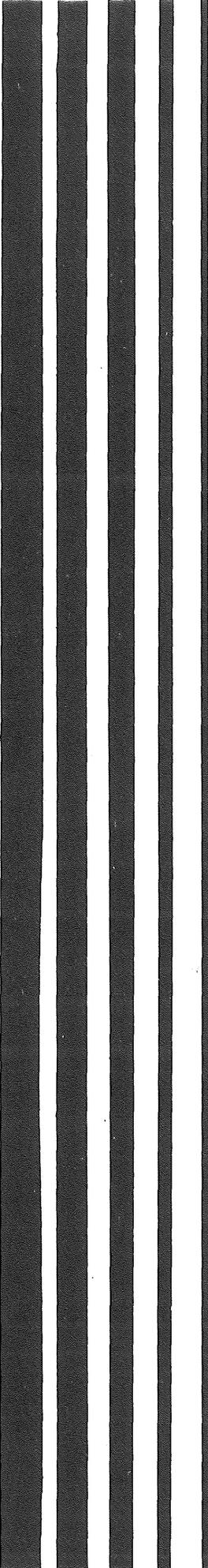


850767

B. Arts Education Needs Assessment:

**Results of Surveys of Teachers,
Principals, Parents and Students**

conducted by
Anderson, Neibuhr and Associates, Inc.



**ARTS EDUCATION
NEEDS ASSESSMENT**

**A SURVEY OF
TEACHERS, PRINCIPALS
PARENTS, AND STUDENTS
IN MINNESOTA**

Conducted for:

**Minnesota State
Department of Education**

Conducted by:

**Anderson, Niebuhr
& Associates, Inc.**

1885 University Avenue
St. Paul, MN 55104
(612)645-5577

February, 1985

**ARTS EDUCATION
NEEDS ASSESSMENT**

**A SURVEY OF
TEACHERS, PRINCIPALS
PARENTS, AND STUDENTS
IN MINNESOTA**

Conducted for:

**Minnesota State
Department of Education**

Conducted by:

**Anderson, Niebuhr & Associates, Inc.
1885 University Avenue
St. Paul, MN 55104
(612)645-5577**

February, 1985

INTRODUCTION

The Minnesota Department of Education is interested in examining arts education in Minnesota's public schools. Arts education includes visual art, creative writing, dance, drama or theater and music. Goals for a needs assessment on the arts in Minnesota public education were established as follows:

- (1) To assess the current range of arts opportunities available to students both in school coursework and extra-curricular activities at the elementary and secondary levels;
- (2) To evaluate the quality of existing arts opportunities;
- (3) To determine the importance of arts education and its inclusion in the public school curricula; and,
- (4) To identify arts opportunities that are not presently offered but should be made available.

The Minnesota Department of Education contracted with Anderson, Niebuhr and Associates, Inc. to conduct a survey for the arts education needs assessment. The report summarizing the results of the survey will be used in making recommendations for arts education in the Minnesota public schools. These recommendations will be used by local school districts, the Minnesota Department of Education, the Minnesota State Board of Education, the Minnesota Legislature, the Governor, the Arts Education Task Force and other agencies and organizations concerned with arts education.

The chapters of this report that follow describe the method used to conduct the needs assessment, the results obtained in the study and conclusions based on the results.

RESEARCH METHOD

This chapter describes the research method used to conduct the study on arts education in Minnesota. It includes sections which describe populations and samples included in the survey, the process used to construct questionnaires used in the survey, data collection methods and procedures used in data analysis.

I. POPULATIONS AND SAMPLES

The Department of Education wanted to gather information about arts education from a variety of persons involved in public education. Therefore, four categories of persons were chosen to be included in the survey: teachers, principals, parents and students. Samples were selected from each of these groups.

A. Teachers

To gather data from a broad base of teachers who have experience regarding arts education in the public school system, two types were included in the survey sample - elementary teachers and arts specialists.

The Department of Education provided Anderson, Niebuhr and Associates, Inc. with a list of 425 elementary teachers in the state. The decision was made to sample fifty from the list. The sample was drawn by using computer generated random numbers so that each elementary teacher on the list had an equal probability of being chosen for the survey. Forty-nine elementary teachers completed and returned their questionnaires for a response rate of 98 percent.

Lists of specialists in art and music were provided by the Department of Education. Because lists of specialists who teach dance, creative writing and theater were not available, the decision was made to survey physical education teachers to obtain information about dance and English teachers to obtain information about creative writing and theater.

For art, music and dance, a total of 150 teachers were chosen in each of these specialties; 50 of these teach at the elementary level, 50 teach at the junior high level and 50 teach at the senior high level. For creative writing and theater, fifty junior high and fifty senior high English teachers were sampled for a total of 100. Computer generated random numbers were used to select the samples. Sample sizes and response rates for each specialty are illustrated in the chart below:

SAMPLE SIZES AND RESPONSE RATES FOR SPECIALISTS

<u>Specialist</u>	<u>Sample Size</u>	<u>Number Who Responded</u>	<u>Response Rate</u>
Art	150	140	93
Creative Writing	100	87	87
Dance	150	129	84
Theater	100	84	84
Music	150	140	93

Several decisions were made in sampling arts specialists. First, since there are no specialists in creative writing and theater in the elementary grades, none were included in the sample. Second, to gather data on creative writing and theater in the junior and senior high grades, the decision was made to sample 50 English teachers who teach at the junior high level and 50 who teach at the senior high level and ask them to complete two questionnaires--one dealing with creative writing and one dealing with theater.

B. Principals

Principals were also divided into groups for the study: elementary, junior high and senior high. A list provided by the Department of Education was used to select the samples of principals. Fifty elementary principals were chosen for the random

sample with a response rate of 92%. At the secondary level, high response rates were also obtained. Fifty junior high principals and 50 senior high principals were selected for the sample. A 98 percent response rate was obtained from each of these groups.

C. Parents

A random sample of 200 Minnesota households which have at least one child attending public schools was chosen for the telephone survey of parents. Computer generated random digits were used to select these households from listings of all households in Minnesota.

D. Students

During their interview, parents were asked if any of their children were 10 years old or older. Children who were 10 years old or older were interviewed by telephone after the parent's interview was completed. A total of 211 students participated in the survey.

II. QUESTIONNAIRE DESIGN

A separate questionnaire was constructed for each category of persons included in the survey: elementary teachers, arts specialists, elementary principals, secondary principals, parents and students. Each questionnaire was composed of questions specific to each category of respondents. However, for some topics, the same or similar questions were used in different questionnaires so that responses of different categories of respondents could be compared.

Meetings were held with representatives of the Department of Education to generate topics to be included in the survey questionnaires. These meetings included representatives of the five specialist areas surveyed. Following these meetings, drafts of the questionnaires were submitted to the Department of Education for review and approval. When the Department of Education agreed that the questionnaires would obtain the information they needed, data collection began.

Copies of each questionnaire are found in Appendix A.

III. DATA COLLECTION

The arts education needs assessment survey of elementary teachers, arts specialists and principals was conducted by mail during the months of December, 1984 and January, 1985. In addition to the initial first class mailing of the questionnaire, two follow-up methods were used. Approximately one week after questionnaires were mailed, a second survey questionnaire was mailed. Within one week after the second survey was mailed, follow-up phone calls were made to those from whom questionnaires had not been received.

The telephone survey of parents and students was conducted in December, 1985. If no one answered the telephone, callbacks were made until a response was received.

IV. DATA ANALYSIS

Data from all completed questionnaires were verified for accuracy and were processed using computer facilities at the University of Minnesota Computer Center and computer programs contained in the Statistical Package for the Social Sciences (SPSS).

In addition to results providing descriptive information, selected comparisons of the different groups of respondents were conducted. Where statistical differences were found ($p < .05$), they are noted in the report.

RESULTS

The results of the arts education surveys conducted for the Minnesota Department of Education are divided into two sections: (1) the results from surveys of teachers, and principals and (2) the results from surveys of parents and students. Within these two sections, results are reported in subsections according to topic. Statistical tables for the results reported below are found in Appendix B.

I. RESULTS FROM SURVEYS OF TEACHERS AND PRINCIPALS

For the section on teachers and principals, results are reported according to topics addressed in their questionnaires. These include: the current status of arts education, the quality of education in the arts and attitudes toward education in the arts.

A. Current Status of Arts Education

To determine the current status of arts education in Minnesota schools, several questions included in the questionnaire focused on the existing arts education program. The summary of these results may be divided into three parts: (1) allocation of time, (2) current staffing and (3) available arts opportunities.

1. Allocation of Time

Elementary teachers were asked to estimate the amount of time in minutes per week students participate in arts activities. This estimate included the amount of time students are taught topics in the arts by their classroom teacher as well as by licensed arts specialists. Responses to this question are summarized in Table I. With the exception of music, most of the arts education provided to elementary students is

by the classroom teacher. From the survey, it appears that classroom teachers concentrate primarily on art (50 minutes/week) and creative writing (30 minutes/week). Music is generally taught by a licensed arts teacher and averages 62 minutes weekly. No question was included in the survey to assess the amount of time allocated to arts education in the secondary levels; however, results pertaining to the number of arts courses and arts students will be discussed below.

Teachers, specialists and principals were asked what has happened to the amount of time allocated to teaching the arts during the last five years. As shown in Tables 2 through 6, many people feel the amount of time has remained about the same. However, arts specialists generally do not share this opinion. Many specialists reported that the amount of time allocated to the arts has decreased.

The responses of elementary teachers are summarized in Table 2. Many reported that arts activities have remained the same over the last five years. However, almost one-third feel the time allocated to creative writing (30%) and music (27%) has increased. Some elementary teachers reported a decrease in the amount of time allocated to each arts activity, ranging from 9 percent noting a decrease in creative writing to 19 percent noting a decrease in dance.

As mentioned above, specialists feel differently about arts education over the last five years for both daily coursework and extra-curricular activities. With the exception of art, specialists most frequently responded that decreases had occurred in the number of courses offered during the school day. While 35 percent of art specialists also noted a decrease in time for their specialty, over half (51%) feel it has remained the same and 14 percent feel that time allocated to art has actually increased. Dance specialists most frequently noted a decline as 63 percent responded that the time allocated for dance has decreased. This compares with 50 percent of

writing specialists, 49 percent of music specialists and 47 percent of theater specialists. The most common courses to have increased in number over the last five years, according to their specialists, are creative writing and music (both 21%). These results are found in Table 3.

Regarding extra-curricular activities in the arts, specialists express views similar to their responses concerning the number of courses offered. In general, specialists feel that time allocated to extra-curricular arts activities has decreased. And, for extra-curricular activities, art specialists also indicated a decrease. As with daily coursework, dance specialists most frequently reported that dance activities have decreased (66%). Specialists in art (61%), creative writing (61%), theater (52%) and music (49%) all reported declines. Theater and music activities may not have experienced widespread decreases as about one-third of the specialists in these two areas (35% and 30% respectively) responded that activities have remained the same. In addition, 21 percent of music specialists feel that the time allocated to extra-curricular activities in music has actually increased. Table 4 shows specialists' responses on this topic.

Elementary principals were asked about the amount of time devoted to arts learning opportunities for students during the last five years (Table 5). Their responses were generally consistent with those of elementary teachers, except in the area of creative writing. Elementary principals feel that the amount of time has remained about the same over the last five years for art (57%), dance (62%), drama (84%) and music (54%). Time devoted to creative writing, according to 69 percent of elementary principals, has increased over the last few years. Art (29%), dance (22%) and music (33%) experienced increases as reported by some of the principals. Decreases in time were reported by less than 20 percent for each arts activity.

Principals of junior and senior high schools were asked about changes in the availability of arts courses and extra-curricular activities for students over the last five years. As with elementary teachers and principals, secondary principals generally responded that arts courses and extra-curricular activities remained about the same (Table 6). Nineteen percent of the secondary principals feel art courses within the school day have increased; 20 percent said music courses have increased. Twenty-six percent feel that art courses have diminished.

Extra-curricular activities have remained about the same over the last five years according to many secondary principals. Some reported increases in theater (18%) and music (22%). Ten percent or fewer of secondary principals feel that arts extra-curricular activities have decreased.

The data from secondary principals regarding the number of arts courses and extra-curricular opportunities during the last five years were further divided into two categories: (1) the responses of junior high and middle school principals, and (2) the responses of senior high principals. These results are found in Tables 6A and 6B.

The responses of junior high and middle school principals regarding arts courses were similar to the total secondary principal responses for creative writing and dance. However, for art, a greater percentage of junior high and middle school principals (69%) reported that art courses had remained the same and fewer (10%) said these courses had decreased. This was also found for theater courses. More junior high and middle school principals (87%) indicated that theater courses had remained the same and fewer (only 4%) reported decreases.

Changes in music courses over the last five years showed other differences between junior high and middle school principals and total secondary principals. Fewer of these principals, 14 percent compared to 20 percent of total secondary principals, responded that music courses had increased.

Regarding extra-curricular opportunities, there were few differences between junior high and middle school principals and total secondary principals in creative writing and theater. For art, these principals more frequently reported decreases (11%) than increases (6%). For extra-curricular dance opportunities, they also reported fewer increases (0%). Ninety-five percent said these activities have remained the same. In music, only 10 percent noted increases, while 85 percent said opportunities remained the same and 5 percent reported decreases.

Differences were found between the responses of senior high principals and the total secondary principals for all arts courses except music. Over half of senior high principals (59%) said there were decreases in art courses. Only 26 percent of total secondary principals had reported such decreases.

Creative writing and dance courses more frequently remained the same according to senior high principals (88% and 100% respectively). Decreases in theater courses were reported by nearly one-third of senior high principals compared with only 14 percent of all secondary principals. In music, more senior high principals (18%) responded that there were decreases in music courses.

Regarding extra-curricular activities, the differences between senior high principals and all secondary principals were similar for art, creative writing and theater opportunities. Senior high principals more frequently reported fewer increases in these subjects (9%, 8% and 13%) and more activities remaining the same (91%, 92% and 80%). In dance, senior high principals said more increases (17%) had occurred in the last five years. Responses on music activities, as reported by senior high principals, resembled those of all secondary principals.

2. Current Staffing

Questions on courses offered, class size and the staffing of arts subjects provide information on the current status of arts education. Table 7 indicates the average number of specialty courses, students and classes taught by arts specialists. Art courses are most frequently taught with an average of six different art courses being taught in the school year. Music is another specialty area where a number of courses (5) are taught. The average number of different courses taught for creative writing is 1, for dance 2 and for theater 0.

Also shown in Table 7 is the average number of total students that teachers said they teach in a week. An average of 258 art students and 394 music students are taught weekly. The other specialty areas have fewer students on a weekly basis: 96 in dance, 35 in creative writing and 6 in theater.

The specialties with the largest average number of classes taught each day are also art (5) and music (6). One creative writing course and three dance courses are taught daily. Theater is generally not taught on a daily basis.

The last column of information in Table 7 shows the average number of students in specialty classes. Music classes are generally the largest, averaging 41 students per class. Other average class sizes are as follows: art (23), creative writing (13), dance (22) and theater (5).

When the responses of specialists are divided into the grade levels taught by specialists -- that is, elementary, middle and senior high levels -- some differences in the number of courses taught and the number of students in classes are found. While differences among grade levels were found for art specialists regarding courses, students and classes, no differences were found for theater specialists in the middle and senior high grade levels. Some differences among grades were found for creative writing, dance and music specialists.

In art, the average number of different courses taught this year is greater at the elementary level (8) than at the middle (4) or senior high level (5). Wide variations were found for the average number of students taught last week. Art specialists in the elementary grades taught 416 students, while middle school specialists taught 210 and senior high specialists taught an average of 151. The average number of classes taught in a day was slightly different: five are taught at the elementary and middle school levels and four are taught at the senior high level. The average number of students in classes also varied slightly. Elementary classes average 23 students, middle school classes have 24 students and senior high classes have an average of 25 students.

Responses regarding creative writing only differ by grade level for the average number of students taught last week. At the middle school level, 38 students were taught; at the senior high level, 34 students were taught.

Differences were found among grade levels for courses, students and classes taught by dance specialists. Regarding the average number of different courses taught this year, 2 are taught at the elementary and middle school levels. One is taught at the senior high level. The average number of students taught last week differs widely by grade level. While 174 students were taught in the elementary grades, 84 were taught in the middle school grades and 25 were taught in the senior high grades. The average number of classes taught daily also is different. Dance specialists in the elementary grades teach 6 classes each day. Two classes are taught daily in the middle school grades and 1 is taught in the senior high grades.

Statistical differences were found regarding the average number of students taught last week by music specialists. At the elementary level, an average of 607 students were taught; at the middle school level, 298 were taught; and, at the senior high level, 287 were taught. Music specialists at the elementary levels teach a greater number of classes each day (9) than at the middle school or senior high levels (4 for each).

At the elementary level, arts education may be provided by a classroom teacher, an arts specialist or both. Table 8 summarizes the findings of a question asked of elementary principals regarding the staffing of arts subjects. Eighty percent of the elementary principals responded that creative writing is taught only by classroom teachers. For art and drama, many principals also indicated that only classroom teachers teach these subjects (54% and 45%). The staffing of dance and music subjects is different from the other arts subjects. Thirty-seven percent of principals indicated that dance is taught by a specialist teacher only. Sixty-six percent said the same for music. Even though the arts are generally taught by either a classroom teacher or a specialist, results in Table 8 show that both the classroom teacher and specialist teach art and music according to one-third of the principals. Twenty-six percent of the principals answered that dance is taught by both classroom teachers and specialists and twenty percent responded the same for creative writing. Finally, 39 percent of elementary principals said drama is not taught in their schools and 30 percent said dance is not taught.

