The chapters in this annotated bibliography list resources available to educators for an inclusive, multicultural approach to arts education. The first four chapters are limited to the four most-prevalent ethnic minority groups in Minnesota: (1) African American Resources; (2) Asian American Resources; (3) Hispanic American Resources; (4) Native American Resources; and (5) offers General/ Multicultural Resources. The books, other print resources, and audiovisual resources are easily accessible by any interested educator. Community resources are applicable to Minnesotan educators only. An appendix describes the mission and programs of the Minnesota Alliance for Arts Education. (MM)
Multicultural Resources for Arts Education

A project of the
Minnesota Alliance for Arts in Education

June 1989
# Table of Contents

**Multicultural Resources for Arts in Education**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>i</td>
</tr>
<tr>
<td><strong>Chapter One: African American Resources</strong></td>
<td>1</td>
</tr>
<tr>
<td>Books and Other Print Resources</td>
<td></td>
</tr>
<tr>
<td>Audiovisual Resources</td>
<td></td>
</tr>
<tr>
<td>Community Resources</td>
<td></td>
</tr>
<tr>
<td>Other: Independent Black Publishers</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Two: Asian American Resources</strong></td>
<td>13</td>
</tr>
<tr>
<td>Books and Other Print Resources</td>
<td></td>
</tr>
<tr>
<td>Audiovisual Resources</td>
<td></td>
</tr>
<tr>
<td>Community Resources</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Three: Hispanic American Resources</strong></td>
<td>18</td>
</tr>
<tr>
<td>Books and Other Print Resources</td>
<td></td>
</tr>
<tr>
<td>Audiovisual Resources</td>
<td></td>
</tr>
<tr>
<td>Community Resources</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Four: Native American Resources</strong></td>
<td>23</td>
</tr>
<tr>
<td>Books and Other Print Resources</td>
<td></td>
</tr>
<tr>
<td>Audiovisual Resources</td>
<td></td>
</tr>
<tr>
<td>Community Resources</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Five: General/Multicultural Resources</strong></td>
<td>36</td>
</tr>
<tr>
<td>Books and Other Print Resources</td>
<td></td>
</tr>
<tr>
<td>Audiovisual Resources</td>
<td></td>
</tr>
<tr>
<td>Community Resources</td>
<td></td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td>48</td>
</tr>
<tr>
<td>The Minnesota Alliance for Arts in Education</td>
<td></td>
</tr>
</tbody>
</table>
Foreword

This is a beginning. For every book, or person, or organization listed, more are not named. For every cultural group with a chapter of its own here, another exists with dance, art, music and drama which should be shared with schoolchildren as a part of their arts learning. Possibly, "Multicultural Resources for Arts Education" is a too-ambitious title, for it implies a more comprehensive view than it can deliver.

But it is a beginning, and beginnings should be ambitious. The Minnesota Alliance for Arts in Education is an ambitious organization, with its mission of advancing arts education for all Minnesota students.

The chapters in this compendium attempt to list resources available to citizens and educators as they challenge themselves to take an inclusive, multicultural approach to arts education. As this is a beginning, we limited our scope to the four most-prevalent ethnic minority groups in Minnesota: African American, Asian American, Hispanic American and Native American. Realizing that within each of these communities there are sub-groups, and also realizing that our changing vocabulary makes some of these naming terms less accurate than others, we have included a brief statement as each chapter begins, to clarify or define the terms used.

To delve into this area is to delve into an ocean of ever-changing words and phrases. It’s problematic—we need a better (and more widely accepted) vocabulary to deal with issues of multiculturalism, yet until that evolves we must rely on words with meanings we don’t always agree on. What is multiculturalism? Or pluralism? Or inclusiveness? We have tried to use the existing vocabulary in ways that will open, not close, the doors between cultures.

Why this compendium of resources? First, because awareness of multicultural issues has been growing in recent years in both the arts community and the education community. The notion that arts education should be inclusive of many cultures is becoming accepted. Information about how arts teachers can make their curriculum more inclusive has been slower coming. In the arts, as in other disciplines, teachers may add a special unit on Martin Luther King or Malcolm X during Black History Month, but knowledge and use of less-known cultural heroes, and incorporation of this information all year, within the "regular" curriculum, is not common. This compendium offers a first step toward making information available about many cultures, which can be used in tandem with current curriculum to add depth and breadth to art, music, dance, drama and other arts programs.

