art throughout the school day.

The interest in youth arts programming for the area around New York Mills is nearly as compelling as the need for youth arts programming. Fifty-nine percent of the students surveyed said they enjoyed art classes in school, sixty-one percent enjoy attending live plays, seventy-two percent enjoy attending live music concerts, and a solid seventy-one percent of the students said they would attend an arts program/event/class if fit into one of the arts categories that interested

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<sup>3</sup>There are 18 middle, senior, and alternative learning schools within 30 miles of New York Mills, only six of which average 100 or more students in any single grade. There are 27 middle, senior, and alternative learning schools between 30 and 50 miles from New York Mills, only eight of which average 100 or more students in a single grade (See Chart 1--"School Enrollment by Grade").

<sup>4</sup>Kerkvliet, Tweeton, Wahlin

<sup>5</sup>Bakka, Dahl, Esala, Tweeton

them.<sup>6</sup> According to the survey results, their interest in the arts is spread among a wide variety of art concentrations,<sup>7</sup> but it is there. Over 64% of the survey respondents marked more than three areas of art in which they said they were interested, and the top two descriptors for art were “interesting” (from 54% of the student respondents) and “fun” (from 50% of the student respondents). The next most popular descriptors were also all positive, while each of the more negative descriptors had considerably fewer votes (less than 25%).<sup>8</sup>

The interest in youth arts programming comes from regional school and community leaders as well as from students. Seventy-nine percent of those interviewed were excited about arts programming as an effective and feasible way to reach youth, while 19% were open but not overly enthusiastic, and only 2% (one interviewee) seemed to feel that more arts programming would be ineffective. Overall, there is definitely an interest in youth arts programming from students and youth alike in the region the Cultural Center serves.

Having confirmed the Center’s early belief that there is indeed reason to build arts programming for the region’s youth, the remainder of this report will address the details that such programming needs to incorporate. The report will include recommendations for elements of programming that contribute to both the long term nature of the program and to the specific programming needs of the targeted audience.

In order for any youth arts program to be successful in the long run, several foundational elements of the program must be built. These elements all involve building relationships with

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<sup>6</sup>See survey totals.

<sup>7</sup>See Chart 2—“Areas of Arts Interests, from Student Surveys.”

<sup>8</sup>See Chart 3—“Art Descriptors, from Student Surveys.”

groups outside of, but relevant to, the targeted youth in grades seven through twelve. Specifically, the arts community—and in this region, the New York Mills Regional Cultural Center—needs to build strong bridges with schools, with parents, with communities, and with younger students. The Cultural Center already has some relationships in place with these groups and should make a major focus of strengthening these relationships and fostering new ones during the first year of new youth programming.

The Cultural Center's relationship with regional schools is of the utmost importance for two reasons. First, schools provide what may be the single most effective venue for exposing youth to art—a naturally gathered audience of students. Second, teachers are extremely influential in the lives of their students, and their support of the arts could make a difference in the way students view the arts.<sup>9</sup> So, to convince students that arts programming is worth their time, it is beneficial to first convince teachers that the arts are worthwhile. To this end, it would be desirable for the Cultural Center to send to art teachers, music/band teachers, and possibly guidance counselors a consistent newsletter telling about the Cultural Center's arts opportunities and teacher resources.<sup>10</sup>

Another suggestion for raising teacher awareness of arts opportunities is that the Cultural Center could facilitate a gathering of art, music/band, and other teachers interested in promoting the arts.<sup>11</sup> This could happen perhaps once shortly before school starts each fall and once or twice more during the school year. Such a gathering would provide, among other benefits, a convenient

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<sup>9</sup>Cossette, Robinson

<sup>10</sup>Cameron, Dahl, Kennedy, D. Newman, Parent, Rossbach

<sup>11</sup>Kennedy, Rossbach, Wahlin



time for teachers to give the Cultural Center feedback about ways the Center can better work with them. Making teachers aware of arts opportunities and working closely with them will be an indirect but effective way to reach the program's targeted youth.