3. Available Arts Opportunities

The principal questionnaires included some questions on student requirements in the arts and opportunities available to students in the arts. The responses of secondary principals regarding student requirements in the arts may be found in Tables 9, 9A and 9B. Art and music requirements were found most frequently. For art, 37 percent of the principals said that art is required at least one year and 13 percent said it is required every year. Almost one-quarter (22 percent) of those surveyed responded that art is required for one semester and another fourth said the subject is offered but not required.

Responses regarding requirements for music were fairly evenly divided. Thirty-nine percent said music is required at least one year. Twelve percent reported that it is required every year, 21 percent said it is required for one semester and 27 percent answered that the subject is offered but not required.

Nearly half (49%) of the secondary principals indicated that creative writing is offered but not required. Twelve percent said it is required every year; eleven percent said it is required one semester. Over one-fourth (26%) reported that the subject is not offered.

The subjects of dance and theater are not offered according to many principals. Eighty-four percent reported that dance is not offered and over half (52%) responded that theater is not offered. An additional ten percent said that dance is offered but not required and 45 percent responded the same for theater.

The responses of secondary principals are very different when the principals are divided into junior and senior high levels. Tables 9A and 9B show responses regarding student requirements in the arts by junior high and senior high principals. All of the arts subjects, particularly art and music, are more likely to be required every year, at least one year or one semester in junior high than senior high. For upper level students, arts subjects except dance are offered but not required. Dance at both the junior and senior levels is not widely offered according to 75% of junior high and 71% of senior high principals.

In addition to wanting information on current requirements for arts education, the survey was designed to gather data on the availability of arts opportunities for students. These data are found in Tables 10 through 12.

Table 10 summarizes the responses of secondary principals regarding the availability of arts opportunities in elective courses and extra-curricular activities. Many secondary principals indicated that elective courses in art (84%), creative writing (62%), theater (48%) and music (91%) are available. Dance is the only arts area in which elective courses are not widely available. Only 11% of the principals reported that elective courses exist in dance.

While some art subjects may not be elective courses, they are addressed as units within other courses. Creative writing, dance and theater are all arts subjects for which this is the case. Seventy percent of principals reported that creative writing is included within another course, 42 percent reported the same for dance and theater.

Extra-curricular activities are most frequently available in the areas of theater and music. Seventy-four percent of secondary principals indicated that theater activities are available and ninety-one percent said the same for music. Extra-curricular activities in art, creative writing and dance are available on a less frequent basis. One-third or less of the principals indicated extra-curricular opportunities are available in these arts areas.

Tables 10A and 10B provide data regarding the availability of selected opportunities for students divided into responses by junior high (10A) and senior high (10B) principals. Differences between grade levels regarding these opportunities, particularly in elective courses and extra-curricular opportunities, can be observed. For elective courses, opportunities in all of the arts areas are more likely to be available at senior high levels than junior high levels. For arts subjects treated as a unit within another course, this is also the case for art and music. However, junior high principals were more likely to respond that creative writing, dance and theater are units within another course than senior high principals.

Concerning extra-curricular activities, opportunities in the arts are more likely to be available at the senior high level rather than at the junior high level.

Tables 11 and 12 show the responses of elementary and secondary principals regarding the availability of arts opportunities for students with special needs. Elementary principals generally indicated that special arts opportunities are not available for artistically gifted students or handicapped students. Sixty-eight percent of these principals responded that special arts opportunities are not available to artistically gifted students. According to 70 percent of the respondents, such opportunities are also not available for handicapped students.

Arts opportunities for special needs students are more likely to be available at the secondary levels. Fifty-six percent of the secondary principals responded that such opportunities are available for artistically gifted students, while 60 percent said special opportunities are available for handicapped students.

B. Quality of Education in the Arts

In addition to descriptive information on what is currently being provided as arts education in the schools, another purpose of the study was to conduct a general assessment of the quality of education in the arts. An extensive evaluation of program quality on arts education was beyond the scope of the study; however, data were collected on: (1) staff qualifications and (2) teaching methods and resources used.

1. Staff Qualifications

Elementary teachers were asked about selected experiences in the arts and their qualifications to teach arts subjects (Tables 13 and 14). While only 19 percent majored or minored in one of the arts areas and 23 percent are licensed to teach an arts subject, approximately half of the elementary teachers are interested in the arts. This

interest is demonstrated by the fact that 46 percent have taken in-service or college training in the arts in the last three years, and 52 percent personally participate in arts activities. Two-thirds of the elementary teachers in the survey are interested in additional training in teaching the arts. Their responses concerning these selective experiences are found in Table 13.

When asked about their own qualifications to teach arts subjects (Table 14), elementary teachers feel competent to teach art and creative writing. Fifty-three percent responded that they feel fairly competent to teach art. An additional twenty percent said they feel very competent in this area. Twenty-seven percent feel they need more training. In creative writing, 67 percent feel fairly competent and one-quarter feel very competent. Only 8 percent said they need more training to teach creative writing. Dance, drama and music were arts subjects in which elementary teachers feel less confident about their qualifications. Only 21 percent feel fairly competent to teach dance. Seventy-seven percent indicated a need for more training. Respondents were equally divided in their answers regarding their qualifications to teach drama. Forty-eight percent feel fairly competent and the same percentage feel they need more training. Over half (53%) of the elementary teachers feel they need more training to teach music. Thirty-nine percent feel fairly competent in this area and 8 percent feel very competent.

Table 15 summarizes the selected experiences of specialists in their own subject area. Tests for statistical differences were conducted for these selected experiences. Art and music specialists were found to be different from the other specialists for each of these experiences. Nearly all of the art and music specialists majored in their subject area in college, are licensed, have a continued interest in training to teach their area and personally practice or perform in their own subject area.

Ninety-seven percent of art specialists are licensed by the state to teach art. While 65 percent said they received in-service or college training in art in the last three years, 87 percent are interested in additional training. Eighty-seven percent personally practice or perform art.

Music specialists gave responses similar to art specialists. Almost all either majored or minored in music and 99 percent are licensed by the state to teach music. Seventy-nine percent have had in-service or college training in music in the last three years and 88 percent are interested in continued education. Nearly all (96%) music specialists personally perform.

Very few creative writing and dance specialists and less than one-third of the theater specialists had a college major or minor in their specialty area. However, over half (58%) of the creative writing specialists are licensed to teach the subject. This compares with 35 percent of dance specialists and 34 percent of theater specialists. Greater interest in training to teach the subject is found in creative writing than dance or theater. Fifty-four percent of the creative writing specialists have received in-service or college training in creative writing in the last three years and 78 percent are interested in additional training. Also, 71 percent personally practice their own creative writing. Only 31 percent of dance specialists and 13 percent of theater specialists have had training in their subject in the last three years, although half (56% and 53%) are interested in further education. About one-third (30% and 33%) of the dance and theater specialists personally practice or perform in their specialty area.

Specialists with college training in their specialty area and an interest in further education and training feel confident about their qualifications to teach their subject area (Table 16). Art and music specialists feel very competent in their teaching. Eighty-seven percent of art specialists and 85 percent of music specialists rated themselves as very competent. Most of the remaining art and music specialists rated themselves as fairly competent. Statistical differences between art and music specialists and the other specialists were found regarding qualifications.

Half of the creative writing specialists feel fairly competent and 24 percent feel very competent to teach creative writing. However, almost one-fourth (23%) responded that they need more training. Dance and theater specialists were less likely to respond that they feel very confident about their qualifications to teach their specialty areas. Forty-one percent of dance specialists and 22 percent of theater specialists feel fairly competent. However, 46 percent of dance specialists and 45 percent of theater specialists feel they need more training. A few respondents (5% of dance specialists, 13% of theater specialists, and 3% of creative writing specialists) indicated that they do not currently teach the specialty subject.

Principals at the elementary and secondary levels were asked about their selective experiences in the arts and their answers are similar. Thirteen percent of elementary principals and 15 percent of secondary principals majored or minored in one of the arts areas. Over half (56% and 66%) have taken courses or workshops in arts areas. Many principals actually participate in the arts as 71% of the elementary principals and 52% of the secondary principals responded that they personally participate in the arts outside their jobs as principals. The arts experiences of principals are found in Table 17.

2. Methods and Resources Currently Used

Elementary teachers and specialists were asked several questions about their teaching methods and the resources they use. The results on methods and resources are in Tables 18 through 26. Teachers at elementary levels were asked whether they integrate the teaching of arts with other subjects. Table 18 summarizes their responses. For art, 55 percent of the teachers sometimes integrate the subject with others and one-quarter usually do. Ten percent responded "usually no" and another 10 percent said they do not teach the subject.

Creative writing is usually integrated with other subjects by 43 percent of elementary teachers and is sometimes integrated by another 43 percent. Only 4 percent usually do not integrate this subject. Ten percent of the teachers do not teach creative writing.

Since dance is not taught by three-fourths of those in the survey, a small percentage responded about whether it is integrated with other subjects. Fifteen percent said it is not usually combined with other subjects, 8 percent said "sometimes" and only 2 percent answered "usually yes".

Drama and music are also not taught by many of the respondents (40% and 58% respectively). However, for drama, one-fifth (21%) of the teachers usually integrate it with other subjects and one-third sometimes do. For music, only 13 percent usually combine music with other subjects, while 17 percent sometimes integrate it.

Elementary teachers were asked about their intention to use selected resources in the school (Table 19). For each of the resources listed--computers, artists in residence, artists in the community, field trips, texts and special equipment--many teachers indicated that they are currently not using these resources but would like more access to them. Computers are resources that are being used and appear to be accessible. Twenty-one percent said that they use computers and have access to them. The same percentage responded that they use computers but would like greater access to them. Thirty-five percent do not use computers but have access to them. This contrasts with 23 percent who also do not use computers but wish more access to them.

Responses for texts and other instructional materials are similar to those regarding the use of computers. One-quarter use texts and materials and have access to them, while 37 percent use them but wish they had greater access. One-fifth do not use texts and materials but have enough access to them. Eighteen percent do not intend to use texts and materials this year but would like more access to them.

Resources such as artists in residence and artists in the community are not being used by many of the elementary teachers in the survey; however, there is interest in gaining access to these resources. Sixty-two percent are not using artists in residence this year but wish more access to them. Nineteen percent are not using them but have access to this resource. Artists in the community are also not being used by many respondents, although 55 percent not using them would like greater access to this resource.

Almost half (49%) of the elementary teachers do not use field trips in their teaching of the arts but would like greater access to them. Twenty-seven percent use field trips as a resource but would also like to have more access to them. The remaining respondents were divided equally (12% for each) between using field trips and having access to them and not using them but having adequate access.

More access to special equipment and tools is requested by three-fourths of the elementary teachers. Forty-two percent use special equipment and tools and wish they had more access to them. One-third currently do not use special equipment and tools but reported they would be interested in greater access to them.

One question asked of specialists regarding their teaching methods and resources was whether a written curriculum for their subject area had been adopted in the last five years. Their responses may be found in Table 20. Most of the creative writing (72%), dance (83%) and theater (86%) specialists indicated that a written curriculum had not been adopted for their subject in the last five years. Art and music specialist were divided in their responses. Fifty-six percent of art specialists and 49 percent of music specialists reported that a written curriculum had been adopted. Nevertheless, 44 percent of art specialists and 51 percent of music specialists said that a curriculum had not been adopted. The responses of art and music specialists were found to be statistically different from other specialists on the topic of an adopted curriculum.

Specialists in the arts were asked the same question as elementary teachers about their intention to utilize resources this year and their access to them (Tables 21-25). In general, specialists are not currently using artists in residence, artists in the community or field trips but are interested in gaining greater access to them. Many music, art, and creative writing specialists use texts and special equipment but are interested in greater access to these as well. The questions on the use of artists in residence and artists in the community yielded responses from art and music specialists that differed from other specialists. Significant differences among specialists were also found for each of the other resources.

Table 21 summarizes the responses given by art specialists. Forty-five percent do not use computers but have access to them. Forty-four percent of these specialists do not use artists in residence but wish they had more access to them. Over one-fourth (28%) do not use artists in residence but find them accessible. Their responses were similar for the use of artists in the community. Thirty-seven percent do not use them currently but would like access to them, while 26 percent do not use them but have access to this resource in the community. Half of the art specialists responded that they do not use field trips as part of their teaching but would like greater access to these. Texts and special equipment are used by art specialists. Forty percent use texts and other instructional materials and have enough access, while 35 percent use them and would like greater access. Thirty-nine percent use special equipment and tools and have enough access to equipment and tools while 40 percent use them and want more access.

The resources used and desired by creative writing specialists are reported in Table 22. Twenty-four percent said they use computers and have access to them, while 33 percent do not use them, but find them accessible. Almost half of the creative writing specialists are not using artists in residence, artists in the community or field trips but would like access to them (48%, 49% and 46%). About one-fourth of specialists indicated that they do not use these resources but do have access to them.

Sixty-eight percent of the respondents use texts and other instructional materials in teaching creative writing. About half of these who use texts and other materials have access to them while the other half indicated that they wished they had greater access to them. Regarding special equipment and tools, one-quarter of the creative writing specialists said they use these resources and would like more access. Twenty-nine percent responded that they do not use special equipment but have access to them.

As with other specialists, many dance specialists do not currently use artists in residence, artists in the community or field trips but would be interested in having greater access to these resources (48%, 40% and 49%). At the same time, about one-fourth of these specialists reported that they do not use these resources but have access to them. Half of the dance specialists also indicated that they have access to computers but do not use them. Regarding texts and special equipment, about one-third (33% and 32%) of the dance specialists reported that they do not use these resources but would be interested in more access to them. Table 23 provides the data on dance specialists.

The responses of theater specialists regarding resources and access are found in Table 24. Artists in residence (33%), artists in the community (27%) and field trips (23%) are not being used but are of interest to theater specialists. Thirty-five percent of theater specialists indicated they do not use computers but have access to them. Twenty-one percent utilize texts and special equipment but would appreciate more access to these resources. The same percentage also reported that they do not currently use special equipment and tools but would like access to them.

Music specialists were no different from other specialists regarding the fact that many do not use, but are interested in, artists in residence (46%) and field trips (33%). Twenty-eight percent of music specialists responded that they use computers and have

access to them. Forty percent said that they do not use computers but have access to them. Music specialists are likely to use texts and other instructional materials and special equipment or tools. Ninety percent said they use texts--52 percent have access to these resources and 38 percent said they would like more access. Eighty-five percent use special equipment and tools. Forty-eight percent use them but wish they had greater access to them. The results for music specialists are found in Table 25.

One additional question was asked of specialists related to their teaching methods. Table 26 shows their responses to a question about providing selected learning experiences in their classes. When asked whether students learn about their subject's history, 79 percent of art specialists and 77 percent of music specialists responded that they provide this learning experience. These responses differed from those of other specialists. Seven percent of creative writing specialists, 27 percent of dance specialists and 31 percent of theater specialists also provide information to students on their subject's history.

Important concepts in each arts subject are taught by many of the specialists--particularly in art (96%), music (98%) and creative writing (68%)--but differences were found among the specialists. Art specialists (95%), creative writing specialists (60%) and music specialists (97%) reported that they provide students with the opportunity to produce or perform in class. These responses differ from those of other specialists. Only 39 percent of dance specialists and 26 percent of theater specialists provide such experiences.

Learning to evaluate the subject critically is an experience also provided by specialists in art (81%), creative writing (68%) and music (71%) and varies among specialists. Less than one-third of theater specialists and less than one-fifth of dance specialists teach students to critically evaluate their subject.

C. Attitudes Toward Education in the Arts

The purpose of the study on arts education was not limited to gathering information on the current status of arts education or the quality of current arts education. The purpose was also to solicit input from teachers, principals, parents and students about their attitudes toward arts education. This subsection will focus on the attitudes of teachers and principals and is divided into four parts: (1) attitudes about the importance of education in the arts, (2) possible problems in the provision of arts education, (3) perceptions of available time and resources, and (4) attitudes toward teaching.

I. Attitudes About the Importance of the Arts Education

Elementary teachers, specialists and principals were asked about their agreement or disagreement with a number of statements about arts education. While elementary teachers and elementary and secondary principals were asked statements that included all of the arts, the statements in the specialist questionnaires pertained only to their own specialty area.

The responses of elementary teachers, art and music specialists and elementary principals, as shown in Tables 27, 28, 32 and 33, are very similar for most of the statements on arts education. Creative writing, dance and theater specialists and secondary principals sometimes presented different opinions as shown in Tables 29, 30, 31 and 34. Tests for statistical differences were conducted for the specialists on statements discussed below. For each statement art and music specialists were found to differ in the responses from other specialists. In addition, for the statement on the allocation of money, responses of all specialists differed significantly.

The first statement was as follows: "More emphasis needs to be placed on art, music, theater, dance and creative writing in Minnesota schools." Seventy-two percent of elementary teachers, 98% of art specialists, 91 percent of music specialists and 69 percent of elementary teachers agree or strongly agree with this statement. Seventy-six percent of creative writing specialists, 74 percent of theater specialists and 55 percent of secondary principals also agree or strongly agree with the statement. However, dance specialists feel differently. Only 49 percent of these specialists agree or strongly agree with the statement.

"Many students in this school have special abilities in the arts that they are not able to pursue adequately." This statement received agreement or strong agreement from elementary teachers (80%), art specialists (86%), music specialists (83%), creative writing specialists (77%), theater specialists (69%) and elementary principals (75%). Dance specialists and secondary principals responded with less agreement. Forty-five percent of dance specialists agree the statement and 11 percent strongly agree. Over one-fourth (26%) were neutral. The same percentage of secondary principals who agree with the statement (35%) also disagree with it (35%). Seventeen percent of these principals were neutral on the statement.