A second reason for the publication is that the Alliance needs this information, too. A service organization needs to provide service: and to provide service, we must be informed. While this compendium is published in conjunction with our June 1989 conference, "A Part or Apart? Cultural Diversity in Arts Education," it will live
beyond that event as an important addition to our growing library of reports and publications that help us address our larger mission. If it is valuable as a beginning, then we hope to republish the compendium, possibly biannually. Therefore, we invite readers to submit comments and new information which could be included in the next edition.

Finally, it is important to say that the resources included here are not intended to supplant existing arts programs. Rather, use of these and other resources should enhance those arts programs by allowing students to know that the arts have roots in all cultures; such study shows both the connections among cultures and the natural and important differences between them. A multicultural arts education is not a substitute for genuine attempts to eliminate racism and cultural prejudice in schools, however the arts can be a perfect entry point for the positive inclusion of information about many cultures in the school curriculum.

The Alliance offers its thanks and appreciation to Soyini Guyton and Morgan Grayce Willow, principal researcher and writer, respectively, of this publication, for their thoughtful and comprehensive work. Thanks, too, to Trudi Greaves, research intern, and to the Minnesota School and Resource Center for the Arts, for financially supporting the 1989 conference and this publication.

Mary Sunder
Program Manager
June 1989
Introduction

This compendium is really a sampler. As such it suggests, in form as well as in content, how you might begin to develop a multicultural arts curriculum in your classroom. A few words about this are in order.

Begin by browsing. Allow yourself to flip back and forth from chapter to chapter. Books, journal articles and handbooks are intermingled, as is fiction and nonfiction. Audiovisual resources that have been specifically brought to our attention are included. Resources we've discovered are listed. In each of these categories, there is much, much more that could be added. We've only scratched the surface, and we're hoping that you will help us dig the next layer deep. For as you use this guide, your own ideas and networks will begin to kick in. You'll find a book, say, in the chapter on Native Americans and it may remind you of another book you've read, or a performance you've seen. All these combined may suggest to you an idea for a lesson plan. While it is our intention to bring to your attention resources you haven't been aware of before, we are aware that each of you is also a resource. The creative ways you combine uses for the materials, organizations and people listed here automatically make this compendium a fuller one. We see this as a cooperative effort. We offer what we have been able to compile in this first effort, and we welcome ideas and resources, attempts, trials and successes that you may wish to share with us for future editions of this multicultural arts education compendium. Our chapters for Hispanic Americans and Asian Americans are slim, relatively speaking, and we particularly invite input in these areas.

We followed a few simple rules. Anything that covered the general area of multicultural arts education or that fulfilled more than one category, we listed in the General/Multicultural chapter. So it will be useful to you, whatever culture you are planning for, to scan those listings. We limited ourselves primarily to resources for cultures within the United States rather than include many listings for cultures on other continents. For example, in the African American chapter we limited listings about continental cultures or histories are included by way of providing a context for the cultures that are evolving and shaping American culture here. To do otherwise would have been a different endeavor and one beyond the scope of this very focused project. In addition, those kinds of resources are more readily available through traditional channels.

In a similar way, though some resources may not at first glance appear to be about arts education, they are offered for reasons of context or because in some instances cultural resources appear under different guises in different cultures. A case in point here is the inclusion of some churches under community resources in some chapters. Minority cultures which have not had the traditional access to cultural and arts organizations or
institutions develop vehicles for cultural and arts programming through means that are available. It may well be, in fact, that the separation of the two in the dominant culture is an artificial one. So, for example, the Korean Methodist Church is listed as a resource in the Asian American chapter and Our Lady of Guadalupe Church, among others, is listed in the Hispanic American chapter. It is also important to note that, while the majority of the organizations listed as “community resources” may have their addresses in the Twin Cities, they are often available to provide advice, direction or programming statewide. A Twin Cities telephone number should not discourage non-metro citizens from making a call.