In setting the stage for arts programming for youth in grades seven through twelve, the relationship between the programs and the parents should also be considered carefully. Parental support is important to students and in fact shapes the very way they view art in the first place,<sup>12</sup> but older teens work with their parents differently than do younger children. The relationship and support are important, but actual activities together are not likely to be very popular. For this type of programming, it seems that the best way to encourage support without expecting cooperative work would be to make available opportunities for parents to support their children's work at art shows, concerts, etc. The regular Cultural Center newsletter, local newspapers, and the free community billboard on the radio are effective ways to reach most parents.<sup>13</sup>

Several of the people in the area who expressed their views on arts programming pointed out that one significant deterrent from arts for many students is the stigma that society inadvertently places on art.<sup>14</sup> People want their community to value those activities in which they participate—whether the valuation be by media recognition, monetary compensation, or basic respect.<sup>15</sup> While the Cultural Center cannot immediately reverse the tendency for society to ignore and otherwise devalue the arts, it can communicate with two visible elements of the

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<sup>12</sup>Brasel, Cossette, Esala, Kerkvliet, Lillquist, Oeschlager, Price, Yarwood

<sup>13</sup>Bakka, Berube, D. Newman, T. Newman

<sup>14</sup>Brasel, Dorholt, Eskeli, Maas, Mattson, Kennedy, Price, Robinson, Rossbach, Yarwood

<sup>15</sup>Aker, Clarksean, Dahl, Geiser, Maas, D. Newman, Plasek, Price, Robinson, Sailer

community—businesses and law enforcement—in order to gradually effect a change. This can possibly be done through newsletters that focus on the benefits of and opportunities to support the arts.

The last foundational element that is important to the long-term nature of a youth arts program is the Cultural Center's relationship with younger students—the youth of future years. This is important because early arts exposure is invaluable in helping youth to succeed or even participate in art<sup>16</sup> when they are in grades seven through twelve. Especially important is the relationship with the students in transition between grade six and middle school. This transition is a time of decisions that may include acceptance or rejection of the arts<sup>17</sup>. One possible way to make the transition a positive one into youth arts programming is to visit 6th grade classes just before summer and give the students a preview of the opportunities that will be available to them during the next years.

Just as important as the foundational pieces of youth arts programming are the specific issues of programming needs for the program's targeted audience. The practical issues are the ones that could make the difference between effective arts programming and very unsuccessful programming. These practical issues include instructor/presenter selection, scheduling concerns, advertising decisions, location choices, and programming types and suggestions.

When considering the selection of instructors and presenters for youth arts programming, there are few requirements, but they are significant. To inspire youth and to effectively convey to

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<sup>16</sup>Rossbach, Tweeton

<sup>17</sup>Aker, Brown, Eskeli, D. Newman, Price

them the value of the arts, presenters need to be able to relate to them.<sup>18</sup> The majority of the written in answers on the student surveys in response to the question "What else might make you want to participate in an arts program?" dealt with the instructor, including adjectives such as "fun," "talented," and "professional." This shows that the selection of presenters is vitally important in determining a program's ability to reach the targeted youth. Specific guidelines for selection, then, are that presenters should ideally be young, have experience in teaching or performing for youth in grades seven through twelve, and/or be of a high quality—fluent in their field of focus.<sup>19</sup>

Efficient scheduling is definitely another factor that affects an arts program's ability to reach students. Twenty-five percent of the students surveyed reported that time of day has stopped them in the past from participating in available arts programming; eighteen percent reported time of week as a past barrier; and seventeen percent blamed time of year.<sup>20</sup> However, an analysis of the student survey responses unearthed no overwhelming majority vote regarding an optimal time for arts programs and events,<sup>21</sup> so the key may simply be to provide options. The issues that influence whether or not people can work with the scheduling of events are varied. For parents, the main concern is transportation,<sup>22</sup> and it is most convenient for events to be clustered together, so after school is the best time for programs. For older students who drive

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<sup>18</sup>Brown, Clarksean, Eskeli, Kerkvliet, Orpen, Price, Robinson, Yarwood

<sup>19</sup>Visiting artists usually fulfill this criterion for quality, and teachers are able to easily incorporate them into classroom settings. Nine teachers, parents, and administrators expressed their approval of or interest in classroom sessions with visiting artists (Dorholt, Krueger, D. Newman, Novak, Rossbach, Thompson, Wahlin, Wieczorek, Witt).

<sup>20</sup>See Chart 4—"Barriers to Arts Programming Participation, from Student Surveys."

<sup>21</sup>See Chart 5—"Preferred Time for Arts Programs, from Student Surveys."

<sup>22</sup>Bakka, Dahl, Eskeli, Kerkvliet, Knight, Krueger, D. Newman, Oeschlager, Sailer, Small; in addition, 47% of the students surveyed reported that they would like to participate in an arts program/event/class after school.

themselves, after-school jobs often interfere with after-school activities.<sup>23</sup> and for them the best time for events and programs is in the evenings.