The topic of money for the arts was addressed in another statement: "More money should be allocated to teaching the arts." This statement met with agreement or strong agreement from elementary teachers (73%), art specialists (91%), creative writing specialists (60%), music specialists (92%) and theater specialist (58%). Sixty-four percent of elementary principals also agree to strongly agree with the statement; however, 20 percent of these principals also indicated that they disagree with the statement. Again, dance specialists and secondary principals expressed other views. Twenty-three percent of dance specialists agree with the statement. However, almost one-third (31%) disagree or strongly disagree with it. Secondary principals also were more likely to express disagreement. While 42 percent agree or strongly agree that more money should be allocated, twenty-four percent disagree with the statement.

Dance specialists were the only respondents to show disagreement with the following statement: "Schools need to provide more opportunities for students who are especially talented in the arts." Elementary teachers (89%), art specialists (94%), creative writing specialists (83%), theater specialists (77%), music specialists (93%) and principals (71% for both elementary and secondary) agree or strongly agree with this statement. While 58 percent of dance specialists also agree or strongly agree with the statement, 17 percent indicated disagreement with it.

Another question asked of teachers, specialists and principals was as follows: "Education in the arts is essential for all student." This statement received agreement or strong agreement from elementary teachers (91%), art specialists (96%), music specialists (92%), elementary principals (91%) and secondary principals (80%). Many creative writing (60%), dance (63%) and theater (38%) specialists also agree to strongly agree with the statement. However, these groups expressed some disagreement as well. Sixteen percent of creative writing specialists disagree with the statement. This compares with 10 percent of dance specialists and 23 percent of theater specialists.

When the responses of secondary principals regarding these selected statements about education in the arts are divided into responses by junior high principals and responses by senior high principals, differences are evident. The responses by junior and senior high principals are found in Table 34 A and B. Regarding the statements that more emphasis needs to be placed on the arts in Minnesota schools, a difference in the intensity of agreement is found when the responses of principals are compared. Twenty-five percent of senior high principals strongly agree with the statement compared with 14 percent of junior high principals. Nevertheless, 45 percent of junior high principals agree while only 19 percent of senior high principals agree.

For the statement that many students in the school have special arts abilities they are not able to pursue adequately, junior high principals were more likely to agree (32%) and senior high principals were more likely to disagree (50%) with the statements.

Concerning whether more money should be allocated to teaching the arts, senior high principals tended to disagree with the statement (35%), while junior high principals were neutral in their responses (45%).

Major differences among principals were not found for the statement that schools need to provide more opportunities for especially talented students. However, 14% of junior high principals were neutral on the statement compared with 6% of senior high principals, 19 percent of senior high principals disagree with the statement compared with 7 percent of junior high principals.

Junior high principals were more likely to strongly agree with the statement that education in the arts is essential for all students. Thirty-six percent strongly agree with the statement as compared to 23 percent of senior high principals.

An additional statement was included on the questionnaires for elementary teachers and specialists. This statement focused on the respondents' preference for teaching the arts. Responses to this statement was mixed. Elementary teachers are generally neutral (44%) or in disagreement (50%) with the statement. The responses of creative writing specialists were similar as 50 percent are neutral and 31 percent disagree with the statement.

Art and music specialists strongly agree with the statement. Ninety-four percent of art specialists agree that teaching art is what they most prefer to do in education (76% strongly agree and 18% agree). Similarly, 92 percent of music specialists say teaching music is what they prefer to do (70% strongly agree and 22% agree).

Dance and theater specialists are more likely to disagree with the statement. Seventy-two percent of dance specialists and 46 percent of theater specialists disagree or strongly disagree with the statement.

2. Possible Problems in the Provision of Arts Education

Elementary teachers and arts specialists were asked about possible problems that might exist in their school systems that could affect the provision of arts education. Tables 35 through 40 provide the results regarding these potential problems. Participants in the survey were asked whether they viewed each issue as a "major problem", a "minor problem" or "not a problem". They were also given the opportunity to express "no opinion" on each issue. Statistical differences among responses of different types of specialists were found for each possible problem.

The first possible problem addressed in the survey was as follows: "Belief among administration that arts are less important than other subjects." Forty-four percent of art specialists feel this is a serious problem. Some elementary teachers (25%), creative writing specialists (21%), theater specialists (34%) and music specialists (32%) also feel the attitude of the administration is a serious problem.

Forty percent of music specialists feel the administration is a minor problem. This opinion was shared by 26 percent of elementary teachers, 31 percent of art specialists, 25 percent of creative writing specialists, 22 percent of dance specialists and 24 percent of theater specialists.

Over half of the creative writing and dance specialists do not view the attitude of the administration as a problem. Forty-three percent of elementary teachers and approximately one-quarter of art, theater and music specialists also do not feel this is a problem.

"Belief among school board members that arts are less important than other subjects." This was the second possible problem for which responses were requested. Approximately one-third of the elementary teachers (31%), theater specialists (31%) and music specialists (34%) view the attitude of school board members as a serious problem. In addition, 46 percent of art specialists and 23 percent of creative writing specialists also view the attitudes of the school board as a major problem.

Forty-two percent of music specialists responded that this is a minor problem; 29 percent of elementary teachers, 32 percent of art specialists, 23 percent of creative writing specialists and 30 percent of theater specialists also feel the school board attitudes are a minor problem.

Nearly half of dance specialists (47%), 44 percent of creative writing specialists and 30 percent of elementary teachers, however, do not view the attitudes of the school board as a problem.

Art specialists were, perhaps, the most critical of student counselors given their responses to the third possible problem: "Belief among student counselors that [each specialty's own subject was stated here] is less important than other subjects." Almost one-third of art specialists (30%) feel this is a serious problem and another thirty-four percent said it is a minor problem. Over one-third of music specialists and one-fourth of creative writing and theater specialists also view the attitude of student counselors as a minor problem.

More than half (54%) of the creative writing and dance specialists, 36 percent of theater specialists and one-third of music specialists do not view student counselors as a problem. Elementary teachers were not asked about student counselors.

When asked about the adequacy of facilities for their specialty, 39 percent of elementary teachers, 31 percent of theater and 25 percent of music specialists feel this is a major problem. Most of the respondents were divided in their responses, either viewing the adequacy of the facilities as a minor or no problem. The responses of dance specialists should be noted; over half (54%) do not feel this is a problem.

Elementary teachers were the only survey participants asked about the availability of materials for teaching the arts. About half (51%) of these teachers said this is a minor problem. Twenty percent feel this is a serious problem and 27 percent did not view it as a problem.

With the exception of art specialists, most of the specialists do not identify the safety of their arts facilities as a problem. However, for art specialists, 45 percent view the safety of their facilities as a minor problem. Forty-eight percent of art specialists do not view safety of facilities as a problem. This question was not asked of elementary teachers.

"Adequacy of budgets to purchase materials and equipment" was another possible problem included in the questionnaires for specialists only. This issue is viewed as a major problem by 26 percent of art specialists, 47 percent of theater specialists and 35 percent of music specialists. Other specialists are fairly equally divided between viewing budgets as a minor problem and not a problem.

Many art (43%), creative writing (46%), dance (33%), theater (27%) and music (36%) specialists see the adequacy of the budget as a minor problem. In addition, 31 percent of art, 34 percent of creative writing, 44 percent of dance and 28 percent of music specialists do not view budget as a problem.

The "number of textbooks or written curricula from which to choose" was another possible problem to be considered and one for which only some elementary teachers (29%) and art specialists (26%) feel there is a serious problem. Most of the respondents were divided between viewing the choice of textbooks as a minor problem or no problem.

"Lack of student interest in the arts." This possible problem was included in the questionnaires for both elementary teachers and the arts specialists. While one-fourth of creative writing (25%) and dance (28%) specialists cited student interest as a major problem, over 40 percent of each group of specialists responded that it was a minor problem. Student interest is not viewed as a problem by 82 percent of elementary teachers, 45 percent of art specialists, about one-third of creative writing, theater and music specialists and 21 percent of dance specialists.

Another possible problem was the "lack of student competencies in arts based on past experience". Approximately one-fourth of art (28%), creative writing (28%), dance (25%) and music (24%) feel this is a serious problem. At the same time, over one-third of elementary teachers (33%), art specialists (37%), dance specialists (37%) and theater specialists (36%) and almost half of creative writing (47%) and music specialists (48%) said student competency is a minor problem. Forty-three percent of elementary teachers, about one-third of art and theater specialists and one-fourth of creative writing and music specialists do not feel this is a problem.

The arts specialists were asked if the "difficulty students have in scheduling arts classes" is a problem. With the exception of dance specialists, the other specialists frequently cited this as a major or minor problem. Art and music specialists differed from others regarding student scheduling. Half of the art (49%) and music (52%) specialists view this as a major problem. Creative writing and theater specialists also feel the difficulty students have in scheduling their classes is a problem. Thirty-seven percent of creative writing specialists and 39 percent of theater specialists identified this as a major problem. An additional 28 percent of art and music specialists, 43 percent of creative writing specialists and 30 percent of theater specialists see it as a minor problem. Dance specialists are less inclined to see student schedules as a problem. One-third responded that this is not a problem, while 22 percent indicated that it is a serious problem.

In general, few of the respondents feel "teachers' interest in arts" is a major problem affecting arts education. About half of the creative writing (50%), theater (48%) and music specialists (55%) and over one-third of elementary teachers (40%), art specialists (37%) and dance specialists (35%) feel this is a minor problem. This is not viewed as a problem by about half of the elementary teachers (50%) and art specialists (48%), about 40 percent of the creative writing and dance specialists and over one-fourth of theater (28%) and music specialists (25%).

Elementary teachers and the arts specialists were asked if the "preparation of teachers to teach art" is a problem. Elementary teachers were somewhat divided. One-third feel this is a serious problem and 39 percent see it as a minor problem. Nearly one-quarter (24%) do not view it as a problem. Art and music specialists were most likely to not view teacher preparation as a problem. Forty-one percent of art specialists and 39% of music specialists responded in this manner. But, over one-third (34% and 37%) indicated that it is a minor problem. Many creative writing (47%), dance (35%) and theater (41%) specialists also feel this is a minor problem. Approximately, one-third of each of these groups of specialists, (36%, 29% and 31%), however, responded that teacher preparation is not a problem.

Elementary teachers were most likely to respond that the "lack of time to plan arts learning experiences" is a serious problem. Two-thirds of elementary teachers feel this is so. About 40 percent of creative writing (44%) and theater (40%) specialists, one-third of the music specialists and over 20 percent of art and dance specialists also view this as a serious problem. Many art (44%), creative writing (37%), dance (39%), theater (37%) and music specialists (46%) feel this is a minor problem.

"Lack of time in the school schedule to teach arts" is perceived as a problem by elementary teachers and all arts specialists, although to a lesser degree by dance specialists. Half of the elementary teachers (51%), creative writing specialists (50%) and theater specialists (53%) feel this is a serious problem. An additional one-fourth or more of each of these groups feel this is a minor problem. Forty-one percent of music specialists and 36 percent of art specialists also responded that lack of time in the school schedule is a major problem. Forty-two percent of music specialists and 31 percent of art specialists feel this is a minor problem. Dance specialists are more divided in their responses to this issue. While 27 percent feel it is a serious problem, 31 percent feel it is a minor problem and 29 percent do not view it as a problem.

"Class size in arts classes" received divided responses regarding it as a possible problem in arts education. About one-third of elementary teachers (35%) and art (33%), creative writing (35%) and theater specialists (27%) feel it is a major problem. Twenty-two percent of music specialists also feel it is a major problem. With the exception of theater specialists, about one-third of each survey group feel it is a minor problem. Twenty-three percent of theater specialists also feel this is a minor problem. Forty-two percent of music specialists and nearly 30 percent of elementary teachers (26%), art specialists (28%), dance specialists (31%) and theater specialists (28%) feel class size is not a problem.

Maintaining discipline in class does not appear to be a major concern to elementary teachers or arts specialists. Over half of each group responded that this was not a problem. Less than 8 percent of these groups feel this a major problem affecting arts education.

Arts specialists were asked about one additional problem: "lack of coordination among [each asked about their specialty] teachers at different grade levels". Over one-fifth of art (21%), creative writing (26%) and music specialists (21%) indicated that this was, indeed, a major problem. About one-third of each of these groups (32%, 39% and 33%) view the lack of coordination as a minor problem. Thirty-six percent of art specialists as compared with 23 percent of creative writing specialists and 41% of music specialists did not identify coordination among teachers as a problem.

Dance and theater specialists generally feel that lack of coordination is a minor problem (34% and 29%) or no problem (28% and 27%). Both of these groups showed higher percentages in which no opinion was expressed (27% and 35% respectively).

3. Perception of Available Time and Resources

Elementary teachers and arts specialists were asked for their opinions regarding: (1) availability of time for students to participate in arts activities, and (2) the helpfulness of selected information resources. The responses in these two areas provide data on the perceived availability of time and resources.

Table 41 shows the responses of elementary teachers regarding the availability of time for students to participate in arts activities. Approximately half of the elementary teachers feel that more time should be allocated to creative writing (50%), dance (46%) and drama (52%). The current amount of time for art is adequate for 57 percent, although 43 percent said more time is needed for art. Nearly three-fourths (74%) said the current time available for music is O.K. It should be noted that 42 percent of the teachers expressed no opinion on this question regarding dance and 27 expressed the same for drama. None of the elementary teachers indicated that less time should be available for any of the arts areas.

The responses of elementary teachers regarding the helpfulness of selected information sources are found in Table 42. Arts teachers in the school district (22%), magazines (21%) and in-service or other types of workshops (25%) are seen as very helpful to elementary teachers. Two-thirds of these teachers feel classes or courses of higher education institutions are somewhat helpful. In addition, 63 percent feel magazines or books are somewhat helpful. Professional organizations and materials or services provided by the Minnesota State Department of Education are resources seen as least helpful; 39 percent and 48 percent respectfully, see these as "not helpful". When asked about art teachers in the school district and materials or services provided by arts organizations almost one-third (31%) of elementary teachers responded these resources are "not applicable" to them. And, one-fifth responded that in-service or other types of workshops as an information source are not applicable.

Tables 43 through 47 present the data from arts specialists regarding the availability of time for students to participate in arts activities. Each art specialty was asked about the amount of time available for its specialty as well as the other specialties. With the exception of dance specialists, arts specialists generally feel that more time should be available for students to participate in their specialty area. Seventy-two percent of art specialists, 65 percent of creative writing specialists, 61

percent of theater specialists, and 62 percent of music specialists believe more time is needed for their own specialty. Although most art and music specialists believe more time is needed for teaching their own specialties, most of the other specialists feel the current time available for art and music is sufficient.

In addition to wanting more time available for their own specialty, music specialists responded that more time should be made available in all other arts areas.

Most dance specialists do not feel that more time should be made available for dance, as only 36 percent said more time is needed. In fact, most dance specialists indicated that the current allotment of time is sufficient for each of the arts: art (61%), creative writing (54%), dance (49%), theater (42%) and music (75%).

Specialists were asked about the helpfulness of selected information sources, as shown in Tables 48 through 52. As with the availability of time for arts, art and music specialists generally differ from other specialists regarding selected information sources. Each category of specialists responded somewhat differently to this question, indicating that different information sources may be helpful in different specialty areas.

For art specialists (Table 48), books or magazines related to art are seen as very helpful by over half of these specialists (55%). Personal interaction with arts personnel in the school district and classes or courses at higher education institutions are also very helpful (30% for each source). The remaining information sources were rated as somewhat helpful by many of the art specialists.

Table 49 shows the responses of creative writing specialists regarding selected information sources. Like art specialists, books or magazines related to creative writing were most frequently rated as very helpful (40%). Professional organizations (21%), personal interaction with arts personnel in their school district (21%), classes or courses at higher education institutions (29%), and in-service or other types of workshops (27%) are also seen as very helpful. The remaining sources of information

were rated as somewhat helpful. However, 36% of the creative writing specialists feel the materials or services provided by the Minnesota State Department of Education are not helpful. Twenty-two percent also feel that personal interaction other arts personnel in their school districts is not helpful.

Dance specialists have only found classes or courses at higher education institutions (26%) and in-service or other types of workshops (25%) to be very helpful. The remaining information sources are generally somewhat helpful. However, more than over one-fourth of dance specialists indicated that materials from the Department of Education, personal interaction with arts personnel in their school districts and materials provided by arts organizations are not helpful. The responses of dance specialists are found in Table 50.

Books or magazines (27%), classes or courses (28%), and in-service or other workshops (20%) are very helpful to theater specialists (Table 51). Other information sources are viewed as somewhat helpful. Professional organizations, materials or services from the Department of Education and personal interaction with arts personnel in their school districts are not helpful, according to 28%, 34% and 29% of theater specialists respectively.

Music specialists find a variety of information sources to be useful: professional organizations (40%), personal interaction with arts personnel in their districts (33%), books or magazines (41%), classes or courses (33%) and in-service or other workshops (45%). All other information sources were rated as being somewhat helpful. However, over one-fourth (26%) feel that the materials or services provided by the Department of Education are not helpful.

4. Attitudes Toward Teaching

As indicated in an earlier table (Table 27), elementary teachers were asked to respond to the statement, "Teaching the arts is what I most prefer to do in education." Half of the elementary teacher respondents disagree with that statement and 44 percent are neutral. These responses give some indication of their attitudes toward teaching the arts.

While specialists were also asked to respond to this statement, as shown in Tables 28 through 32 and discussed above, they were also asked about their enthusiasm for teaching their arts subject in the last few years. Their responses are found in Table 53. Art, creative writing and dance specialists most frequently responded that their enthusiasm has remained about the same (39%, 38% and 53%) or has increased (30%, 31% and 28%) in the last few years. The responses of theater specialists indicated that over half (55%) feel their enthusiasm has remained the same, but 19 percent feel it has decreased. Music specialists are more varied in their responses. Sixteen percent of music specialists feel their enthusiasm has greatly increased and 29 percent feel it has increased. About one-quarter (26%) have remained about the same and 22 percent report that their enthusiasm has decreased. Differences among specialists were found regarding enthusiasm for teaching arts subjects.