We hope our multicultural resource sampler will spark many ideas for you, answer some of your questions about where to go or to whom for what, and open up many exciting vistas in arts curriculum for you and for your students.

Soyini Guyton
Principal Researcher

Morgan Grayce Willow
Principal Writer
Chapter One

African American Resources

Note on terminology: The term “African American” has gained broad acceptance recently. It is often used interchangeably with, but is now generally preferred over, “Black American.”
Books and Other Print Resources

Grades 5 through 8. Story about a young South African who travels to Johannesburg in search of work. Useful for discussions linking American race relations to global race relations.

Kindergarten through grade 2. Collection of poems as written by a child who has an African American mother and a white father. Illustrations by noted African American artist John Steptoe.

Kindergarten through grade 2. An older sister helps her younger brother realize the importance of his African American identity. Useful in creating opportunity to discuss aspects of race with young children.

Preschool and kindergarten level. A song-poem of love, understanding in a biracial family.

Grades 8 through 10. Collection of poems written by urban high school students.

Grades 10 through 12. Collection of poems covering themes including beauty, love, bitterness. An expression of the "feeling" side of being black in America.

This well documented, extensive study of slave revolts and uprisings thoroughly disproves the notion that slaves were a docile and subservient people. An excellent introduction to slavery in American history.

Grades 5 through 8. A classic children's dog story. A sharecropper and his family are harassed by the local sheriff. Good for discussion about oppressive conditions for African Americans after Reconstruction.

Grades 3 through 5. Collection of Caribbean songs for young children.

Excellent songbook examining each period of American folk music from Indian chants to chain-gang work songs. Emphasizes the contribution of black folk music as an established & significant historical fact.

Grades 8 through 10. For his 14-year-old nephew, Baldwin tells what it is to be young
and black in America. Essential reading for any teenager who hopes to gain an understanding of the dimensions of race.


Brooks, Gwendolyn. Maud Martha. New York: Harper, 1953. Grades 5 through 8. Brooks' first novel. A young girl believes she wants to escape her "black world" but discovers that it is precisely that which gives her the strength to accomplish her dreams.
First published in 1853 and credited as the first novel written by an African American, this story is based on the legacy of Thomas Jefferson's slave children. A Southern president's daughter is sold into slavery.


Grades 3 through 5. Poems about the animals who didn't make it into Noah's Ark. As told to the poet by his cat, Christopher. A children's classic.

Kindergarten through grade 2. Uses letters of alphabet to explore African American achievements and history.

Preschool and kindergarten level. An African American child experiences Christmas in a high-rise urban setting and learns how differently people celebrate the holiday.

Grades 5 through 8. Story about two girls coming into their adolescence in Harlem. Handles the subject of menstruation sensitively.

Grades 5 through 8. Novel about a 13-year-old heroin addict told in present day black English. Offers excellent dialogue and discussion opportunities on the problem of youth and drugs.

Childress, Alice. Like One of the Family... Conversations from a Domestic's Life. Independence Pub., 1956.
Life through the eyes of a black maid. Funny and wise observations on black/white relations.

Interviews with James Baldwin, Malcolm X, and Dr. Martin Luther King, Jr. Offers good insight into the philosophies and policies of these three important figures in African American history.

Vast collection of folktales. Useful as either a reference resource or for read-aloud activity. Captures all the great folk heroes from Brer Rabbit to Stagolee.

Grades 5 through 8. Folk stories that reflect both Muslim and Christian roots in the Ethiopian oral tradition. Stories reflect the function of folktales in carrying on history and moral teaching.


Feelings, Tom. Black Pilgrimage. Lothrop, Lee & Shepard, 1972. Grades 3 through 5. Drawings and text that explain and illustrate the themes a black artist uses while considering his subject matter. Many illustrations will be familiar to children already.


Graham, Shirley and George D. Lipscomb. Dr. George Washington Carver: Scientist. Messner, 1969. Grades 3 through 5. One of the best children's biographies has had over 60 printings since its first publication in 1945. Follows Carver from life in slavery to his position among the world's top scientists.


Grades 10 through 12. Tender, complicated story of a young West Indies girl who moves to America following the loss of her mother. Though lost, at first, in her strange environment, she falls in love with a female classmate. The honesty of this exploration of adolescence and same-sex love makes this one of the best written novels for young adults.