Another important aspect of scheduling is the scheduling of in-school events. Parents and teachers know that most students enjoy having breaks from class for special programs or visiting artists.<sup>24</sup> and teachers usually appreciate in-school arts opportunities as well, but there are certain scheduling issues that affect how supportive teachers will be of in-school events. If events such as in-school concerts take students out of class, they should not be scheduled during busy times like the end of quarters/trimesters or during heavy sports seasons when students frequently leave class early already.<sup>25</sup> As for visiting artists, teachers appreciate their visits, but to be useful, they should correspond with the classes that the teachers are teaching. It would be good to contact teachers near the end of May, when they have tentative class schedules for the next year, and visiting artists can then be scheduled to visit classes corresponding to their areas of expertise.<sup>26</sup>

Another issue of focus for arts program-planning needs to be advertising. Because past experience shows that youth are largely uninfluenced by traditional advertising techniques, finding successful ways to reach them can prove to be a challenge.<sup>27</sup> As with other challenges, however, this one is manageable. In particular, there are three keys to entering the world of youth advertising. First, youth respond only to in-your-face comments and arguments<sup>28</sup>—they want

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<sup>23</sup>Dorholt, Orpen, Plasek, Thompson, Wahlin

<sup>24</sup>Berube, Dahl, Esala, Knight

<sup>25</sup>Dorholt, Kennedy, Thompson, Wiczorek; See List 1—"Scheduling Concerns" for specific dates to avoid.

<sup>26</sup>Witt

<sup>27</sup>Bakka, Brown, Dorholt, Esala, Geiser, Kennedy, Maas, Mattson, D. Newman, T. Newman, Plasek, Price, Sailer

<sup>28</sup>T. Newman, Price, Robinson

convincing reasons to care about what is being offered. Second, the most logical way to reach students is, once again, through the schools.<sup>29</sup> Third, to increase the chances of student response, the Cultural Center can consider involving students in the advertising process.

By involving students in the advertising process, the Cultural Center will accomplish two things. First, it will be able to gain a valuable link to youth that, according to the region's adults and students, matters. When asked what is important to youth and what makes them participate in a given program, forty-five percent of adults answered "friends" or "peers." Of the students who answered the open-ended survey question, "What else might make you want to participate in arts programming," the top write-in was also "friends," and several others said they would want to hear about the program from others who participated enjoyed it.

The second thing the Cultural Center will accomplish by involving youth in the advertising for youth programming is investing worth into the students themselves. Youth like to feel a sense of ownership in their activities.<sup>30</sup> Some specific suggestions for how the Cultural Center could involve students and give them that sense of ownership is to request a School-To-Work intern<sup>31</sup> or to create student positions such as "Advertising Ambassador to NYM High School." These students could offer recommendations and opinions, help create a youth newsletter, and even manage a youth webpage.<sup>32</sup>

Location is another detail that must be considered for arts programming. The Cultural

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<sup>29</sup>See List 2—"School Bulletin Contacts."

<sup>30</sup>D. Newman, T. Newman, Maas, Robinson

<sup>31</sup>D. Newman

<sup>32</sup>Clarksean

Center gallery in New York Mills and the New York Mills High School Auditorium have in the past served as excellent locations for events and will continue to be useful. However, because this program seeks to be regional, and because finding transportation is very difficult for many students and their parents, the Cultural Center could consider bringing its arts opportunities to other schools and communities more frequently. If schools are made aware of opportunities to have visiting artists or in-school concerts through the Cultural Center, they would quite possibly use those opportunities and offer their facilities as locations for events/programs.

The final issue to address for arts programming is what types of arts programming to schedule. As stated earlier, students' arts interests lie all along the spectrum of arts concentrations,<sup>33</sup> so arts programming that intends to target youth needs to provide options and variety.<sup>34</sup> More options may result in smaller concentrations of students at any given event, but it appears that it will be the most successful method of reaching the largest total number of students.

While the interest is spread out, however, the student surveys did show some specific areas where youth interest lies. According to the surveys, among visual arts, performing arts, and literary arts, visual arts are the most popular and literary arts are the least popular. This may be due to the fact that students have ample opportunities to write during school but few opportunities to experience other forms of art, so in planning programming, the Cultural Center may want to choose presenters whose art focuses are not usually available through the schools.<sup>35</sup>

The type of art that interested the largest number of students is photography. Only twenty

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<sup>33</sup>See Chart 2—"Areas of Arts Interests, from Student Surveys."