II. RESULTS FROM SURVEYS OF STUDENTS AND PARENTS

Discussion of the results from surveys of students and parents is divided into three subsections: description of students and their arts experiences, importance of the arts and available opportunities.

A. Description of Students and Their Arts Experiences

Of the 211 students included in the survey on arts education, 52% were male and 48% were female. Students were fairly equally divided among grade levels ranging from fourth grade through 12th grade. When asked if they take lessons or participate in music, art, dance, theater or creative writing activities outside of school, 73 percent replied that they do not. When these responses are analyzed by dividing students into elementary, middle and senior high levels, the results are somewhat different. Students in senior high are less likely to participate in arts activities outside of school; only 19 percent participate and 81% do not participate outside of school.

When asked if they participate in these kinds of classes or activities in school, almost three-fourths (74%) replied that they did participate. Differences in results are evident again when responses are separated according to school level. Elementary students are more likely to participate; 92 percent of elementary students participate in school, compared to only 55 percent of senior high students.

Those who do not participate in school activities or classes were asked about their reasons for not participating. Of those who do not participate, 41 percent responded that they are too busy or do not have enough time. Forty-six percent said they do not want to or are not interested.

B. Importance of the Arts

Parents, as well as students, were asked several questions about the importance of the arts. Of the 200 parents surveyed, 72 percent had children ten years of age or older and all had children attending public school in Minnesota.

Students and parents were asked if education in the arts is more important, less important or just as important as other subjects in school such as math, science and English. Many of the students (68%) feel arts education is just as important and 29% feel it is less important. Only 3 percent of the students feel arts education is more important than the academic subjects. When analyzed by grade level, some differences were found. Thirty-eight percent of middle school students feel arts education is less important and 56 percent feel it is just as important. Twenty-one percent of senior high students responded that arts education is less important than other subjects, while 78 percent feel it is just as important.

Parents gave somewhat different responses to this question. Over half (52%) feel arts education is less important than the academic subjects, but 44% feel it is equally important. As with students, few parents (4%) feel arts education is more important.

Parents were asked further questions on the importance of arts education. When asked if the required curriculum for students should include the arts, 83 percent said yes, 14 percent said no and 3 percent said they did not know.

"Do you feel your child's artistic talents will be developed in school?" This was another question asked of parents. Two-thirds of parents feel that their child's artistic talents will be developed. When asked if this is a serious, minor or no concern to them, nearly two-thirds (63%) responded that it is a minor concern. Twenty-two percent feel it is a major concern and 15 percent do not feel it is a concern.

C. Available Opportunities

Tables 54 and 55 show the responses of students and parents regarding the amount of arts opportunities available for students at school. Half of the students indicated that they would like to have more opportunities in the areas of dance and theater (Table 54). Over one-third (43% and 38%) would like more opportunities in art and creative writing. Nearly one-third (31%) would like more opportunities in music. Most of the remaining respondents would like the available opportunities to remain the same. However, 10 percent said fewer opportunities are needed in creative writing and 12 percent said the same for dance. When responses are examined according to the grade level of the students, some differences are apparent. Elementary students are more likely to desire more opportunities in art, theater and music. Senior high students are more likely to feel that opportunities in these areas can remain the same.

Over half (51%) of parents feel art opportunities can remain the same, and 62 percent feel music opportunities should remain the same. Over forty percent indicated that creative writing and theater could also remain the same. One-quarter (25%) feel dance opportunities can remain the same. Some parents believe that more arts opportunities should be made available. About one-third or more feel that art (37%), creative writing (42%), dance (41%), theater (41%) and music (30%) should be more available. Twenty percent of parents indicated no opinion regarding dance.

At the end of the questionnaire, students were asked what kinds of classes or activities they would like their school to offer. Students could give more than one answer to this question. The chart below summarizes the most common responses given by students:

**RESPONSES OF STUDENTS REGARDING WHAT KIND OF CLASSES
THEY WOULD LIKE THEIR SCHOOL TO OFFER**

<u>Kind of Class</u>	<u>Number of Responses</u>	<u>Examples</u>
Nothing	66	
Art	57	Painting, drawing, sculpture, calligraphy
Dance	55	Ballroom, breakdancing, jazz
Theater	49	Plays, acting, mime
Music	33	Rock band, jazz, choir, voice
Creative writing	21	Creative writing, poetry
Sports	16	Parachuting, baseball, bowling
Industrial Arts	9	Drafting, mechanical drawing, engine building
Computer	7	Robotics, cybernetics
Science and math	6	Chemistry, higher math

Parents were asked two final questions about available arts opportunities and resources for such opportunities. When asked if more resources should be made available for teaching the arts to all students, over half (59%) responded yes and 28 percent responded no. Thirteen percent had no opinion. When asked if more resources should be made available for students who have special talent in the arts, a greater percentage gave affirmative answers. Over three-fourths (76%) feel more resources should be made available for these students as compared with 17 percent who do not feel more resources need to be made available. Seven percent of parents had no opinion on this question.

CONCLUSIONS

The surveys of elementary teachers, art specialists, principals, students and parents for the arts education needs assessments provided much valuable data related to: (1) current arts opportunities, teacher training and resources, and (2) attitudes on arts education, information sources, problems and student needs. A summary of the major findings may be helpful:

- Generally, elementary teachers, elementary principals and secondary principals feel that the amount of time devoted to arts learning opportunities, courses and extra-curricular opportunities over the last five years has remained the same. An exception to this summarization is that elementary principals report an increase in creative writing. Specialists, however, feel that only the amount of time for art has remained the same while other arts opportunities have decreased.
- In the subjects of art and music, more different courses are offered, more classes are taught daily, more students are taught weekly and more students are in the classes than is true for the other arts subjects. A large number of students are also taught weekly in dance.
- Regarding arts requirements for students, all arts subjects are more likely to be required every year, one year or one semester in junior rather than senior high. At the upper levels, arts courses are generally offered but not required. The exception to this is dance, which is not offered at the junior or senior levels according to nearly three-quarters of the principals.

- For all arts subjects, students are more likely to have elective and extra-curricular opportunities available to them in senior high than junior high grades. This is particularly interesting since the data indicate that fewer senior high students participate in arts activities both in and outside of school.
- Students who are artistically gifted or handicapped are more likely to have opportunities available to them at the secondary level than the elementary level. However, even at the secondary level, these opportunities are not widely available. At least one question is raised by these findings; that is, if few or no opportunities in arts are available to students with special needs early in their school experience, how are these students readily identified or encouraged to pursue their talents when they reach the secondary grades?
- Regarding selected experiences in their subject area, elementary teachers do not commonly have formal training in arts, but expressed an interest in arts and teaching arts. Most are confident in teaching art and creative writing, They are less confident in dance, drama and music.
- Art and music specialists showed strong educational preparation and interest in their respective specialties. Creative writing specialists indicated some formal training and interest. Much less training and interest was expressed by dance and theater specialists.

These differences between art and music specialists and other specialists are also evident in their responses regarding selected statements about education in the arts. In addition to their training and interest in the arts, art and music specialists were more likely than other specialists to agree with the statement that teaching their arts subject is what they most prefer to do.

- When Tables 8 and 18 are compared, the findings indicate that subjects primarily taught by classroom teachers are often integrated with other subjects.
- When asked about resources, elementary teachers reported that they frequently use computers and textbooks, but would like greater access to all of the resources listed. Specialists are more varied in the resources they use, but all generally expressed an interest in greater access to artists in residence, artists in the community and field trips to places of artistic interest.
- Art, music and, to a lesser degree, creative writing specialists provide selected learning experiences, such as learning a subject's history and concepts or learning to evaluate the subject critically. These experiences are not provided, for the most part, by dance and theater specialists.
- A number of statements on arts were included in the questionnaires for elementary teachers, specialists and principals. When asked about more emphasis on the arts, more money for the arts and more opportunities for the talented, most of the respondents agree. However, dance specialists and secondary principals are more likely to disagree. Creative writing, dance and theater specialists are less likely to agree with the statement that education in the arts is essential for all.
- Major problems identified by elementary teachers and arts specialists are as follows: (1) difficulty students have in scheduling arts classes, (2) lack of time to plan arts learning experiences, and (3) lack of time in the school schedule to teach arts. Areas not generally viewed as problems are: (1) safety of arts facilities, (2) student interest, and (3) difficulty maintaining discipline in class. Other possible problems were seen as minor or received varied responses from elementary teachers and specialists.
- Elementary teachers feel that the amount of time available for students to participate in arts is currently "O.K." for art and music, but should be increased for other arts subjects. They also feel that arts teachers in their district, magazines or books and workshops are helpful to them. Professional organizations, materials developed by the Department of Education and materials or services provided by art organizations are less helpful.

- Art and music specialists are likely to want more time available to students in their specialty areas and other arts areas too. Dance or theater specialists feel the current amount of time is "O.K." in their areas and other specialty areas.
- Different information services are helpful in different specialties. Nevertheless, if information sources are divided into a simple dichotomy of helpful or not helpful, books or magazines, classes or courses and workshops are helpful. Professional organizations, State Department of Education materials and interaction with art personnel are not helpful.
- As students reach senior high grades, fewer students participate in arts activities both in and outside school. An area for further research may be to study in more detail the reasons these students do not participate. Employment, sports and other activities may occupy significant amounts of their time.
- While varying slightly in intensity, few students or parents feel arts education is more important than academic subjects. More students than parents feel arts education is just as important.
- The responses of students regarding the amount of available arts opportunities are somewhat similar to those of specialists, since both groups generally desire more opportunities for students with arts areas. Parents and elementary teachers are similar in their responses regarding art and music, as both groups feel these arts opportunities could remain about the same.
- Parents feel more resources should be made available for teaching arts to all students and for those with special talent.
- Generally, art and music education programs appear to be strong in Minnesota's public schools; on the contrary, opportunities in dance and theater programs are less well established. With this in mind, it is interesting to note that when students expressed their wishes regarding additional classes they would like to have offered at their schools, students frequently wanted classes in the areas of dance and theater.

APPENDIX A: COPIES OF SURVEY QUESTIONNAIRES

ELEMENTARY CLASSROOM TEACHER SURVEY

1. On the average, how many minutes per week do your students participate in the following arts learning activities: (write in the number of minutes per week taught by a classroom teacher and the number of minutes taught by a licensed arts teacher)

	<u>Taught by Classroom Teacher</u>	<u>Taught by Licensed Arts Teacher</u>
a. Music?	_____minutes/week	_____minutes/week
b. Art?	_____minutes/week	_____minutes/week
c. Drama?	_____minutes/week	_____minutes/week
d. Dance?	_____minutes/week	_____minutes/week
e. Creative writing?	_____minutes/week	_____minutes/week

2. When you teach the following arts activities, do you integrate the arts with other subjects: (circle one response for each activity)

	<u>Usually Yes</u>	<u>Sometimes</u>	<u>Usually No</u>	<u>Don't Teach</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Drama?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

3. How do you feel about the amount of time available for your students to participate in the following arts activities? (check one response for each activity)

	<u>Should Have More Time</u>	<u>Current Time Allotment Is O. K.</u>	<u>Should Have Less Time</u>	<u>No Opinion</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Drama?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

4. How helpful are the following resources to you as means of obtaining information about arts education: (circle one response for each item)

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Applicable</u>
a. Your professional organizations?	VH	SH	NH	NA
b. Materials or services provided by the Minnesota State Department of Education?	VH	SH	NH	NA
c. Arts teachers in your school district?	VH	SH	NH	NA
d. Magazines or books related to arts?	VH	SH	NH	NA
e. Classes or courses at higher education institutions?	VH	SH	NH	NA
f. In-service or other types of workshops?	VH	SH	NH	NA
g. Materials or services provided by arts organizations?	VH	SH	NH	NA

5. How much of a problem, if any, are the following factors as they affect arts education in your school: (circle one response for each item)

	<u>Serious Problem</u>	<u>Minor Problem</u>	<u>Not a Problem</u>	<u>No Opinion</u>
a. Belief among <u>administration</u> that arts are less important than other subjects?	SP	MP	NP	NO
b. Belief among <u>school board</u> members that arts are less important than other subjects?	SP	MP	NP	NO
c. Adequacy of arts facilities?	SP	MP	NP	NO
d. Availability of materials for teaching the arts?	SP	MP	NP	NO
e. Number of textbooks or written curricula from which to choose?	SP	MP	NP	NO
f. Lack of student interest in arts?	SP	MP	NP	NO
g. Lack of student competencies in arts based on past experiences?	SP	MP	NP	NO
h. Teachers' interest in arts?	SP	MP	NP	NO
i. Preparation of classroom teachers to teach arts?	SP	MP	NP	NO
j. Lack of time to plan arts learning experiences?	SP	MP	NP	NO
k. Lack of time in school schedule to teach arts?	SP	MP	NP	NO
l. Class size in arts classes?	SP	MP	NP	NO
m. Difficulty in maintaining discipline in class?	SP	MP	NP	NO

6. During the last five years, what has happened in your school to the time allocated to teaching of the following subjects: (circle one response for each item)

	<u>Increased</u>	<u>Remained The same</u>	<u>Decreased</u>
a. Music?	I	S	D
b. Art?	I	S	D
c. Drama?	I	S	D
d. Dance?	I	S	D
e. Creative writing?	I	S	D

7. Please answer yes or no to each of the following questions:

	<u>Yes</u>	<u>No</u>
a. Did you major or minor in one of the arts areas in college?	Y	N
b. Are you licensed by the state to teach any of the arts?	Y	N
c. During the last three years, have you taken in-service or college training in music, art, drama, dance, or creative writing?	Y	N
d. In addition to teaching, do you personally participate in any arts activities?	Y	N
e. Would you be interested in taking additional training in teaching the arts?	Y	N

8. How do you feel about your qualifications to teach the following subjects: (circle one response for each item)?

	<u>I Feel Very Competent</u>	<u>I Feel Fairly Competent</u>	<u>I Feel I Need More Training</u>
a. Music?	VC	FC	NT
b. Art?	VC	FC	NT
c. Drama?	VC	FC	NT
d. Dance?	VC	FC	NT
e. Creative writing?	VC	FC	NT

9. Do you plan to use the following resources to help you teach the arts this year: (check one response for each item)

	<u>Yes, and I Have Enough Access To This Resource</u>	<u>Yes, but I Wish I Had More Access To This Resource</u>	<u>No, but I Have Enough Access To To This Resource</u>	<u>No, and I Wish I Had More Access To This Resource</u>
a. Computers?	()	()	()	()
b. Artists in residence?	()	()	()	()
c. Artists in the community?	()	()	()	()
d. Field trips to places of artistic interest?	()	()	()	()
e. Texts and other instructional materials?	()	()	()	()
f. Special equipment/tools needed?	()	()	()	()

10. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on art, music, theatre, dance and creative writing in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in the arts that they are not able to pursue adequately.	SA	A	N	D	SD
c. Teaching the arts is what I most prefer to do in education.	SA	A	N	D	SD
d. More money should be allocated to teaching the arts.	SA	A	N	D	SD
e. Schools need to provide more opportunities for students who are especially talented in the arts.	SA	A	N	D	SD
f. Education in the arts is essential for all students every year?	SA	A	N	D	SD

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
1885 University Avenue
St. Paul, MN 55104

ART SPECIALIST SURVEY

1. How do you feel about the amount of time available for students in your school to participate in the following arts activities? (check one response for each activity)

	<u>Should Have More Time</u>	<u>Current Time Allotment Is O. K.</u>	<u>Should Have Less Time</u>	<u>No Opinion</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Theater?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

2. How helpful are the following sources to you as means of obtaining information about art education: (circle one response for each item)

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Applicable</u>
a. Your professional organizations?	VH	SH	NH	NA
b. Materials or services provided by the Minnesota State Department of Education?	VH	SH	NH	NA
c. Personal interaction with arts personnel in your school district?	VH	SH	NH	NA
d. Books or magazines related to the art?	VH	SH	NH	NA
e. Classes or courses at higher education institutions?	VH	SH	NH	NA
f. In-service or other types of workshops?	VH	SH	NH	NA
g. Materials or services provided by arts organizations?	VH	SH	NH	NA

3. How much of a problem, if any, are the following factors as they affect arts education in your school: (circle one response for each item)

	<u>Serious Problem</u>	<u>Minor Problem</u>	<u>Not a Problem</u>	<u>No Opinion</u>
a. Belief among <u>administration</u> that art is less important than other subjects?	SP	MP	NP	NO
b. Belief among <u>school board</u> members that art is less important than other subjects?	SP	MP	NP	NO
c. Belief among <u>student counselors</u> that art is less important than other subjects?	SP	MP	NP	NO
d. Adequacy of art facilities?	SP	MP	NP	NO
e. Safety of art facilities?	SP	MP	NP	NO
f. Adequacy of budgets to purchase materials and equipment?	SP	MP	NP	NO
g. Number of textbooks or written curricula available from which to choose?	SP	MP	NP	NO
h. Lack of student interest in arts?	SP	MP	NP	NO
i. Lack of student competencies in arts based on past experiences?	SP	MP	NP	NO
j. Difficulty students have in scheduling arts classes?	SP	MP	NP	NO
k. Teachers' interest in arts?	SP	MP	NP	NO
l. Preparation of teachers to teach arts?	SP	MP	NP	NO
m. Lack of time to plan arts learning experiences?	SP	MP	NP	NO
n. Lack of time in school schedule to teach arts?	SP	MP	NP	NO
o. Class size in arts classes?	SP	MP	NP	NO
p. Difficulty in maintaining discipline in class?	SP	MP	NP	NO
q. Lack of coordination among art teachers at different grade levels?	SP	MP	NP	NO