Grades 8 through 10. Moving drama depicting the plight of the urban black man.
Excellent for discussion.


One of the most literary of American autobiographies, this book traces Hughes' life from his early days and the discovery of his talents through the many events that led him to write about various themes.

Grades 3 through 5. Poems chosen by a group of elementary children in Harlem shortly after Hughes' death as a tribute to their favorite poet. Demonstrates that his work is meaningful for children as well as adults.

Kindergarten through grade 2. Collection of poems selected for the young reader.
Excellent source for introduction to poets of color.

Beautifully written autobiography told in the vernacular of the South.


Grades 3 through 5. Lyrics of Johnson's most famous song accompanied by historical background and beautiful illustrations.

Grades 8 through 10. A historical treatment of the Reconstruction and the Civil Rights Movement told from the perspective of two teenage boys. Struggles of African Americans captured in vivid dialogue and documentary photographs.

A documentation of long-standing relationship between African Americans and Native Americans in American culture. For children and young adults.

Grades 5 through 8. A biography of Denmark Vessey that carefully examines the oppression of African Americans that led to a rebellion attempt led by Vessey in 1822.
Biographic reference book exploring inventions and discoveries of over 100 African American scientists, including the inventor of the steam boiler and the first open-heart surgeon.


Kindergarten through grade 2. One of the best approaches to a scientific explanation of color differences through the vehicle of a picture book.

Grades 3 through 5. Stories meant to be told. Illustrated by Tom Feelings. Contain moral lessons in the way the Brothers Grimm fairy tales do.

Lester, Julius. To Be a Slave. Dial, 1968
Grades 8 through 10. Aspects of slavery as told through actual slave memoirs and unpublished materials.

Drawn from the University of Minnesota's unique collection of African American literature and life, this curriculum guide is designed to make African American times easily accessible to teachers. Organized by grade level (preschool through 12) and supplemented by curriculum exercises, the guide includes materials which are currently in print or easily accessible through public library networks.

In a review of the history of African American art in the United States, Lewis traces this culture's artistic development from the craft heritage of the 17th century through the heightening of political awareness in the 60s and 70s. Abundantly illustrated. Emphasizes biographical sketches of individual artists and their contributions.

A critical and biographical study of the great philosopher and scholar.

Kindergarten through grade 2. A book of photographs and words that show that black is beautiful inside and out.

Preschool and kindergarteen level. A counting book describing life in a multiracial housing project.

Novel by one of the best writers of the post-Black Arts Movement. This, like any of Morrison's work, is especially noteworthy for the uniqueness of both language and
character that effectively portray a particular vision of African American culture and its multiple layers of reality. Other of her titles includes: Sula, Song of Solomon, Beloved.


Classic novel of two fathers, one white and one black, who must come to terms with their own racial prejudice when their sons are killed.

Grades 5 through 8. Biography of heroic slave who helped hundreds of fellow slaves to freedom. Told in first person.

One of the best of contemporary plays, this drama is a lyrical dialogue among a group of women who reveal the dynamics of being a woman of color.


Preschool and kindergarten. Javala celebrates his eighth birthday. All of Yoruba comes to the party. Colorful illustrations by a celebrated African American artist.


Grades 3 through 5. Novel about a black boy, a Puerto Rican girl, and a Chinese boy who must join forces to heal social ills existing in a fantasy land called Fun City. Explores abuse of power, prejudice, and human selfishness on an elementary level. Good for read-aloud activities and role-playing exercises.

One of the most compelling novels of the decade. Written as a series of letters between two sisters who are separated for much of their lives.

Grades 3 through 5. Biography of one of our best loved poets, written especially for children.

Autobiography of one of the first major figures in black education, from his childhood as a slave to his founding of Tuskegee Institute.

Classic picture book for preschool and kindergarten level. A little girl finds a special doll. Story depicts a young African American girl's search for friendship.
Autobiography by one of the most important writers in African American literature. Wright's account spans some of the most important movements in American history, including the American Communist Party and the WPA.