<sup>34</sup>Geiser, Kennedy, T. Newman, Orpen, Rossbach, Thompson, Wahlin

<sup>35</sup>Eskeli

percent of students said they had ever done anything with photography, but a striking fifty percent of the students responded that they are interested in photography, so the Cultural Center might find it desirable to include opportunities to explore photography as part of the arts programming. In the past, students have enjoyed having photographers (visiting and local artists) visit their photography classes.<sup>36</sup> It would be worthwhile to continue providing such opportunities. Then, after allowing professional photographers to inspire the students, another idea is to have students bring their own work for competition, critique, or even display.

The next most popular type of art is drawing, in which forty-six percent of the students reported an interest. One recommended program that has been successful with students and appears to match presenter criteria well is the Chalk Media™ “Chalkguy.” His presentation includes a message, the live creation of a 6'x8' drawing, and an interactive media and light show.<sup>37</sup>

Another forty-five percent of the students reported an interest in playing a musical instrument. Such a percentage may be partly due to the fact that many of the surveys were given to marching band students, but many of the adult interviewees also felt that music is a major interest for today's youth.<sup>38</sup> The Cultural Center can include music in its arts programming in two ways—by bringing in outside artist/entertainers and by showcasing the student musicians themselves.

Youth today seem obsessed with bands and enjoy being entertained, and because musical

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<sup>36</sup>Witt

<sup>37</sup>See List 3—“Suggested Arts Presenters”

<sup>38</sup>T. Newman, Orpen

performances serve as artistic inspiration to youth.<sup>39</sup> it would be in the Cultural Center's interest to make musical performances available to students. Besides musical visiting artists and the musicians that the Cultural Center brings in for its adult audiences, there are several traveling musical groups that specialize in entertaining, speaking to, and teaching high school students.<sup>40</sup> Because most of these include positive, motivational messages, schools are very receptive to them, and the Cultural Center could bring them to students during the school day.

As for showcasing students, many of the adult interviewees commented that one incentive for youth involvement that is lacking in many arts programs is an opportunity for students to be recognized for their work.<sup>41</sup> Other activities, such as sports, provide opportunities for participant recognition, and that may be one of the reasons sports have been so successful in attracting youth participants. Showcasing youth's musical talent through concerts would be one way to provide recognition for young artists while also providing inspiration and entertainment to other youths. A Cultural Center-sponsored Battle of the Bands, in which the region's teen bands could gather for an event of concert and competition, is one suggestion for showcasing area youth.<sup>42</sup> Another suggestion is an invitational gathering of different school performance groups—such as a Swing choir from one school, a Jazz band from another, and violinists from another.<sup>43</sup> A gathering of this type could be made open to parents and the public, but even without a large outside showing, it would provide an opportunity for students to be recognized by their peers.

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<sup>39</sup>Belar

<sup>40</sup>See List 3—"Suggested Arts Presenters"

<sup>41</sup>Aker, Clarksean, Dahl, Geiser, Maas, D. Newman, Plasek, Price, Robinson, Sailer

<sup>42</sup>Maas, D. Newman

<sup>43</sup>Sailer



In his remarks at the 1998 press conference, Richard W. Riley directed his comments mainly to schools, urging them to improve the quality and quantity of arts opportunities for the nation's youth. However, since the New York Mills area is one whose schools are hard-pressed to make arts an "integral part of the curriculum . . . supplemented by after school activities,"<sup>44</sup> the work of the New York Mills Regional Cultural Center is invaluable. The need for youth arts programming is acute, the interest in youth arts programming is real, and the potential for success with youth arts programming is rich. With attention to the uniqueness of the youth themselves, the New York Mills Regional Cultural Center can effectively meet the need, fulfill the interest, and begin to right the wrong of underexposure to the arts.

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<sup>44</sup>"Release of NAEP Arts Assessment: Remarks as prepared for delivery by U.S. Secretary of Education Richard W. Riley National Press Club." Arts Education Partnership. 24 Sept. 2001. 17 Aug. 2003. <http://www.aep-arts.org/NAEPRelease.html>.

**List 1**  
**Scheduling Concerns**

*Homecoming*  
*Picture Day*  
*Concerts and other events that occupy auditorium*  
*Sports Tournaments*  
*Ends of Quarters/Trimesters*  
*Parent/Teacher conferences*

**September**

2 First day of school  
 24 NYM Picture Day  
 23-27 Eagle Valley-Watkins Homecoming

**October**

10 NYM Homecoming  
 11s SAT Assessment Test  
 13 NYM P/T conferences  
 14 Wadena P/T conferences (3:15-9:30pm), Menahga P/T conferences (1pm)  
 15 Wadena Staff Development Day, Menahga no school, Eagle Valley-Watkins PSAT  
 16-17 NYM, Perham Fall Break; Wadena, Frazee-Vergas teacher conventions; Menahga no school (MEA)  
 17-18 Eagle Valley-Watkins Fall Break  
 22-25 Girls State Tennis Tournament  
 25s ACT Assessment Test  
 31 Frazee-Vergas end of first quarter