4. How many different art courses are you teaching this year?

_____ courses

5. How many total students did you teach art last week?

_____ students

6. How many art classes do you teach each day?

_____ classes

7. What is the average number of students in your art classes?

_____ students

8. During the last five years, has the number of art courses within the school day in your school, increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

9. During the last five years, has the number of art extra-curricular activities in your school increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

10. Please answer yes or no to each of the following questions:

	<u>Yes</u>	<u>No</u>
a. Did you major in art in college?	Y	N
b. Did you minor in art in college?	Y	N
c. Are you licensed by the state to teach art?	Y	N
d. During the last three years, have you taken in-service or college training in art?	Y	N
e. Would you be interested in taking additional in-service or courses in art?	Y	N
f. In addition to teaching art, do you personally practice or perform art?	Y	N

11. Which of the following best describes your enthusiasm for teaching art in the last few years? (check only one)

- a. _____ Greatly increased
- b. _____ Increased
- c. _____ Remained the same
- d. _____ Decreased
- e. _____ Greatly decreased

12. Which of the following best describes how you feel about your qualifications to teach art?

- a. _____ I feel very competent to teach art
- b. _____ I feel fairly competent to teach art
- c. _____ I feel I need more training to adequately teach art

13. Has your school district adopted a written curriculum in art within the last 5 years?

a. _____ Yes

b. _____ No

14. Do you plan to use the following resources to help you teach the art this year: (check one response for each item)

	<u>Yes, and I Have Enough Access To This Resource</u>	<u>Yes, but I Wish I Had More Access To This Resource</u>	<u>No, but I Have Enough Access to To This Resource</u>	<u>No, and I Wish I had More Access To This Resource</u>
a. Computers?	()	()	()	()
b. Artists in residence?	()	()	()	()
c. Artists in the community?	()	()	()	()
d. Field trips to places of artistic interest?	()	()	()	()
e. Texts and other instructional materials?	()	()	()	()
f. Special equipment/tools needed?	()	()	()	()

15. Do the classes you teach in art provide the following types of learning experiences in art: (circle Yes or No for each type)

	<u>Yes</u>	<u>No</u>
a. Learning about art history?	Y	N
b. Learning about important art concepts?	Y	N
c. Producing or performing?	Y	N
d. Learning to evaluate art critically?	Y	N

16. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on art in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in art that they are not able to pursue adequately.	SA	A	N	D	SD
c. Teaching art is what I most prefer to do in education.	SA	A	N	D	SD
d. More money should be allocated to teaching art.	SA	A	N	D	SD
e. Schools need to provide more opportunities for students who are especially talented in art.	SA	A	N	D	SD
f. Education in art is essential for all students.	SA	A	N	D	SD

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
 1885 University Avenue
 St. Paul, MN 55104

CREATIVE WRITING SPECIALIST SURVEY

1. How do you feel about the amount of time available for students in your school to participate in the following arts activities? (check one response for each activity)

	<u>Should Have More Time</u>	<u>Current Time Allotment Is O. K.</u>	<u>Should Have Less Time</u>	<u>No Opinion</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Theater?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

2. How helpful are the following sources to you as means of obtaining information about creative writing education: (circle one response for each item)

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Applicable</u>
a. Your professional organizations?	VH	SH	NH	NA
b. Materials or services provided by the Minnesota State Department of Education?	VH	SH	NH	NA
c. Personal interaction with arts personnel in your school district?	VH	SH	NH	NA
d. Books or magazines related to creative writing?	VH	SH	NH	NA
e. Classes or courses at higher education institutions?	VH	SH	NH	NA
f. In-service or other types of workshops?	VH	SH	NH	NA
g. Materials or services provided by arts organizations?	VH	SH	NH	NA

3. How much of a problem, if any, are the following factors as they affect arts education in your school: (circle one response for each item)

	<u>Serious Problem</u>	<u>Minor Problem</u>	<u>Not a Problem</u>	<u>No Opinion</u>
a. Belief among <u>administration</u> that creative writing is less important than other subjects?	SP	MP	NP	NO
b. Belief among <u>school board</u> members that creative writing is less important than other subjects?	SP	MP	NP	NO
c. Belief among <u>student counselors</u> that creative writing is less important than other subjects?	SP	MP	NP	NO
d. Adequacy of creative writing facilities?	SP	MP	NP	NO
e. Safety of creative writing facilities?	SP	MP	NP	NO
f. Adequacy of budgets to purchase materials and equipment?	SP	MP	NP	NO
g. Number of textbooks or written curricula available from which to choose?	SP	MP	NP	NO
h. Lack of student interest in arts?	SP	MP	NP	NO
i. Lack of student competencies in arts based on past experiences?	SP	MP	NP	NO
j. Difficulty students have in scheduling arts classes?	SP	MP	NP	NO
k. Teachers' interest in arts?	SP	MP	NP	NO
l. Preparation of teachers to teach arts?	SP	MP	NP	NO
m. Lack of time to plan arts learning experiences?	SP	MP	NP	NO
n. Lack of time in school schedule to teach arts?	SP	MP	NP	NO
o. Class size in arts classes?	SP	MP	NP	NO
p. Difficulty in maintaining discipline in class?	SP	MP	NP	NO
q. Lack of coordination among creative writing teachers at different grade levels?	SP	MP	NP	NO

4. How many different creative writing courses are you teaching this year?

_____ courses

5. How many total students did you teach creative writing last week?

_____ students

6. How many creative writing classes do you teach each day?

_____ classes

7. What is the average number of students in your creative writing classes?

_____ students

8. During the last five years, has the number of creative writing courses within the school day in your school, increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

9. During the last five years, have the number of creative writing extra-curricular activities in your school increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

10. Please answer yes or no to each of the following questions:

	<u>Yes</u>	<u>No</u>
a. Did you major in creative writing in college?	Y	N
b. Did you minor in creative writing in college?	Y	N
c. Are you licensed by the state to teach creative writing?	Y	N
d. During the last three years, have you taken in-service or college training in creative writing?	Y	N
e. Would you be interested in taking additional in-service or courses in creative writing?	Y	N
f. In addition to teaching creative writing, do you personally practice or perform creative writing?	Y	N

11. Which of the following best describes your enthusiasm for teaching creative writing in the last few years? (check only one)

- a. _____ Greatly increased
- b. _____ Increased
- c. _____ Remained the same
- d. _____ Decreased
- e. _____ Greatly decreased

12. Which of the following best describes how you feel about your qualifications to teach creative writing?

- a. _____ I feel very competent to teach creative writing
- b. _____ I feel fairly competent to teach creative writing
- c. _____ I feel I need more training to adequately teach creative writing

13. Has your school district adopted a written curriculum in creative writing within the last 5 years?

a. _____ Yes

b. _____ No

14. Do you plan to use the following resources to help you teach creative writing this year: (check one response for each item)

	<u>Yes, and I Have Enough Access To This Resource</u>	<u>Yes, but I Wish I Had More Access To This Resource</u>	<u>No, but I Have Enough Access To To This Resource</u>	<u>No, and I Wish I Had More Access To This Resource</u>
a. Computers	()	()	()	()
b. Artists in residence?	()	()	()	()
c. Artists in the community?	()	()	()	()
d. Field trips to places of artistic interest?	()	()	()	()
e. Texts and other instructional materials?	()	()	()	()
f. Special equipment/tools needed?	()	()	()	()

15. Do the classes you teach in creative writing provide the following types of learning experiences in creative writing: (circle Yes or No for each type)

	<u>Yes</u>	<u>No</u>
a. Learning about creative writing history?	Y	N
b. Learning about important creative writing concepts?	Y	N
c. Producing or performing?	Y	N
d. Learning to evaluate creative writing critically?	Y	N

16. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on creative writing in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in creative writing that they are not able to pursue adequately.	SA	A	N	D	SD
c. Teaching creative writing is what I most prefer to do in education.	SA	A	N	D	SD
d. More money should be allocated to teaching creative writing.	SA	A	N	D	SD
e. Schools need to provide more opportunities for students who are especially talented in creative writing.	SA	A	N	D	SD
f. Education in creative writing is essential for all students.	SA	A	N	D	SD

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
 1885 University Avenue
 St. Paul, MN 55104

DANCE SPECIALIST SURVEY

1. How do you feel about the amount of time available for students in your school to participate in the following arts activities? (check one response for each activity)

	<u>Should Have More Time</u>	<u>Current Time Allotment Is O. K.</u>	<u>Should Have Less Time</u>	<u>No Opinion</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Theater?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

2. How helpful are the following sources to you as means of obtaining information about dance education: (circle one response for each item)

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Applicable</u>
a. Your professional organizations?	VH	SH	NH	NA
b. Materials or services provided by the Minnesota State Department of Education?	VH	SH	NH	NA
c. Personal interaction with arts personnel in your school district?	VH	SH	NH	NA
d. Books or magazines related to dance?	VH	SH	NH	NA
e. Classes or courses at higher education institutions?	VH	SH	NH	NA
f. In-service or other types of workshops?	VH	SH	NH	NA
g. Materials or services provided by arts organizations?	VH	SH	NH	NA

3. How much of a problem, if any, are the following factors as they affect dance education in your school: (circle one response for each item)

	<u>Serious Problem</u>	<u>Minor Problem</u>	<u>Not a Problem</u>	<u>No Opinion</u>
a. Belief among <u>administration</u> that dance is less important than other subjects?	SP	MP	NP	NO
b. Belief among <u>school board</u> members that dance is less important than other subjects?	SP	MP	NP	NO
c. Belief among <u>student counselors</u> that dance is less important than other subjects?	SP	MP	NP	NO
d. Adequacy of dance facilities?	SP	MP	NP	NO
e. Safety of dance facilities?	SP	MP	NP	NO
f. Adequacy of budgets to purchase materials and equipment?	SP	MP	NP	NO
g. Number of textbooks or written curricula available from which to choose?	SP	MP	NP	NO
h. Lack of student interest in arts?	SP	MP	NP	NO
i. Lack of student competencies in arts based on past experiences?	SP	MP	NP	NO
j. Difficulty students have in scheduling arts classes?	SP	MP	NP	NO
k. Teachers' interest in arts?	SP	MP	NP	NO
l. Preparation of teachers to teach arts?	SP	MP	NP	NO
m. Lack of time to plan arts learning experiences?	SP	MP	NP	NO
n. Lack of time in school schedule to teach arts?	SP	MP	NP	NO
o. Class size in arts classes?	SP	MP	NP	NO
p. Difficulty in maintaining discipline in class?	SP	MP	NP	NO
q. Lack of coordination among dance teachers at different grade levels?	SP	MP	NP	NO

4. How many different dance courses are you teaching this year?

_____ courses

5. How many total students did you teach dance last week?

_____ students

6. How many dance classes do you teach each day?

_____ classes

7. What is the average number of students in your dance classes?

_____ students

8. During the last five years, has the number of dance courses within the school day in your school, increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

9. During the last five years, have the number of dance extra-curricular activities in your school increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

10. Please answer yes or no to each of the following questions:

	<u>Yes</u>	<u>No</u>
a. Did you major in dance in college?	Y	N
b. Did you minor in dance in college?	Y	N
c. Are you licensed by the state to teach dance?	Y	N
d. During the last three years, have you taken in-service or college training in dance?	Y	N
e. Would you be interested in taking additional in-service or courses in dance?	Y	N
f. In addition to teaching dance, do you personally practice or perform dance?	Y	N

11. Which of the following best describes your enthusiasm for teaching dance in the last few years? (check only one)

- a. _____ Greatly increased
- b. _____ Increased
- c. _____ Remained the same
- d. _____ Decreased
- e. _____ Greatly decreased

12. Which of the following best describes how you feel about your qualifications to teach dance?

- a. _____ I feel very competent to teach dance
- b. _____ I feel fairly competent to teach dance
- c. _____ I feel I need more training to adequately teach dance

13. Has your school district adopted a written curriculum in dance within the last 5 years?

a. _____ Yes

b. _____ No

14. Do you plan to use the following resources to help you teach dance this year: (check one response for each item)

	<u>Yes, and I Have Enough Access To This Resource</u>	<u>Yes, but I Wish I Had More Access To This Resource</u>	<u>No, but I Have Enough Access To To This Resource</u>	<u>No, and I Wish I Had More Access To This Resource</u>
a. Computers?	()	()	()	()
b. Artists in residence?	()	()	()	()
c. Artists in the community?	()	()	()	()
d. Field trips to places of artistic interest?	()	()	()	()
e. Texts and other instructional materials?	()	()	()	()
f. Special equipment/tools needed?	()	()	()	()

15. Do the classes you teach in dance provide the following types of learning experiences in dance: (circle Yes or No for each type)

	<u>Yes</u>	<u>No</u>
a. Learning about dance history?	Y	N
b. Learning about important dance concepts?	Y	N
c. Producing or performing?	Y	N
d. Learning to evaluate dance critically?	Y	N

16. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on dance in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in dance that they are not able to pursue adequately.	SA	A	N	D	SD
c. Teaching dance is what I most prefer to do in education.	SA	A	N	D	SD
d. More money should be allocated to teaching dance.	SA	A	N	D	SD
e. Schools need to provide more opportunities for students who are especially talented in dance.	SA	A	N	D	SD
f. Education in dance is essential for all students.	SA	A	N	D	SD

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
 1885 University Avenue
 St. Paul, MN 55104

THEATER SPECIALIST SURVEY

1. How do you feel about the amount of time available for students in your school to participate in the following arts activities? (check one response for each activity)

	Should Have More <u>Time</u>	Current Time Allotment <u>Is O. K.</u>	Should Have Less <u>Time</u>	No <u>Opinion</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Theater?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

2. How helpful are the following sources to you as means of obtaining information about theater education: (circle one response for each item)

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Applicable</u>
a. Your professional organizations?	VH	SH	NH	NA
b. Materials or services provided by the Minnesota State Department of Education?	VH	SH	NH	NA
c. Personal interaction with arts personnel in your school district?	VH	SH	NH	NA
d. Books or magazines related to theater?	VH	SH	NH	NA
e. Classes or courses at higher education institutions?	VH	SH	NH	NA
f. In-service or other types of workshops?	VH	SH	NH	NA
g. Materials or services provided by arts organizations?	VH	SH	NH	NA

3. How much of a problem, if any, are the following factors as they affect theater education in your school: (circle one response for each item)

	<u>Serious Problem</u>	<u>Minor Problem</u>	<u>Not a Problem</u>	<u>No Opinion</u>
a. Belief among <u>administration</u> that theater is less important than other subjects?	SP	MP	NP	NO
b. Belief among <u>school board</u> members that theater is less important than other subjects?	SP	MP	NP	NO
c. Belief among <u>student counselors</u> that theater is less important than other subjects?	SP	MP	NP	NO
d. Adequacy of theater facilities?	SP	MP	NP	NO
e. Safety of theater facilities?	SP	MP	NP	NO
f. Adequacy of budgets to purchase materials and equipment?	SP	MP	NP	NO
g. Number of textbooks or written curricular available from which to choose?	SP	MP	NP	NO
h. Lack of student interest in arts?	SP	MP	NP	NO
i. Lack of student competencies in arts based on past experiences?	SP	MP	NP	NO
j. Difficulty students have in scheduling arts classes?	SP	MP	NP	NO
k. Teachers' interest in arts?	SP	MP	NP	NO
l. Preparation of teachers to teach arts?	SP	MP	NP	NO
m. Lack of time to plan arts learning experiences?	SP	MP	NP	NO
n. Lack of time in school schedule to teach arts?	SP	MP	NP	NO
o. Class size in arts classes?	SP	MP	NP	NO
p. Difficulty in maintaining discipline in class?	SP	MP	NP	NO
q. Lack of coordination among theater teachers at different grade levels?	SP	MP	NP	NO

4. How many different theater courses are you teaching this year?

_____ courses

5. How many total students did you teach theater last week?

_____ students

6. How many theater classes do you teach each day?

_____ classes

7. What is the average number of students in your theater classes?

_____ students

8. During the last five years, has the number of theater courses within the school day in your school, increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

9. During the last five years, have the number of theater extra-curricular activities in your school increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

10. Please answer yes or no to each of the following questions:

	<u>Yes</u>	<u>No</u>
a. Did you major in theater in college?	Y	N
b. Did you minor in theater in college?	Y	N
c. Are you licensed by the state to teach theater?	Y	N
d. During the last three years, have you taken in-service or college training in theater?	Y	N
e. Would you be interested in taking additional in-service or courses in theater?	Y	N
f. In addition to teaching theater, do you personally practice or perform art?	Y	N

11. Which of the following best describes your enthusiasm for teaching theater in the last few years? (check only one)

- a. _____ Greatly increased
- b. _____ Increased
- c. _____ Remained the same
- d. _____ Decreased
- e. _____ Greatly decreased

12. Which of the following best describes how you feel about your qualifications to teach theater?

- a. _____ I feel very competent to teach theater
- b. _____ I feel fairly competent to teach theater
- c. _____ I feel I need more training to adequately teach theater

13. Has your school district adopted a written curriculum in theater within the last 5 years?

a. _____ Yes

b. _____ No

14. Do you plan to use the following resources to help you teach theater this year:
(check one response for each item)

	<u>Yes, and I Have Enough Access To This Resource</u>	<u>Yes, but I Wish I Had More Access To This Resource</u>	<u>No, but I Have Enough Access To To This Resource</u>	<u>No, and I Wish I Had More Access To This Resource</u>
a. Computers?	()	()	()	()
b. Artists in residence?	()	()	()	()
c. Artists in the community?	()	()	()	()
d. Field trips to places of artistic interest?	()	()	()	()
e. Texts and other instructional materials?	()	()	()	()
f. Special equipment/tools needed?	()	()	()	()