One of the most widely read autobiographies of postwar period. The many stories of discrimination and race hatred provide ample discussion openings.

A literary classic exploring, with depth and emotion, how a black murderer is actually the victim of a racist society.

Audiovisual Resources

*Ampani/Talking Drum*. Film. Available from: University of California, Institute of Ethnomusicology, 405 Hilgard Avenue, Los Angeles, CA 90024.

*Discovering Music of Africa*. Film. 22 min. #5F0448. Available from: University of Minnesota, 3300 University Avenue S.E., Minneapolis, MN 55414.

University Film and Video (formerly Audio Visual Library Service) is a good resource for rental of films and videos. See the Audiovisual Resources section in the General/Multicultural Resources chapter for contact information.

Community Resources

African American Arts Service Association (AASA)
Lowertown Lofts Studio 509
255 E. Kellogg
St. Paul, MN 55101
(612) 227-9328
Contact Person: Soyini Guyton

Afro-American Arts Society
3M Center, Building 2341 G-10
St. Paul, MN 55144
Contact Person: Diallo Thierno

Afro-American Music Opportunities
2809 Wayzata Blvd.
Minneapolis, MN 55405
Contact Person: Edward Thomas
Black Music Educators/Twin Cities
392 Aurora Avenue
St. Paul, MN 55104
Contact Person: Margaret La Fleur

Ethiopian Refugee Assistance
1821 University Avenue, Rm. S 340
St. Paul, MN 55104
Contact Person: Jaifer Abdulraziq

Inner City Youth League
1041 Selby Avenue
St. Paul, MN 55104
(612) 644-3004
Contact Person: Alvin Cobbins, Director

Martin Luther King Center
270 North Kent Street
St. Paul, MN 55102
(612) 224-4601

Metropolitan Cultural Arts Center
1701 Oak Park Avenue
Minneapolis, MN 55411
(612) 374-2234
Contact Person: Yolanda Williams, Executive Director

Penumbra Theatre
270 North Kent Street
St. Paul, MN 55102
(612) 224-4601
Contact Person: Rick Thompson

Pilgrim Baptist Church Foundation
732 Central Avenue West
St. Paul, MN 55104
(612) 227-3220
Contact Person: Reverend Gaston

Radio Theatre/Black People
949 St. Anthony
St. Paul, MN 55104
Contact Person: Marvin Scroggins

Rainbo Children's Theatre
P.O. Box 3083
St. Paul, MN 55165
(612) 228-0854
Contact Person: Merline Doby

Sounds of Blackness
P.O. Box 76018
St. Paul, MN 55175
Busara Whitaker
711 Elwood Avenue N.
Minneapolis, MN 55411
(612) 374-4244
Resource Person for African Dance

Other: Independent Black Publishers
...who maintain active lists of titles and publish regularly

Africa World Press
556 Bellevue Avenue
Trenton, NJ 08618
(609) 695-3402

Black Classic Press
P.O. Box 113414
Baltimore, MD 21203
(301) 728-4595

Broadside Press
P.O. Box 04257
Detroit, MI
(313) 934-1231

Julian Richardson Associates Publishing
1712 Fillmore Street
San Francisco, CA

Lorus Press, Inc.
P.O. Box 21607
Detroit, MI 48221
(313) 861-1280

Kitchen Table: Women of Color Press
P.O. Box 2753
New York, NY 10185

Path Press, Inc.
53 W. Jackson Blvd., Suite 1040
Chicago, IL 60604
(312) 663-0167

Third World Press
P.O. Box 730
Chicago, IL 60619
(312) 651-0700
Asian American Resources

Note on terminology: Our intent with the term "Asian American" is to signify ethnic groups from many Asian cultures. We follow the lead of the Asian Business and Community News, which lists correspondents for these Asian groups: Cambodian, Chinese, Filipino, Hmong, Hong Kong, Korean, Laotian, Malaysian, Thai and Vietnamese.
Books and Other Print Resources


A collection of short lyric poems from the oral tradition of folk poetry in Vietnam. Translated by John Balaban who lived in Vietnam in 1967 and spent 1971 there collecting ca dao. Introduction and end notes are informative. Includes some photographs of the ca dao singers Balaban recorded.