**November**

1s SAT, Boys and Girls State Cross Country Run Tournaments  
 3 NYM, Frazee-Vergas Staff Development Day  
 4 Wadena end of first quarter  
 5 Wadena Staff Development Day  
 6-8 Girls State Volleyball Tournament  
 6 Frazee-Vergas P/T conferences (5-8pm)  
 7 Frazee-Vergas no school, P/T conferences (9am-12pm); Menahga end of first qtr.  
 8 Eagle Valley-Watkins end of first quarter  
 11 NYM Fall Pops Concert (7:30pm), Menahga Staff Development Day  
 21 NYM last day of first trimester, Eagle Valley-Watkins P/T conferences  
 7-22 State Football Tournaments  
 27-28 Thanksgiving Break–NYM, Perham, Wadena, Frazee-Vergas, Menahga  
 28-29 Thanksgiving Break–Eagle Valley-Watkins

**December**

- 1 NYM Jazz and Jr. High Concert (7:30pm)
- 6s SAT
- 12 Eagle Valley-Watkins HS choir concert (7:30pm)
- 13s ACT
- 16 Eagle Valley-Watkins HS band concert (7:30pm)
- 22-31 Winter Break—NYM, Perham, Wadena, Frazee-Vergas, Menahga, Eagle Valley-Watkins

### January

- 1 Winter Break—Eagle Valley-Watkins
- 1-2 Winter Break—NYM, Perham, Wadena, Frazee-Vergas, Menahga
- 13 NYM grade 7 reading testing
- 14 NYM grade 7 math testing
- 16 NYM grade 7 make-up testing
- 16 Frazee-Vergas end of second qtr.
- 17 Eagle Valley-Watkins end of second qtr.
- 19 Martin Luther King Jr. Day: NYM, Perham, Wadena, Frazee-Vergas Staff Development Day
- 22 Wadena end of second quarter
- 23 Wadena Staff Development Day; Menahga end of second qtr.
- 24s SAT
- 26 NYM P/T conferences
- 30 Eagle Valley-Watkins One-Act play public performance

### February

- 2 Eagle Valley-Watkins One Act play public performance
- 7s ACT
- 9-20 NYM MCA Grade 8 reading and math testing
- 9-14 Eagle Valley-Watkins Snow Daze
- 12 Menahga conferences
- 13 Menahga no school
- 16 President's Day (no school NYM, Perham, Wadena, Frazee-Vergas, Menahga)
- 27 NYM last day of second trimester

### March

- 1 NYM Staff Development Day
- 4-6 State Wrestling Tournament
- 8 Menahga Staff Development Day
- 9-10 NYM MCA grades 10,11 reading and math testing
- 19 Perham No School; Frazee-Vergas end of third qtr.
- 17-20 Girls State Basketball Tournament
- 24-27 Boys State Basketball Tournament
- 22 Frazee-Vergas Staff Development Day
- 23 Frazee-Vergas P/T conferences (5-8pm)
- 25 Wadena end of third qtr.; Frazee-Vergas P/T conferences (5-8pm), Eagle Valley-Watkins end of third qtr. (half day)

26 Wadena Staff Development Day, Menahga end of third qtr.

### April

1 Wadena P/T conferences (3:15-9pm)  
3s ACT  
7-9 NYM Spring Break  
9 Wadena Spring Break  
9-12 Perham Spring Break, Frazee-Vergas Spring Break, Menahga Easter Break  
14-15 NYM grade 12 BST math and reading testing  
18-21 Eagle Valley-Watkins Spring Break  
19 Menahga Staff Development Day  
15 Eagle Valley-Watkins Spring Play

### May

1s SAT  
3 NYM Spring band concert (7:30pm)  
1-4 Eagle Valley-Watkins band dept. field trip to Chicago  
12 Eagle Valley-Watkins choir concert (7:30pm)  
16 Frazee-Vergas HS commencement  
21 Eagle Valley-Watkins banc concert (7:30pm)  
27 NYM last day of third trimester, Menahga last student day  
28 NYM, Perham, Wadena, Frazee-Vergas last student day

### June

1s SAT  
8-11 Boys State Tennis Tournament  
11-12 Boys and Girls State Track and Field Tournaments, Girls State Softball Tournament  
17-18 State Baseball Tournament