15. Do the classes you teach in theater provide the following types of learning experiences in theater: (circle Yes or No for each type)

	<u>Yes</u>	<u>No</u>
a. Learning about theater history?	Y	N
b. Learning about important theater concepts?	Y	N
c. Producing or performing?	Y	N
d. Learning to evaluate theater critically?	Y	N

16. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on theater in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in theater that they are not able to pursue adequately.	SA	A	N	D	SD
c. Teaching theater is what I most prefer to do in education.	SA	A	N	D	SD
d. More money should be allocated to teaching theater.	SA	A	N	D	SD
e. Schools need to provide more opportunities for students who are especially talented in theater.	SA	A	N	D	SD
f. Education in theater is essential for all students.	SA	A	N	D	SD

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
1885 University Avenue
St. Paul, MN 55104

MUSIC SPECIALIST SURVEY

1. How do you feel about the amount of time available for students in your school to participate in the following arts activities? (check one response for each activity)

	<u>Should Have More Time</u>	<u>Current Time Allotment Is O. K.</u>	<u>Should Have Less Time</u>	<u>No Opinion</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Theater?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

2. How helpful are the following sources to you as means of obtaining information about music education: (circle one response for each item)

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Not Applicable</u>
a. Your professional organizations?	VH	SH	NH	NA
b. Materials or services provided by the Minnesota State Department of Education?	VH	SH	NH	NA
c. Personal interaction with arts personnel in your school district?	VH	SH	NH	NA
d. Books or magazines related to music?	VH	SH	NH	NA
e. Classes or courses at higher education institutions?	VH	SH	NH	NA
f. In-service or other types of workshops?	VH	SH	NH	NA
g. Materials or services provided by arts organizations?	VH	SH	NH	NA

3. How much of a problem, if any, are the following factors as they affect arts education in your school: (circle one response for each item)

	<u>Serious Problem</u>	<u>Minor Problem</u>	<u>Not a Problem</u>	<u>No Opinion</u>
a. Belief among <u>administration</u> that music is less important than other subjects?	SP	MP	NP	NO
b. Belief among <u>school board</u> members that music is less important than other subjects?	SP	MP	NP	NO
c. Belief among <u>student counselors</u> that music is less important than other subjects?	SP	MP	NP	NO
d. Adequacy of music facilities?	SP	MP	NP	NO
e. Safety of music facilities?	SP	MP	NP	NO
f. Adequacy of budgets to purchase materials and equipment?	SP	MP	NP	NO
g. Number of textbooks or written curricula available from which to choose?	SP	MP	NP	NO
h. Lack of student interest in arts?	SP	MP	NP	NO
i. Lack of student competencies in arts based on past experiences?	SP	MP	NP	NO
j. Difficulty students have in scheduling arts classes?	SP	MP	NP	NO
k. Teachers' interest in arts?	SP	MP	NP	NO
l. Preparation of teachers to teach arts?	SP	MP	NP	NO
m. Lack of time to plan arts learning experiences?	SP	MP	NP	NO
n. Lack of time in school schedule to teach arts?	SP	MP	NP	NO
o. Class size in arts classes?	SP	MP	NP	NO
p. Difficulty in maintaining discipline in class?	SP	MP	NP	NO
q. Lack of coordination among music teachers at different grade levels?	SP	MP	NP	NO

4. How many different music courses are you teaching this year?

_____ courses

5. How many total students did you teach music last week?

_____ students.

6. How many music classes do you teach each day?

_____ classes

7. What is the average number of students in your music classes?

_____ students .

8. During the last five years, has the number of music courses within the school day in your school, increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

9. During the last five years, has the number of music extra-curricular activities in your school increased, decreased, or remained the same? (check only one)

a. _____ Increased

b. _____ Decreased

c. _____ Remained the same

10. Please answer yes or no to each of the following questions:

	<u>Yes</u>	<u>No</u>
a. Did you major in music in college?	Y	N
b. Did you minor in music in college?	Y	N
c. Are you licensed by the state to teach music?	Y	N
d. During the last three years, have you taken in-service or college training in music?	Y	N
e. Would you be interested in taking additional in-service or courses in music?	Y	N
f. In addition to teaching music, do you personally practice or perform music?	Y	N

11. Which of the following best describes your enthusiasm for teaching music in the last few years? (check only one)

- a. _____ Greatly increased
- b. _____ Increased
- c. _____ Remained the same
- d. _____ Decreased
- e. _____ Greatly decreased

12. Which of the following best describes how you feel about your qualifications to teach music?

- a. _____ I feel very competent to teach music
- b. _____ I feel fairly competent to teach music
- c. _____ I feel I need more training to adequately teach music

13. Has your school district adopted a written curriculum in music within the last 5 years?

a. _____ Yes

b. _____ No

14. Do you plan to use the following resources to help you teach music this year: (check one response for each item)

	<u>Yes, and I Have Enough Access To This Resource</u>	<u>Yes, but I Wish I Had More Access To This Resource</u>	<u>No, but I Have Enough Access To To This Resource</u>	<u>No, and I Wish I had More Access To This Resource</u>
a. Computers?	()	()	()	()
b. Artists in residence?	()	()	()	()
c. Artists in the community?	()	()	()	()
d. Field trips to places of artistic interest?	()	()	()	()
e. Texts and other instructional materials?	()	()	()	()
f. Special equipment/tools needed?	()	()	()	()

15. Do the classes you teach in music provide the following types of learning experiences in music: (circle Yes or No for each type)

	<u>Yes</u>	<u>No</u>
a. Learning about music history?	Y	N
b. Learning about important music concepts?	Y	N
c. Producing or performing?	Y	N
d. Learning to evaluate music critically?	Y	N

16. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on music in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in music that they are not able to pursue adequately.	SA	A	N	D	SD
c. Teaching music is what I most prefer to do in education.	SA	A	N	D	SD
d. More money should be allocated to teaching music.	SA	A	N	D	SD
e. Schools need to provide more opportunities for students who are especially talented in music.	SA	A	N	D	SD
f. Education in music is essential for all students.	SA	A	N	D	SD

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
1885 University Avenue
St. Paul, MN 55104

K-6 PRINCIPAL SURVEY

1. During the last five years, what has happened to the amount of time devoted to learning opportunities for students in the following arts areas: (circle one response for each area)

	<u>Increased</u>	Remained the <u>Same</u>	<u>Decreased</u>
a. Music?	I	S	D
b. Art?	I	S	D
c. Drama?	I	S	D
d. Dance?	I	S	D
e. Creative writing?	I	S	D

2. Does your school offer special opportunities in the arts for the following types of students: (circle one response for each item)

	<u>Yes</u>	<u>No</u>
a. Artistically gifted students?	Y	N
b. Handicapped students?	Y	N

3. Who teaches the following arts subjects at your school: (check one response for each item)

	<u>Classroom Teacher Only</u>	<u>Specialist Teacher Only</u>	<u>Classroom Teacher and Specialist Teacher</u>	<u>Subject Not Taught</u>
a. Music?	()	()	()	()
b. Art?	()	()	()	()
c. Drama?	()	()	()	()
d. Dance?	()	()	()	()
e. Creative writing?	()	()	()	()

4. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on art, music, drama, dance, and creative writing in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in the arts that they are not able to pursue adequately.	SA	A	N	D	SD
c. More money should be allocated to teaching the arts.	SA	A	N	D	SD
d. Schools need to provide more opportunities for students who are especially talented in the arts.	SA	A	N	D	SD
e. Education in the arts is essential for all students every year.	SA	A	N	D	SD

5. Please answer Yes or No to the following questions:

	<u>Yes</u>	<u>No</u>
a. Did you major or minor in one of the arts areas?	Y	N
b. Have you taken any courses or workshops in any of the arts?	Y	N
c. Outside of your job as principal, do you personally participate in any of the arts?	Y	N

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
1885 University Avenue
St. Paul, MN 55104

SECONDARY PRINCIPAL SURVEY

1. Which of the following best describes your school? (check only one)

- a. _____ Junior high school only
- b. _____ Middle school only
- c. _____ Senior high school only
- d. _____ Junior high and senior high
- e. _____ Middle school and senior high

2. Which response best describes student requirements for the following subjects: (check one response for each subject)

	<u>Required Every Year</u>	<u>Required at Least 1 Year</u>	<u>Required 1 Semester</u>	<u>Subject Offered But Not Required</u>	<u>Subject Not Offered</u>
a. Music?	()	()	()	()	()
b. Art?	()	()	()	()	()
c. Theater?	()	()	()	()	()
d. Dance?	()	()	()	()	()
e. Creative writing?	()	()	()	()	()

3. During the last five years, what has happened to the number of courses and extra curricular opportunities for students in the following arts areas: (circle one response for each area under courses and one response under extra curricular activities)

	<u>Courses Within the School Day</u>			<u>Extra-curricular Activities</u>		
	<u>Increased</u>	<u>Remained The Same</u>	<u>Decreased</u>	<u>Increased</u>	<u>Remained The Same</u>	<u>Decreased</u>
a. Music?	I	S	D	I	S	D
b. Art?	I	S	D	I	S	D
c. Theater?	I	S	D	I	S	D
d. Dance?	I	S	D	I	S	D
e. Creative writing?	I	S	D	I	S	D

4. Are the following opportunities available for your students: (circle one response for each item)

	<u>Yes</u>	<u>No</u>
<u>*Elective Course</u>		
a. Music?	Y	N
b. Art?	Y	N
c. Theater?	Y	N
d. Dance?	Y	N
e. Creative writing?	Y	N

*Extra-curricular Opportunities

a. Music?	Y	N
b. Art?	Y	N
c. Theater?	Y	N
d. Dance?	Y	N
e. Creative writing?	Y	N

*Unit Within Another Course

a. Music?	Y	N
b. Art?	Y	N
c. Theater?	Y	N
d. Dance?	Y	N
e. Creative writing?	Y	N

5. Does your school offer special learning opportunities in the arts for the following types of students: (circle one response for each item)

	<u>Yes</u>	<u>No</u>
a. Artistically gifted students?	Y	N
b. Handicapped students?	Y	N

6. Please indicate how strongly you agree or disagree with the following statements by circling one response for each.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
a. More emphasis needs to be placed on art, music, theatre, dance, and creative writing in Minnesota schools.	SA	A	N	D	SD
b. Many students in this school have special abilities in the arts that they are not able to pursue adequately.	SA	A	N	D	SD
c. More money should be allocated to teaching the arts.	SA	A	N	D	SD
d. Schools need to provide more opportunities for students who are especially talented in the arts.	SA	A	N	D	SD
e. Education in the arts is essential for all students.	SA	A	N	D	SD

7. Please answer Yes or No to each of the following questions.

	<u>Yes</u>	<u>No</u>
a. Did you major or minor in one of the arts areas?	Y	N
b. Have you taken any courses or workshops in any of the arts?	Y	N
c. Do you personally participate in any of the arts?	Y	N

Thank You!

Return to:

Anderson, Berdie & Niebuhr, Inc.
1885 University Avenue
St. Paul, MN 55104

Sex: Male _____

Female _____

seq # _____

zip code _____

STUDENT SURVEY

1. What grade are you in?

- a. _____ 4th grade
- b. _____ 5th grade
- c. _____ 6th grade
- d. _____ 7th grade
- e. _____ 8th grade
- f. _____ 9th grade
- g. _____ 10th grade
- h. _____ 11th grade
- i. _____ 12th grade

2. Do you take lessons or participate in music, art, dance, theater, or creative writing activities OUTSIDE of school?

- a. _____ Yes
- b. _____ No

3. Do you participate in these kinds of classes or activities IN your school?

- a. _____ Yes (GO TO #5)
- b. _____ No (GO TO #4)

4. What are the reasons you don't participate? (Don't read options)

- a. _____ Too busy/lack of time
- b. _____ Teacher told me I wasn't good in arts
- c. _____ Don't want to/not interested
- d. _____ No talent
- e. _____ Don't like what's available
- f. _____ They aren't offered at my school
- g. _____ Other _____)

5. Do you think there needs to be more opportunity, there's the right amount or should there be fewer opportunities for you to take part in music in your school?

	<u>More</u>	<u>Right Amount</u>	<u>Fewer</u>	<u>Don't Know</u>
a. Music?	M	R	F	DK
How about opportunities to participate in:				
b. Art?	M	R	F	DK
c. Dance?	M	R	F	DK
d. Theater?	M	R	F	DK
e. Creative writing?	M	R	F	DK

6. Do you think that music, art, dance, theater or creative writing are more important, less important, or just as important as other subjects in school, such as math, science, and English?

- a. _____ More important
- b. _____ Less important
- c. _____ Just as important

7. What kinds of classes or activities would you like your school to offer? (Probe for specifics)

Sex: Male _____

Female _____

seq # _____

zip code _____

PARENT SURVEY

1. Do you have any children attending public school in Minnesota?
 - a. _____ Yes (GO TO #2)
 - b. _____ No (TERMINATE)

2. Are any of those children 10 years old or older?
 - a. _____ Yes (Interview all children over 10 in household after you've interviewed the parent)
 - b. _____ No

3. Do you feel that the students required curriculum should include the arts such as music, art, dance, theater, and creative writing?
 - a. _____ Yes
 - b. _____ No
 - c. _____ Don't know

4. Should there be more opportunities, are there the right amount, or should there be fewer opportunities for your child to participate in music at school?

	<u>More</u>	<u>Right Amount</u>	<u>Fewer</u>	<u>Don't Know</u>
a. To participate in music at school?	M	R	F	DK

How about:

b. To participate in art?	M	R	F	DK
c. To participate in dance classes?	M	R	F	DK
d. To participate in theater?	M	R	F	DK
e. To participate in creative writing such as writing prose, poetry and short stories?	M	R	F	DK

5. Do you feel your child's artistic talents will be developed in school?

- a. _____ Yes (GO TO #7)
- b. _____ No (GO TO #6)
- c. _____ Don't know (GO TO #6)

6. Is this a:

- a. _____ Serious concern
- b. _____ Minor concern, or
- c. _____ Not a concern to you

7. Do you believe education in the arts is more important, equally, or less important than education in other subjects such as math, English, and social studies?

- a. _____ More important
- b. _____ Equally important
- c. _____ Less important
- d. _____ Don't know

8. Should more resources be made available for teaching the arts to ALL students?

- a. _____ Yes
- b. _____ No
- c. _____ Don't know

9. And, do you think more resources should be made available for students who have special talent in the arts?

- a. _____ Yes
- b. _____ No
- c. _____ Don't know

THANK YOU!

(Now make sure to explain you need to talk to each child over the age of 10 also. Get the child's first name and sex so if you have to call back you know who to ask for)

APPENDIX B: DATA TABLES

TABLE I

Responses of Elementary Teachers Regarding the Average Number of Minutes
Students Participate in Arts Activities Per Week

Activity	Average Minutes Per Week	
	Average Minutes/Week Taught by Classroom Teacher	Average Minutes/Week Taught by Licensed Arts Teacher
Art	50	17
Creative Writing	30	1
Dance	2	2
Drama	6	0
Music	11	62

TABLE 2

Responses of Elementary Teachers Regarding the Time Allocated
to Teaching the Arts During the Last Five Years

Activity	Response			TOTAL % No.
	Increased %	Remained the Same %	Decreased %	
Art	19	64	17	100 47
Creative Writing	30	61	9	100 44
Dance	6	75	19	100 36
Drama	3	83	14	100 36
Music	27	58	15	100 48

TABLE 3

Responses of Specialists Regarding the Number of Courses Offered in Their Schools During the Last Five Years

Specialist	Response				TOTAL % No.	
	Increased %	Remained The Same %	Decreased %	Never Existed %		
Art	14	51	35	0	100	138
Creative Writing	21	23	50	6	100	82
Dance	16	18	63	3	100	124
Theater	5	38	47	10	100	74
Music	21	30	49	0	100	135

TABLE 4

Responses of Specialists Regarding the Number of Extra-Curricular Activities Offered
in Their Schools During the Last Five Years

Specialist	Response				TOTAL	
	Increased %	Remained The Same %	Decreased %	Never Existed %	%	No.
Art	12	25	61	2	100	137
Creative Writing	11	26	61	2	100	82
Dance	14	14	66	6	100	124
Theater	12	35	52	1	100	77
Music	21	30	49	0	100	135

TABLE 5

Responses of Elementary Principals Regarding the Amount of Time Devoted to Arts Learning Opportunities for Students During the Last Five Years

Opportunity	Response			TOTAL	
	Increased %	Remained the Same %	Decreased %	%	No.
Art	29	57	14	100	44
Creative Writing	69	29	2	100	42
Dance	22	62	16	100	37
Drama	8	84	8	100	38
Music	33	54	13	100	45

TABLE 6

Responses of Secondary Principals Regarding the Number of Arts Courses and Extra-Curricular Opportunities for Students During the Last Five Years

Subject	Response					
	<u>Courses within the School Day</u>			<u>Extra-Curricular Activities</u>		
	Increased %	Remained Same %	Decreased %	Increased %	Remained Same %	Decreased %
Art	19	55	26	12	82	6
Creative Writing	15	80	5	10	90	0
Dance	2	94	4	6	86	8
Theater	7	79	14	18	73	9
Music	20	68	12	22	68	10

TABLE 6A

Responses of Junior High and Middle School Principals Regarding the Number of Arts Courses and Extra-Curricular Opportunities for Students During the Last Five Years

Subject	Response					
	<u>Courses within the School Day</u>			<u>Extra-Curricular Activities</u>		
	Increased %	Remained Same %	Decreased %	Increased %	Remained Same %	Decreased %
Art	21	69	10	6	83	11
Creative Writing	16	80	4	12	88	0
Dance	5	95	0	0	95	5
Theater	9	87	4	20	70	10
Music	14	72	14	10	85	5