Poems from 50 different Asian American poets with photos and brief biographical sketches of each contributor.

Bulosan, Carlos. If You Want to Know What We Are. West End Press, 1983.


Primary Folktales from the classical literature of China, Japan, Korea and Thailand. Useful as a backdrop to the studies of the Asian cultures in America.


Recent history, contemporary issues and literature of Asian Americans.


In both Hmong and English with explanatory notes on Hmong culture, customs and beliefs.

College text survey of music of Australia, Java, Near East, India, China, Korea, Japan. Useful for setting study of Asian American cultures within the context of their cultures of origin.


Brief, readable introduction to music of India, China, Japan, Indonesia. Written for persons new to music of these cultures; helpful in learning to appreciate music of Asian American cultures.


Grades 3 through 5. Novel about a black boy, a Puerto Rican girl, and a Chinese boy who must join forces to heal social ills existing in a fantasy land called Fun City. Explores abuse of power, prejudice, and human selfishness on an elementary level. Good for read-aloud activity and role-playing exercises.


Spanning the 19th century to present, Tsai presents a history of Chinese Americans and examines the contradictory American national character. Also discusses the nation's evolution in coming to grips with its own bigotry and racial prejudice.

## Audiovisual Resources


*Introduction to Chinese Opera*. Film. 16 mm, 20 minutes. Available from: Library Media Service, S. G. Mudd Library, Oberlin College, Oberlin, OH 44074.

A good audio-visual complement to a unit exploring the music and arts of Chinese Americans.


A good audio-visual complement to a unit exploring the music and arts of Chinese Americans.

University Film and Video (formerly Audio Visual Library Service) is a good resource for rental of films and videos. See the Audiovisual Resources section in the General/Multicultural Resources chapter for contact information.

## Community Resources

**American-Vietnamese Cultural Society of Minnesota**
1247 St. Anthony, #615
St. Paul, MN 55104

**Asian Business and Community News**
396 N. Roy Street
St. Paul, MN 55104
(612) 222-1169

**Center for Asian/Pacific Islanders (CAPI)**
1304 E. Lake
Minneapolis, MN 55407
(612) 721-1229

**Council on Asian-Pacific Minnesotans**
205 Aurora, Suite 100
St. Paul, MN 55103
(612) 296-0538
Contact Person: Dr. Albert DeLeon
Cultural Society of Filipino-Americans
4565 Upland Lane
Plymouth, MN 55426
Contact Person: Gina Schrader

Hmong Folk Art
4408 France Avenue S.
Edina, MN 55410
(612) 922-2178

Hmong Handworks
1658 Grand Avenue
St. Paul, MN 55105
(612) 690-0747
Contact Person: Corrine Pearson

Hmong Musicians Coop
2817 Harriet Avenue
Minneapolis, MN 55408
(612) 872-6846
Contact Person: Cliff Sloane

Hmong Women's Association
1658 Grand Avenue
St. Paul, MN 55105

Korean Methodist Church
666 N.E. Mississippi
Fridley, MN 55432

Laotian Family
976 W. Minnehaha Avenue
St. Paul, MN 55104
(612) 487-3466
Contact Person: Ying Vang

Midwest China Study Resource Center
308 Guillison Hall
2481 Como Avenue
St. Paul, MN 5510
(612) 641-3233
Contact Person: Kate Hotchkiss

Minnesota Cambodian Buddhist Society
1821 University Avenue, Suite 340
St. Paul, MN 55104
Contact Person: Meng Kruy Ung

Vietnamese Cultural Association
2985 Northview Street
Roseville, MN 55113
Chapter Three

Hispanic American Resources

Note on terminology: We have used “Hispanic” with the intent that it refers to Americans with cultural roots in Spain, Mexico, Latin America and South America. Some persons prefer “Chicano” or “Latino” as descriptors.
Books and Other Print Resources

First published 1972. An important resource on Mexican American history and thought, the book begins with what Acufa calls the invasion of Mexico's Northwest and continues to modern times. Gives reader a valuable perspective on American history.

Grades 6 through 9. Novel about a 17-year-old, Alfredo Flores, who unexpectedly becomes a wealthy orphan and encounters many unanticipated problems as a result of his situation.