**List 2**  
**School Bulletin Contacts**

New York Mills HS: Call Arlene at 218-385-4210 with information before 8:30 AM—one day in advance if possible

Perham HS: Call Lynn Lehman at 218-346-6500 with information

Wadena HS: Call Donna Sartel at 218-632-2150 ext. 150

Henning HS: 218-583-2927

Sebeka HS: 218-837-5101. talk to Judy Hudry for Community Ed. newsletter

Verndale HS: 218-445-5184

Frazee-Vergas HS: 218-334-2981. Secretaries Laurie Cook and Deb Gray

Battle Lake HS: 218-864-5215. usually only allows announcements for school events. talk to Brooke Heaford

Menahga HS: Fax information to 218-564-5401 long enough before event for Superintendent to review

Parkers Prairie HS: 218-338-6011. Secretary Becky Revering

Bertha-Hewitt HS: Call Joann at 218-924-3252 with information; for monthly newsletter, give information by the third week of each month

Underwood HS: 218-826-6102, talk to Robin

Eagle Bend HS: Call Janet at 218-738-6442 with information before 8:00 AM

Staples HS: E-mail Renae Seaton at with information by 8:15 AM

**List 3****Suggested Arts Presenters**

Chalk Media™ "Chalk Guy." Visual art with multimedia show

CMI  
 1659 Central Avenue  
 Indianapolis, IN 46202  
 phone: 317-920-1908  
 fax: 317-920-1908  
 web: www.chalkguy.com

Culture Shock, nonprofit Hip-Hop Dance Troupe and Outreach Organization

Angie Bunch  
 248 A West Washington St.  
 San Diego, CA 92103  
 web: <http://www.dancenfitness.com/instructors/cultureshock/Culture%20Shock.htm>  
 notes: "Culture Shock Dance Troupe will present one day workshops around the country for adults as well as youth organizations. Look for these CEC educational and dance events starting in early 1998."

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*Michigan's Arts and Humanities Touring Directory 2000-2003, online at  
<http://oldwww.matrix.msu.edu/touring/>:*

Aerial Dance Theater, dance

Performance: \$1,000-2,500

Workshop \$300-800

Residency \$1,000-5,000 plus travel

Steven Iannacone or Linda Graham  
 Hope College Dance Department  
 PO Box 9000  
 Holland, MI 49422-9000  
 phone: 616-395-7703  
 fax: 616-395-7175  
 e-mail: [graham@hope.edu](mailto:graham@hope.edu)  
 web: [www.hope.edu/academic/dance/aerial](http://www.hope.edu/academic/dance/aerial)

O.J. Anderson, comedic theater with focus on kindness, respect, alcohol/substance awareness

Performance: \$450-1,000

Workshop: \$400

Residency: \$300; plus travel

O.J. Anderson  
 1323 Culver Rd.  
 Ann Arbor, MI 48103  
 phone: 734-668-0163

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*Wisconsin Touring and Arts in Education Artist Directory:*

Foothold Dance/Performance, dancers trained for performances and workshops (p. 8)

1 hour workshop: \$25-100/hr

1 day residency: \$250-500

Extended residency/performance negotiable

Diane VanDerhei

Foothold Dance/Performance

820 E. Knapp Street

Milwaukee, WI 53202

phone: 414-247-8717

K&K Capoeira, African martial dance (p.9)

Performance: \$500-700

Workshop: \$500-700/day

Mr. T.J. Desch

PO Box 941

Milwaukee, WI 53201-0941

phone: 414-297-9593

fax: 414-297-9593

Fabu Carter Mogaka, Literary artist (p. 20)

Performance: \$50-150

Workshop: \$150

Fabu Carter Mogaka

3329 Leopold Way #204

Fitchburg, WI 53713

phone: 608-257-2453 ext. 230

e-mail: fmogaka@nehenuah.org

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*2003-2004 Highland Arts Fund Performing Artists:*

Houston Metropolitan Dance Company, energetic dance (p.18)

Fee Range: \$500-\$25,000

Michelle Smith

PO Box 980457

Houston, TX 77098

phone: 713-522-6375

fax: 713-849-9214

web: www.houstonmet.com

Still on the Hill, acoustic folk duo (p.40)

Fee Range: \$800-1,400

Kelly Mulhollan or Donna Henschell

2406 Blackberry Dr.  
Fayetteville, AR 72703  
phone: 479-582-2291  
e-mail: toucan@pocketmail.com  
web: www.stillonthehill.com

Table for 5, vocal music (p.64)