TABLE 6B

Responses of Senior High Principals Regarding the Number of Arts Courses and Extra-Curricular Opportunities for Students During the Last Five Years

Subject	Response					
	<u>Courses within the School Day</u>			<u>Extra-Curricular Activities</u>		
	Increased %	Remained Same %	Decreased %	Increased %	Remained Same %	Decreased %
Art	12	29	59	9	91	0
Creative Writing	6	88	6	8	92	0
Dance	0	100	0	17	83	0
Theater	13	56	31	13	80	7
Music	18	64	18	20	67	13

TABLE 7

Responses of Specialists Regarding the Average Number of Specialty Courses, Students and Classes They Teach

Specialist	Response			
	Average Number of Different Courses Taught This Year	Average Number of Students Taught Last Week	Average Number of Classes Taught Each Day	Average Number of Students in Classes
Art	6	258	5	23
Creative Writing	1	35	1	13
Dance	2	96	3	22
Theater	0	6	0	5
Music	5	394	6	41

TABLE 8

Responses of Elementary Principals Regarding Who Teaches
Arts Subjects at Their School

Subject	Response				TOTAL	
	Classroom Teacher Only %	Specialist Teacher Only %	Classroom Teacher & Specialist Teacher %	Subject Not Taught %	%	No.
Art	54	13	33	0	100	45
Creative Writing	80	0	20	0	100	44
Dance	7	37	26	30	100	43
Drama	45	2	14	39	100	44
Music	0	66	34	0	100	44

TABLE 9

Responses of Secondary Principals Regarding Student Requirements in the Arts

Subject	Response					TOTAL	
	Required Every Year %	Required At Least 1 Year %	Required 1 Semester %	Subject Offered But Not Required %	Subject Not Offered %	%	No.
Art	13	37	22	25	3	100	94
Creative Writing	12	2	11	49	26	100	91
Dance	2	2	2	10	84	100	87
Theater	2	0	1	45	52	100	90
Music	12	39	21	27	1	100	95

TABLE 9A

Responses of Junior High Principals Regarding Student Requirements in the Arts

Subject	Response					TOTAL	
	Required Every Year %	Required At Least 1 Year %	Required 1 Semester %	Subject Offered But Not Required %	Subject Not Offered %	%	No.
Art	37	30	33	0	0	100	30
Creative Writing	26	0	11	26	37	100	27
Dance	7	7	4	7	75	100	27
Theater	3	0	3	28	66	100	29
Music	34	30	33	3	0	100	30

TABLE 9B

Responses of Senior High Principals Regarding Student Requirements in the Arts

Subject	Response					TOTAL	
	Required Every Year %	Required At Least 1 Year %	Required 1 Semester %	Subject Offered But Not Required %	Subject Not Offered %	%	No.
Art	0	6	0	94	0	100	17
Creative Writing	6	6	0	76	12	100	17
Dance	0	0	0	29	71	100	17
Theater	0	0	0	77	23	100	17
Music	0	6	0	94	0	100	17

TABLE 10

Responses of Secondary Principals Regarding the Availability of Selected Opportunities for Students

Opportunity	Response		
	Yes %	No %	TOTAL % No.
<u>Elective Courses</u>			
Art	84	16	100 98
Creative Writing	62	38	100 98
Dance	11	89	100 97
Theater	48	52	100 98
Music	91	9	100 98
<u>Extra-Curricular Opportunities</u>			
Art	27	73	100 97
Creative Writing	33	67	100 97
Dance	23	77	100 97
Theater	74	26	100 97
Music	91	9	100 97

Cont.

TABLE 10 (CONT.)

Responses of Secondary Principals Regarding the Availability of Selected Opportunities for Students

Opportunity	Response		
	Yes %	No %	TOTAL % No.
<u>Unit Within Another Course</u>			
Art	29	71	100 97
Creative Writing	70	30	100 96
Dance	42	58	100 96
Theater	42	58	100 97
Music	30	70	100 97

TABLE 10A

Responses of Junior High Principals Regarding the Availability of Selected Opportunities for Students

Opportunity	Response		
	Yes %	No %	TOTAL % No.
<u>Elective Courses</u>			
Art	60	40	100 30
Creative Writing	37	63	100 30
Dance	7	93	100 30
Theater	37	63	100 30
Music	80	20	100 30
<u>Extra-Curricular Opportunities</u>			
Art	21	79	100 29
Creative Writing	38	62	100 29
Dance	28	72	100 29
Theater	62	38	100 29
Music	79	21	100 29

Cont.

TABLE 10A (CONT.)

Responses of Junior High Principals Regarding the Availability of Selected Opportunities for Students

Opportunity	Response		
	Yes %	No %	TOTAL % No.
<u>Unit Within Another Course</u>			
Art	23	77	100 30
Creative Writing	73	27	100 30
Dance	53	47	100 30
Theater	47	53	100 30
Music	20	80	100 30

TABLE 10B

Responses of Senior High Principals Regarding the Availability of Selected Opportunities for Students

Opportunity	Response		
	Yes %	No %	TOTAL % No.
<u>Elective Courses</u>			
Art	100	0	100 17
Creative Writing	82	18	100 17
Dance	25	75	100 16
Theater	71	29	100 17
Music	100	0	100 17
<u>Extra-Curricular Opportunities</u>			
Art	29	71	100 17
Creative Writing	47	53	100 17
Dance	41	59	100 17
Theater	94	6	100 17
Music	100	0	100 17

Cont.

TABLE 10B (CONT.)

Responses of Senior High Principals Regarding the Availability of Selected Opportunities for Students

Opportunity	Response		
	Yes %	No %	TOTAL % No.
<u>Unit Within Another Course</u>			
Art	47	53	100 17
Creative Writing	59	41	100 17
Dance	24	76	100 17
Theater	24	76	100 17
Music	41	59	100 17

TABLE II

Responses of Elementary Principals Regarding the Availability of Special Learning Opportunities
in the Arts for Students with Special Needs

Type of Students	Response		
	Yes %	No %	TOTAL % No.
Artistically Gifted Students	32	68	100 44
Handicapped Students	30	70	100 44

TABLE 12

Responses of Secondary Principals Regarding the Availability of Special Learning Opportunities
in the Arts for Students with Special Needs

Type of Students	Response		
	Yes %	No %	TOTAL % No.
Artistically Gifted Students	56	44	100 96
Handicapped Students	60	40	100 95

TABLE 13

Percentage of Elementary Teachers Who Have Had
Selected Experiences in the Arts

Selected Experience	Percentage of Elementary Teachers Who Have Had Experiences %
Majored or minored in one of the arts areas in college	19
Licensed by state to teach any of the arts	23
In the last three years, has taken in-service or college training in art, creative writing, dance, music or drama	46
In addition to teaching, personally participates in an arts activity	52
Is interested in taking additional training for teaching in the arts	65

TABLE 14

Responses of Elementary Teachers Regarding Their Qualifications to Teach Arts Subjects

Subject	Response			TOTAL	
	Feel Very Competent %	Feel Fairly Competent %	Need More Training %	%	No.
Art	20	53	27	100	49
Creative Writing	25	67	8	100	49
Dance	2	21	77	100	48
Drama	4	48	48	100	48
Music	8	39	53	100	49

TABLE 15

Percentages of Specialists Who Have Selected Experiences in Their Subject Area

Selected Experience	Percentage of Specialists				
	Art Specialists %	Creative Writing Specialists %	Dance Specialists %	Theater Specialists %	Music Specialists %
Majored in subject in college	94	4	0	15	99
Minored in subject in college	16	7	3	14	13
Licensed by state to teach subject	97	58	35	34	99
Taken in-service or college training in subject in last 3 years	65	54	31	13	79
Interested in additional in-service or courses in subject	87	78	56	53	88
Personally practice or perform subject	87	71	30	33	96

TABLE 16

Responses of Specialists Regarding Their Qualifications to Teach Their Subject Areas

Specialist	Response				TOTAL	
	Feel Very Competent %	Feel Fairly Competent %	Need More Training %	Currently Don't Teach Subject %	%	No.
Art	87	11	2	0	100	132
Creative Writing	24	50	23	3	100	87
Dance	8	41	46	5	100	120
Theater	20	22	45	13	100	80
Music	85	14	1	0	100	136

TABLE 17

Percentages of Elementary and Secondary Principals Who Have Had Selected Experiences in the Arts

Selected Experience	Percentage of Elementary Principals %	Percentage of Secondary Principals %
Majored or minored in one of the arts areas	13	15
Have taken courses or workshops in any of the arts	56	66
Personally participate in any of the arts	71	52

TABLE 18

Responses of Elementary Teachers Regarding Whether They Integrate
the Arts With Other Subjects

Activity	Response				TOTAL	
	Usually Yes %	Sometimes %	Usually No %	Don't Teach %	%	No.
Art	25	55	10	10	100	49
Creative Writing	43	43	4	10	100	49
Dance	2	8	15	75	100	48
Drama	21	33	6	40	100	48
Music	13	17	12	58	100	48

TABLE 19

Responses of Elementary Teachers Regarding Whether They Plan to Use Selected Resources This Year

Resource	Response				TOTAL % No.	
	Yes And Have Enough Access %	Yes And Wish More Access %	No But Have Enough Access %	No And Wish More Access %		
Computers	21	21	35	23	100	48
Artists in residence	13	6	19	62	100	48
Artists in the community	8	14	23	55	100	49
Field trips to places of artistic interest	12	27	12	49	100	49
Texts and other instructional materials	25	37	20	18	100	49
Special equipment/tools needed	8	42	17	33	100	48

TABLE 20

Responses of Specialists Regarding Whether a Written Curriculum for Their Subject Area Has Been Adopted
in the Last Five Years

Specialist	Response		
	Yes %	No %	TOTAL % No.
Art	56	44	100 134
Creative Writing	28	72	100 83
Dance	17	83	100 119
Theater	14	86	100 73
Music	49	51	100 135

TABLE 21

Responses of Art Specialists Regarding Whether They Plan to Use Selected Resources This Year

Resource	Response					TOTAL	
	Yes And Have Enough Access %	Yes And Wish More Access %	No But Have Enough Access %	No And Wish More Access %	Non- applicable %	%	No.
Computers	18	15	45	21	1	100	136
Artists in residence	14	14	28	44	0	100	137
Artists in the community	15	22	26	37	0	100	136
Field trips to places of artistic interest	17	23	10	50	0	100	137
Texts and other instructional materials	40	35	7	18	0	100	135
Special equipment/tools needed	39	40	5	16	0	100	133

TABLE 22

Responses of Creative Writing Specialists Regarding Whether They Plan to Use Selected Resources This Year

Resources	Response					TOTAL	
	Yes And Have Enough Access %	Yes And Wish More Access %	No But Have Enough Access %	No And Wish More Access %	Non- applicable %	%	No.
Computers	24	17	33	18	8	100	84
Artists in residence	6	15	23	48	8	100	85
Artists in the community	6	13	24	49	8	100	84
Field trips to places of artistic interest	6	14	26	46	8	100	85
Texts and other instructional materials	31	37	11	13	8	100	86
Special equipment/tools needed	19	25	29	18	9	100	79

TABLE 23

Responses of Dance Specialists Regarding Whether They Plan to Use Selected Resources This Year

Resource	Response					TOTAL % No.
	Yes And Have Enough Access %	Yes And Wish More Access %	No But Have Enough Access %	No And Wish More Access %	Non- applicable %	
Computers	5	2	51	28	14	100 116
Artists in residence	5	13	20	48	14	100 117
Artists in the community	9	16	21	40	14	100 115
Field trips to places of artistic interest	4	7	25	49	15	100 118
Texts and other instructional materials	18	17	18	33	14	100 118
Special equipment/tools needed	17	15	21	32	15	100 116

TABLE 24

Responses of Theater Specialists Regarding Whether They Plan to Use Selected Resources This Year

Resource	Response					TOTAL	
	Yes And Have Enough Access %	Yes And Wish More Access %	No But Have Enough Access %	No And Wish More Access %	Non- applicable %	%	No.
Computers	8	3	35	18	36	100	77
Artists in residence	4	14	14	33	35	100	80
Artists in the community	4	19	16	27	34	100	81
Field trips to places of artistic interest	10	18	14	23	35	100	81
Texts and other instructional materials	14	21	16	15	34	100	81
Special equipment/tools needed	6	21	16	21	36	100	77

TABLE 25

Responses of Music Specialists Regarding Whether They Plan to Use Selected Resources This Year

Resource	Response				TOTAL % No.
	Yes And Have Enough Access %	Yes And Wish More Access %	No But Have Enough Access %	No And Wish More Access %	
Computers	28	12	40	20	100 136
Artists in residence	10	19	21	50	100 131
Artists in the community	16	22	16	46	100 134
Field trips to places of artistic interest	23	27	17	33	100 135
Texts and other instructional materials	52	38	7	3	100 136
Special equipment/tools needed	37	48	8	7	100 133

TABLE 26

Percentage of Specialists Who Provide Selected Learning Experiences In Their Classes

Selected Experience	Percentage Providing Learning Experiences				
	Art Specialists %	Creative Writing Specialists %	Dance Specialists %	Theater Specialists %	Music Specialists %
Learning about subject's history	79	7	27	31	77
Learning about important concepts in the subject	96	68	43	35	98
Producing or performing	95	60	39	26	97
Learning to evaluate the subject critically	81	68	14	28	71
Currently do not teach subject	0	11	13	42	0

TABLE 27

Responses of Elementary Teachers Regarding Selected Statements
About Education in the Arts

Statement	Response					TOTAL	
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	%	No.
More emphasis needs to be placed on art, music, theater, dance and creative writing in Minnesota schools	22	50	26	2	0	100	46
Many students in this school have special abilities in the arts that they are not able to pursue adequately	17	63	13	7	0	100	46
Teaching the arts is what I most prefer to do in education	0	2	44	50	4	100	46
More money should be allocated to teaching the arts	22	51	25	2	0	100	45
Schools need to provide more opportunities for students who are especially talented in the arts	22	67	9	2	0	100	46
Education in the arts is essential for all students every year	24	67	7	2	0	100	46

TABLE 28

Responses of Art Specialists Regarding Selected Statements About Art Education

Statement	Response					TOTAL	
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	%	No.
More emphasis needs to be placed on art in Minnesota schools	78	20	1	1	0	100	140
Many students in this school have special abilities in art that they are not able to pursue adequately	58	28	8	6	0	100	140
Teaching art is what I most prefer to do in education	76	18	4	1	1	100	140
More money should be allocated to teaching art	65	26	8	1	0	100	140
Schools need to provide more opportunities for students who are especially talented in art	71	23	5	1	0	100	140
Education in art is essential for all students	81	15	2	2	0	100	140

TABLE 29

Responses of Creative Writing Specialists Regarding Selected Statements
About Creative Writing Education

Statement	Response					TOTAL % No.
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	
More emphasis needs to be placed on creative writing in Minnesota schools	32	44	22	2	0	100 87
Many students in this school have special abilities in creative writing they are not able to pursue adequately	37	40	17	4	2	100 87
Teaching creative writing is what I most prefer to do in education	7	7	50	31	5	100 87
More money should be allocated to teaching creative writing	14	46	32	5	3	100 87
Schools need to provide more opportunities for students who are especially talented in creative writing	41	42	14	3	0	100 86
Education in creative writing is essential for all students	18	42	22	16	2	100 87

TABLE 30

Responses of Dance Specialists Regarding Selected Statements
About Dance Education

Statement	Response					TOTAL	
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	%	No.
More emphasis needs to be placed on dance in Minnesota schools	13	36	29	17	5	100	125
Many students in this school have special abilities in dance that they are not able to pursue adequately	11	45	26	14	4	100	126
Teaching dance is what I most prefer to do in education	1	2	25	38	34	100	126
More money should be allocated to teaching dance	3	23	43	21	10	100	125
Schools need to provide more opportunities for students who are especially talented in dance	10	48	21	17	4	100	126
Education in dance is essential for all students	16	47	22	10	5	100	125

TABLE 31

Responses of Theater Specialists Regarding Selected Statements
About Theater Education

Statement	Response					TOTAL % No.
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	
More emphasis needs to be placed on theater in Minnesota schools	34	40	24	2	0	100 83
Many students in this school have abilities in theater that they are not able to pursue adequately	39	30	19	12	0	100 83
Teaching theater is what I most prefer to do in education	8	7	39	29	17	100 83
More money should be allocated to teaching theater	24	34	36	6	0	100 83
Schools need to provide more opportunities for students who are especially talented in theater	34	43	21	2	0	100 83
Education in theater is essential for all students	12	26	38	23	1	100 82

TABLE 32

Responses of Music Specialists Regarding Selected Statements
About Music Education

Statement	Response					TOTAL % No.
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	
More emphasis needs to be placed on music in Minnesota schools	65	26	9	0	0	100 134
Many students in this school have special abilities in music that they are not able to pursue adequately	48	35	9	8	0	100 134
Teaching music is what I most prefer to do in education	70	22	7	0	1	100 134
More money should be allocated to teaching music	62	30	7	1	0	100 134
Schools need to provide more opportunities for students who are especially talented in music	65	28	6	1	0	100 134
Education in music is essential for all students	72	20	6	2	0	100 134

TABLE 33

Responses of Elementary Principals Regarding Selected Statements
About Education in the Arts

Statement	Response					TOTAL	
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	%	No.
More emphasis needs to be placed on art, music, drama, dance, and creative writing in Minnesota schools	31	38	15	16	0	100	45
Many students in this school have special abilities in the arts that they are not able to pursue adequately	25	50	16	9	0	100	44
More money should be allocated to teaching the arts	24	40	9	20	7	100	45
Schools need to provide more opportunities for students who are especially talented in the arts	29	42	18	9	2	100	45
Education in the arts is essential for all students every year	34	57	9	0	0	100	44

TABLE 34

Responses of Secondary Principals Regarding Selected Statements
About Education in the Arts

Statement	Response					TOTAL % No.
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	
More emphasis needs to be placed on art, music, theater, dance, and creative writing in Minnesota schools	12	43	29	14	2	100 95
Many students in this school have special abilities in the arts that they are not able to pursue adequately	8	35	17	35	5	100 95
More money should be allocated to teaching the arts	12	30	34	24	0	100 97
Schools need to provide more opportunities for students who are especially talented in the arts	17	54	19	9	1	100 95
Education in the arts is essential for all students	21	59	15	5	0	100 94

TABLE 34A

Responses of Junior High Principals Regarding Selected Statements
About Education in the Arts

Statement	Response					TOTAL % No.
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	
More emphasis needs to be placed on art, music, theater, dance, and creative writing in Minnesota schools	14	45	31	10	0	100 29
Many students in this school have special abilities in the arts that they are not able to pursue adequately	14	32	7	36	11	100 28
More money should be allocated to teaching the arts	14	31	45	10	0	100 29
Schools need to provide more opportunities for students who are especially talented in the arts	21	55	14	7	3	100 29
Education in the arts is essential for all students	36	57	0	7	0	100 28

TABLE 34B

Responses of Senior High Principals Regarding Selected Statements
About Education in the Arts

Statement	Response					TOTAL	
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	%	No.
More emphasis needs to be placed on art, music, theater, dance, and creative writing in Minnesota schools	25	19	44	6	6	100	16
Many students in this school have special abilities in the arts that they are not able to pursue adequately	6	25	6	50	13	100	16
More money should be allocated to teaching the arts	18	29	18	35	0	100	17
Schools need to provide more opportunities for students who are especially talented in the arts	19	56	6	19	0	100	16
Education in the arts is essential for all students	23	59	18	0	0	100	17

TABLE 35

Responses of Elementary Teachers Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	
Belief among <u>administration</u> that arts are less important than other subjects	25	26	43	6	100 49
Belief among <u>school board</u> members that arts are less important than other subjects	31	29	30	10	100 49
Adequacy of arts facilities	39	41	16	4	100 49
Availability of materials for teaching the arts	20	51	27	2	100 49
Number of textbooks or written curricula from which to choose	29	30	29	12	100 49
Lack of student interest in arts	2	14	82	2	100 49
Lack of student competencies in arts based on past experiences	14	33	43	10	100 49
Teachers' interest in arts	8	40	50	2	100 49
Preparation of classroom teachers to teach arts	33	39	24	4	100 49

(CONT.)