Fee Range: \$1,000-\$7,500

Elizabeth Humes  
Executive Director  
Great Lakes PAA  
505 E. Huron, #302  
Ann Arbor, MI 48104-1567  
phone: 734-665-4029  
fax: 734-769-9297  
e-mail: paa@provide.net



**List 4**  
**Interviewees**

*Matthew Aker*, New York Mills High School Principal. (6-25-03)

*Gary Bach*, New York Mills tennis coach, IMPACT team member, community youth pastor (7-7-03)

*Mrs. Peter Bakka*, New York Mills parent (7-31-03)

*Jana Berube*, New York Mills parent (7-31-03)

*Ryan Brasel*, New York Mills police officer (7-2-03)

*Bill Brown*, New York Mills High School band instructor (7-1-03)

*Todd Cameron*, New York Mills District Superintendent (6-26-03)

*Randy Clarksean*, New York Mills Mayor, Cultural Center volunteer, little league coach, part-time high school instructor (7-2-03)

*David Cossette*, Otter Tail County Sheriff's office (8-12-03)

*Jodie Dahl*, Menahga High School band instructor, parent (8-5-03)

*Bill Delaney*, Perham Area Learning Center Director (7-3-03)

*Kathy Dorholt*, New York Mills High School writing instructor and Write Club advisor

*Greg Esala*, New York Mills Elementary School Principal (7-2-02)

*Dorothy Eskeli*, New York Mills Elementary School Counselor (7-1-03)

*Donna Geiser*, 4H Youth Educator with East Otter Tail County Extension Services (7-2-03)

*Mary Hansen*, Wadena Alternative Learning Center Director (7-8-03)

*Crystal Kennedy*, Wadena High School band instructor (7-15-03)

*David Kerkvliet*, Sebeka High School band instructor (7-17-03)

*Jayne Knight*, New York Mills parent (7-28-03)

*Kitty Krueger*, Prairie Wind Middle School Principal in Perham (7-3-03)

*Dave Lemke*, Dean's Country Market Manager in New York Mills (8-11-03)

- John Lillquist*, Sebeka High School Athletic Director and Summer Recreation Director (7-1-03)
- Mim Maas*, Cyber Café Youth Development Director, former Cultural Center KOKE Youth Project Director (7-3-03)
- Darrin Mattson*, former Sebeka High School student (7-28-03)
- Doris Newman*, New York Mills parent (8-10-03)
- Timothy Newman*, New York Mills parent and minister (8-10-03)
- Blaine Novak*, New York Mills Activities Director and Community Education Director (7-8-03)
- Karen Oeschlager*, Cultural Center Board Member, New York Mills 4 grade teacher (7-3-03)
- JoAnn Orpen*, Battle Lake High School band instructor (7-23-03)
- Dan Parent*, Perham High School Principal (7-7-03)
- Dale Plasek*, Wadena Jr. High band instructor (7-3-03)
- Heather Price*, New York Mills High School speech coach and Fall play director (6-19-03)  
(7-17-03)
- Pam Robinson*, Cultural Center Board Member, former Sebeka K-12 art instructor (7-3-03)
- Dawn Rossbach*, Menahga High School art instructor (8-6-03)
- Fred Sailer*, Perham High School Activities Director (7-17-03)
- Tyler Small*, New York Mills High School Guidance Counselor (6-25-03)
- Heather Thompson*, Frazee High School band instructor (7-30-03)
- Bonnie Tweeton*, Frazee HS Art Teacher (7-16-03)
- Marlene Wahlin*, Henning band instructor (8-8-03)
- Lynn Wieczorek*, Perham teacher (7-8-03)
- Larry Witt*, NYM photography instructor (8-14-03)
- Randa Yarwood*, Wadena Cyber Café (8-14-03)