TABLE 35 (CONT.)

Responses of Elementary Teachers Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL	
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	%	No.
Lack of time to plan arts learning experiences	66	16	14	4	100	49
Lack of time in school schedule to teach arts	51	29	18	2	100	49
Class size in arts classes	35	33	26	6	100	49
Difficulty in maintaining discipline in class	6	25	67	2	100	49

TABLE 36

Responses of Art Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.	
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %		
Belief among <u>administration</u> that art is less important than other subjects	44	31	25	0	100	140
Belief among <u>school board</u> members that art is less important than other subjects	46	32	18	4	100	140
Belief among <u>student counselors</u> that art is less important than other subjects	30	34	24	12	100	138
Adequacy of art facilities	17	49	33	1	100	139
Safety of art facilities	7	45	48	0	100	139
Adequacy of budgets to purchase materials and equipment	26	43	31	0	100	140
Number of textbooks or written curricula available from which to choose	26	33	37	4	100	140
Lack of student interest in arts	14	40	45	1	100	140
Lack of student competencies in arts based on past experiences	28	37	34	1	100	140
Difficulty students have in scheduling arts classes	49	28	20	3	100	137
Teachers' interest in arts	12	37	48	3	100	139

(CONT.)

TABLE 36 (CONT.)

Responses of Art Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL	
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	%	No.
Preparation of teachers to teach arts	19	34	41	6	100	139
Lack of time to plan arts learning experiences	22	44	33	1	100	140
Lack of time in school schedule to teach arts	36	31	32	1	100	140
Class size in arts classes	33	38	28	1	100	140
Difficulty in maintaining discipline in class	7	36	56	1	100	140
Lack of coordination among art teachers at different grade levels	21	32	36	11	100	139

TABLE 37

Responses of Creative Writing Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	
Belief among <u>administration</u> that creative writing is less important than other subjects	21	25	51	3	100 87
Belief among <u>school board</u> members that creative writing is less important than other subjects	23	23	44	10	100 87
Belief among <u>student counselors</u> that creative writing is less important than other subjects	10	26	54	10	100 87
Adequacy of creative writing facilities	10	43	41	6	100 86
Safety of creative writing facilities	2	2	70	26	100 86
Adequacy of budgets to purchase materials and equipment	16	46	34	4	100 86
Number of textbooks or written curricula available from which to choose	16	38	43	3	100 87
Lack of student interest in arts	25	42	31	2	100 87
Lack of student competencies in arts based on past experiences	28	47	24	1	100 87
Difficulty students have in scheduling arts classes	37	43	17	3	100 87
Teachers' interest in arts	9	50	40	1	100 86

(CONT.)

TABLE 37 (CONT.)

Responses of Creative Writing Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL	
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	%	No.
Preparation of teachers to teach arts	15	47	36	2	100	87
Lack of time to plan arts learning experiences	44	37	15	4	100	86
Lack of time in school schedule to teach arts	50	35	13	2	100	86
Class size in arts classes	35	38	18	9	100	87
Difficulty in maintaining discipline in class	7	19	61	13	100	87
Lack of coordination among creative writing teachers at different grade levels	26	39	23	12	100	87

TABLE 38

Responses of Dance Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	
Belief among <u>administration</u> that dance is less important than other subjects	9	22	53	16	100 129
Belief among <u>school board</u> members that dance is less important than other subjects	12	18	47	23	100 129
Belief among <u>student counselors</u> that dance is less important than other subjects	5	12	54	29	100 128
Adequacy of dance facilities	13	20	54	13	100 129
Safety of dance facilities	6	13	68	13	100 127
Adequacy of budgets to purchase materials and equipment	11	33	44	12	100 129
Number of textbooks or written curricula available from which to choose	15	43	26	16	100 129
Lack of student interest in arts	28	40	21	11	100 128
Lack of student competencies in arts based on past experiences	25	37	17	21	100 128
Difficulty students have in scheduling arts classes	22	22	33	23	100 129
Teachers' interest in arts	13	35	39	13	100 127

(CONT.)

TABLE 38 (CONT.)

Responses of Dance Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.	
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %		
Preparation of teachers to teach arts	22	35	29	14	100	129
Lack of time to plan arts learning experiences	23	39	26	12	100	129
Lack of time in school schedule to teach arts	27	31	29	13	100	129
Class size in arts classes	19	31	31	19	100	129
Difficulty in maintaining discipline in class	5	27	56	12	100	129
Lack of coordination among dance teachers at different grade levels	11	34	28	27	100	127

TABLE 39

Responses of Theater Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	
Belief among <u>administration</u> that theater is less important than other subjects	34	24	28	14	100 83
Belief among <u>school board</u> members that theater is less important than other subjects	31	30	17	22	100 83
Belief among <u>student counselors</u> that theater is less important than other subjects	18	25	36	21	100 83
Adequacy of theater facilities	31	27	34	8	100 83
Safety of theater facilities	10	18	54	18	100 83
Adequacy of budgets to purchase materials and equipment	47	27	13	13	100 83
Number of textbooks or written curricula available from which to choose	11	37	25	27	100 83
Lack of student interest in arts	18	40	32	10	100 83
Lack of student competencies in arts based on past experiences	19	36	34	11	100 83
Difficulty students have in scheduling arts classes	39	30	16	15	100 82
Teachers' interest in arts	13	48	28	11	100 82

(CONT.)

TABLE 39 (CONT.)

Responses of Theater Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	
Preparation of teachers to teach arts	15	41	31	13	100 82
Lack of time to plan arts learning experiences	40	37	7	16	100 83
Lack of time in school schedule to teach arts	53	24	11	12	100 83
Class size in arts classes	27	23	28	22	100 82
Difficulty in maintaining discipline in class	1	24	53	22	100 82
Lack of coordination among theater teachers at different grade levels	9	29	27	35	100 82

TABLE 40

Responses of Music Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL % No.
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	
Belief among <u>administration</u> that music is less important than other subjects	32	40	28	0	100 139
Belief among <u>school board</u> members that music is less important than other subjects	34	42	19	5	100 140
Belief among <u>student counselors</u> that music is less important than other subjects	19	37	33	11	100 139
Adequacy of music facilities	25	35	40	0	100 139
Safety of music facilities	7	22	71	0	100 140
Adequacy of budgets to purchase materials and equipment	35	36	28	1	100 140
Number of textbooks or written curricula available from which to choose	19	36	41	4	100 140
Lack of student interest in arts	13	49	37	1	100 140
Lack of student competencies in arts based on past experiences	24	48	25	3	100 140
Difficulty students have in scheduling arts classes	52	28	12	8	100 139
Teachers' interest in arts	16	55	25	4	100 138

(CONT.)

TABLE 40 (CONT.)

Responses of Music Specialists Regarding Possible Problems Affecting Arts Education

Possible Problem	Response				TOTAL	
	Serious Problem %	Minor Problem %	Not A Problem %	No Opinion %	%	No.
Preparation of teachers to teach arts	19	37	39	5	100	137
Lack of time to plan arts learning experiences	33	46	16	5	100	140
Lack of time in school schedule to teach arts	41	42	15	2	100	140
Class size in arts classes	22	33	42	3	100	138
Difficulty in maintaining discipline in class	7	39	53	1	100	140
Lack of coordination among music teachers at different grade levels	21	33	41	5	100	140

TABLE 41

Responses of Elementary Teachers Regarding the Availability of Time
for Students to Participate in Arts Activities

Activity	Response				TOTAL % No.
	Should Have More Time %	Current Time is O.K. %	Should Have Less Time %	No Opinion %	
Art	43	57	0	0	100 49
Creative Writing	50	46	0	4	100 48
Dance	46	12	0	42	100 48
Drama	52	21	0	27	100 48
Music	26	74	0	0	100 49

TABLE 42

Responses of Elementary Teachers Regarding the Helpfulness of Selected Information Sources

Information Source	Response				TOTAL % No.
	Very Helpful %	Somewhat Helpful %	Not Helpful %	Not Applicable %	
Professional organizations	6	29	39	26	100 49
Materials or services provided by the Minnesota State Department of Education	2	31	48	19	100 48
Arts teachers in school district	22	29	18	31	100 49
Magazines or books related to the arts	21	63	8	8	100 49
Classes or courses of higher education institutions	14	66	6	14	100 49
In-service or other types of workshops	25	49	6	20	100 49
Materials or services provided by arts organizations	10	37	22	31	100 49

TABLE 43

Responses of Art Specialists Regarding the Availability of Time for Students to Participate in Arts Activities

Activity	Response				TOTAL	
	Should Have More Time %	Current Time Is O.K. %	Should Have Less Time %	No Opinion %	%	No.
Art	72	27	1	0	100	138
Creative Writing	31	51	0	18	100	136
Dance	59	17	0	24	100	138
Theater	55	26	1	18	100	137
Music	27	65	2	6	100	137

TABLE 44

Responses of Creative Writing Specialists Regarding the Availability of Time
for Students to Participate in Arts Activities

Activities	Response				TOTAL % No.	
	Should Have More Time %	Current Time Is O.K. %	Should Have Less Time %	No Opinion %		
Art	34	63	1	2	100	85
Creative Writing	65	34	0	1	100	86
Dance	47	25	0	28	100	85
Theater	63	27	1	9	100	85
Music	24	68	6	2	100	85

TABLE 45

Responses of Dance Specialists Regarding the Availability of Time for Students to Participate in Arts Activities

Activity	Response				TOTAL	
	Should Have More Time %	Current Time Allotment Is O.K. %	Should Have Less Time %	No Opinion %	%	No.
Art	33	61	0	6	100	125
Creative Writing	27	54	0	19	100	124
Dance	36	49	2	13	100	123
Theater	38	42	1	19	100	125
Music	12	75	8	5	100	125

TABLE 46

Responses of Theater Specialists Regarding the Availability of Time for Students to Participate in Arts Activities

Activity	Response				TOTAL	
	Should Have More Time %	Current Time Allotment Is O.K. %	Should Have Less Time %	No Opinion %	%	No.
Art	36	57	2	5	100	84
Creative Writing	66	31	0	3	100	84
Dance	47	23	0	30	100	83
Theater	61	30	1	8	100	83
Music	25	64	6	5	100	84

TABLE 47

Responses of Music Specialists Regarding the Availability of Time for Students to Participate in Arts Activities

Activity	Response				TOTAL % No.	
	Should Have More Time %	Current Time Allotment Is O.K. %	Should Have Less Time %	No Opinion %		
Art	47	43	1	9	100	136
Creative Writing	43	36	0	21	100	135
Dance	56	13	0	31	100	134
Theater	60	23	0	17	100	133
Music	62	38	0	0	100	139

TABLE 48

Responses of Art Specialists Regarding the Helpfulness of Selected Information Sources

Information Source	Response				TOTAL	
	Very Helpful %	Somewhat Helpful %	Not Helpful %	Not Applicable %	%	No.
Professional organizations	14	60	17	9	100	140
Materials or services provided by the Minnesota State Department of Education	12	67	16	5	100	140
Personal interaction with arts personnel in the school district	30	36	19	15	100	139
Books or magazines related to art	55	41	3	1	100	140
Classes or courses at higher education institutions	30	47	17	6	100	140
In-service or other types of workshops	18	54	16	12	100	140
Materials or services provided by arts organizations	11	64	14	11	100	139

TABLE 49

Responses of Creative Writing Specialists Regarding the Helpfulness of Selected Information Sources

Information Source	Response				TOTAL % No.
	Very Helpful %	Somewhat Helpful %	Not Helpful %	Not Applicable %	
Professional organizations	21	52	18	9	100 86
Materials or services provided by the Minnesota State Department of Education	3	49	36	12	100 86
Personal interaction with arts personnel in their school district	21	50	22	7	100 86
Books or magazines related to creative writing	40	53	5	2	100 86
Classes or courses at higher education institutions	29	60	6	5	100 86
In-service or other types of workshops	27	49	15	9	100 86
Materials or services provided by arts organizations	12	45	17	26	100 86

TABLE 50

Responses of Dance Specialists Regarding the Helpfulness of Selected Information Sources

Information Source	Response				TOTAL	
	Very Helpful %	Somewhat Helpful %	Not Helpful %	Not Applicable %	%	No.
Professional organizations	9	60	16	15	100	129
Materials or services provided by the Minnesota State Department of Education	7	50	29	14	100	127
Personal interaction with arts personnel in their school district	16	36	25	23	100	128
Books or magazines related to dance	17	50	18	15	100	129
Classes or courses at higher education institutions	26	40	16	18	100	129
In-service or other types of workshops	25	31	19	25	100	129
Materials or services provided by arts organizations	3	35	27	35	100	128

TABLE 51

Responses of Theater Specialists Regarding the Helpfulness of Selected Information Sources

Information Source	Response				TOTAL % No.
	Very Helpful %	Somewhat Helpful %	Not Helpful %	Not Applicable %	
Professional organizations	8	42	28	22	100 83
Materials or services provided by the Minnesota State Department of Education	5	40	34	21	100 82
Personal interaction with arts personnel in their school district	19	39	29	13	100 83
Books or magazines related to theater	27	54	7	12	100 83
Classes or courses at higher education institutions	28	48	7	17	100 82
In-service or other types of workshops	20	36	16	28	100 83
Materials or services provided by arts organizations	11	52	13	24	100 83

TABLE 52

Responses of Music Specialists Regarding the Helpfulness of Selected Information Sources

Information Source	Response				TOTAL	
	Very Helpful %	Somewhat Helpful %	Not Helpful %	Not Applicable %	%	No.
Professional organizations	40	51	8	1	100	139
Materials or services provided by the Minnesota State Department of Education	16	55	26	3	100	140
Personal interaction with arts personnel in their school district	33	46	13	8	100	138
Books or magazines related to music	41	54	4	1	100	140
Classes or courses at higher education institutions	33	59	5	3	100	138
In-service or other types of workshops	45	41	9	5	100	140
Materials or services provided by arts organizations	10	64	16	10	100	137

TABLE 53

Responses of Specialists Regarding Their Enthusiasm for Teaching Subject Area in the Last Few Years

Specialist	Response					TOTAL	
	Greatly Increased %	Increased %	Remained The Same %	Decreased %	Greatly Decreased %	%	No.
Art	14	30	39	14	3	100	135
Creative Writing	14	31	38	12	5	100	86
Dance	5	28	53	10	4	100	120
Theater	7	14	55	19	5	100	73
Music	16	29	26	22	7	100	136

TABLE 54

Responses of Students Regarding the Amount of Arts Opportunities Available for Students at School

Opportunity	Response				TOTAL % No.	
	More %	Right Amount %	Fewer %	Don't Know %		
Art	43	46	6	5	100	211
Creative Writing	38	48	10	4	100	211
Dance	50	31	12	7	100	211
Theater	51	38	8	3	100	211
Music	31	64	3	2	100	211

TABLE 55

Responses of Parents Regarding the Amount of Arts Opportunities Available for Students at School

Opportunity	Response				TOTAL	
	More %	Right Amount %	Fewer %	Don't Know %	%	No.
Art	37	51	2	10	100	200
Creative Writing	42	44	4	10	100	200
Dance	41	25	14	20	100	200
Theater	41	41	6	12	100	200
Music	30	62	2	6	100	200