Chart 1

School Enrollment by Grade							
School	7	8	9	10	11	12	
NYM Sec.	56	56	61	57	63	49	23 Schools 0-30 miles from New York Mills
Perham ALC			1	6	11	18	
Perham Sr.			161	159	156	141	
Prairie Wind Mid.	154	157					
Wadena Sr.	117	111	134	136	108	117	
Henning Sec.	20	30	36	31	38	42	
Sebeka Sec.	45	46	53	39	58	44	
Verndale Sec.	37	33	46	37	38	34	
Frazee Sec.	116	100	111	110	108	86	
Battle Lake Sec.	38	43	41	41	50	42	
Menahga Sec.	59	58	66	54	57	40	
Parkers Prairie Sec.	65	56	56	67	49	40	
Bertha Sec.	42	38	37	46	49	56	
Underwood Sec.	29	48	44	37	44	42	
Eagle Valley Sec.	30	31	25	36	49	58	
Freshwater Ed. Dist. ALC			17	35	37	35	
Staples Sr.		1	134	138	139	146	
Staples Mid.	116	135					
<b>Subtotals</b>	924	943	1023	1029	1054	990	<b>Grand Subtotal</b> 5963
DL ALC			13	16	5	4	Schools 30-50 miles from New York Mills
DL Altern. Program			4	4	5	12	
DL Mid.	254	243	3		2	1	
DL Sr.			270	237	246	193	
DL Mid. ALC	1	1					
Headwaters Ed. Learning P			1	1	2	4	
Park Rapids Sr.			170	147	142	138	
Park Rapids Mid.	164	147					
Pelican Rapids Sec.	110	111	118	114	115	99	
Ashby Sec.	27	28	31	24	30	25	
Nevis Sec.	48	45	59	47	49	41	
Fergus Falls Altern Prog.		1	1	3	22	69	
Fergus Falls Sr.			245	263	263	240	
Browerville Sec.	47	49	38	49	52	59	
Evansville Sec.	20	16	12	26	25	33	
Brandon Sec.	32	27	33	30	31	16	
Lake Park Audubon Sec.	44	51	53	62	50	52	
Day Treatment Center	1	4	3	3	3		
Discovery Jr.	355	343	356				
Jefferson Sr.				368	386	364	
Runestone ALC			1	5	12	75	
Rothsay Sec.	20	20	19	16	18	26	
Long Prairie-Grey Sr.			142	109	123	121	
Lakes Area Charter School			1	3	5	2	
Osakis Sec.	63	68	60	45	57	62	
Pine River ALC			2	7	18	35	
Pine River Middle ALC	2	3	6				
Pine River Sec.	89	94	94	95	111	102	
West Central Area Sec.	75	72	75	82	73	82	
<b>Sums</b>	2276	2266	2833	2785	2899	2845	<b>Grand Total</b> 15904

<b>Chart 2</b>		
<b>Areas of Arts Interests, from Student Surveys</b>		
Area of the Arts	Number of Students	Percentage of Students
Visual Arts		
Sculpting	57	28%
Painting	81	40%
Drawing	92	45%
Photography	104	51%
Performing Arts		
Acting	63	31%
Dancing	62	30%
Singing	78	38%
Playing Musical Instrument	92	45%
Literary Arts		
Writing Song Lyrics	36	18%
Writing Poetry	43	21%
Writing Short Stories	52	25%
Writing Plays	22	11%
Writing Essays	27	13%
None	14	7%

<b>Chart 3</b>		
<b>Art Descriptors, from Student Surveys</b>		
Descriptor	Number of Students	Percentage of Students
Interesting	111	54%
Fun	103	50%
Cool	85	42%
Exciting	72	35%
Relaxing	71	35%
Time-consuming	70	34%
Worthwhile	68	33%
Boring	46	23%
Confusing	36	18%
Unusual	27	13%
Too Hard	26	13%
Weird	26	13%
Useless	22	11%
Old-fashioned	17	8%

<b>Chart 4</b>		
<b>Barriers to Arts Programming Participation, from Student Surveys</b>		
Barrier	Number of Students	Percentage of Students
Not Interested	82	40%
Not Aware of It	4	31%
Time of Day	50	25%
Time of Week	37	18%
Cost	40	18%
Time of Year	35	17%

<b>Chart 5</b>		
<i>Preferred Time for Arts Programs, from Student Surveys</i>		
Time	Number of Students	Percentage of Students
School Year Weekdays		
During School Lunch Hour	26	13%
After School	95	47%
Evenings	56	27%
School Year Weekends		
Mornings	50	25%
Early Afternoons	43	21%
Late Afternoons/Evenings	40	20%
Summer Weekdays		
Mornings	44	22%
Early Afternoons	56	27%
Late Afternoons/Evenings	55	27%
Summer Weekends		
Mornings	48	24%
Early Afternoons	33	16%
Late Afternoons/Evenings	35	17%

<b>Chart 6</b>		
<i>Preferred Duration of Arts Programs, from Student Surveys</i>		
Duration	Number of Students	Percentage of Students
One Session	29	14%
One Weekend	17	8%
One Week	14	7%
Two Weeks	27	13%
One Month	33	16%
Summer	20	10%
School Year	45	22%
Other	26	13%

<b>Chart 7</b>		
<i>Preferred Type of Arts Program, from Student Surveys</i>		
Type	Number of Students	Percentage of Students
Small Group	50	25%
Large Group	35	17%
Hands-on	121	59%
Private	33	16%
Other	17	8%