Grade 10 through adult. A thoroughly researched biography of the extraordinary man who, in forming the influential Farm Labor Organization, made a permanent impact on American labor. Prologue by Fred Ross.

A survey of artists, mostly painters, who worked from 1901 to the late 1950's. Illustrated with color and black-and-white photos. Grades 7-12.

A resource guide for Native Americans in Minnesota, Wisconsin and Michigan. Includes listings of resources in Hispanic community, including Hispanic community media and Hispanic community churches.

Grades 4 through 10. Novel. Twelve-year-old Jose, an illegal alien, crosses the border to find his father. After numerous misadventures Jose, along with his rambunctious dog, is at last reunited with his father.

Grades 3 through 5. Novel about a black boy, a Puerto Rican girl, and a Chinese boy who must join forces to beat social ills existing in a fantasy land called Fun City. Explores abuse of power, prejudice, and human selfishness on an elementary level. Good for read-aloud activity and role-playing exercises.
Community Resources

Brisas Latinas
KBEM-FM Radio
1335 James Avenue N.
Minneapolis, MN 55411
(612) 627-2833

Centro Cultural Chicano
1704 Dupont Avenue N.
Minneapolis, MN 55411
(612) 588-9300
Contact Person: Albert Garcia, Jr.

Chicano/Latino Learning Resource Center
332 Walter Library
117 Pleasant St.
University of Minnesota
Minneapolis, MN 55455
(612) 376-6020

Faith Methodists Hispanic Ministry
1530 Oakdale Avenue
West St. Paul, MN 55118
(612) 451-0079

Institute de Arte y Cultura
3501 Chicago Avenue South
Minneapolis, MN 55407
(612) 824-0708
Contact Person: Irene Gomez-Bethke

Metro State University
Suite 121 Metro Square
121 7th Place E.
St. Paul, MN 55101
(612) 296-4440 (Hispanic Liaison)

MHCC Newsletter
(Hispanic Chamber of Commerce)
Osborne Building
Plaza Level
St. Paul, MN 55102

Minority Programs
Macalester College
1600 Grand Avenue
St. Paul, MN 55105
(612) 696-6309 (Hispanic/Latino Liaison)
Norberto C. Perez  
Spanish Program  
KDHL-AM Radio  
601 Central Avenue  
Faribault, MN 55021  
(507) 334-4345  

Our Lady of Guadalupe Church  
530 Andrew Street  
St. Paul, MN 55107  
(612) 228-0506  

Spanish Heritage Program  
4100 85th Lane N.E.  
Circle Pines, MN 55014  
(612) 784-4082  

Spanish Speaking Affairs Council  
AL DIA I UPDATE  
506 Rice St.  
St. Paul, MN 55103  
(612) 296-9587  

Teatro Latino de Minnesota  
3501 Chicago Avenue South  
Minneapolis, MN 55411  
(612) 824-0708  

Templo De Fe  
Assembly of God  
1114 Payne Avenue  
St. Paul, MN 55101  
(612) 778-0096  

Minnesota Cultural Media  
1015 23rd Avenue  
Minneapolis, MN 55411  
(612) 529-1435  
Contact Person: Raymond Roybal  

UN Primer Paso Program  
College of St. Catherine  
2004 Randolph Avenue.  
Dehnam Hall  
P.O. Box 2260  
St. Paul, MN 55105  
(612) 690-6014  

Visiones De La Raza, Newspaper  
Chicano Latino Monthly News  
1704 Dupont Avenue N.  
Minneapolis, MN 55411  
(612) 588-9330
Native American Resources

Note on terminology: “American Indian” is the term which has been traditionally used by this group; however, “Native American” has become accepted as a more accurate and respectful descriptor.
Books and Other Printed Resources

An examination of Native American culture, religion and literature focusing on women as the focal center of tribal culture.

Poems 1979-87.


Excellent songbook examining each period of American folk music from Indian chants to chain-gang work songs.

An account of the Plains Indians complemented with color photographs.

A documentation of Hollywood's inaccurate and stereotypical portrayals of Native Americans in film.

For children and young adults. A young Native American girl brings reader to a greater sensitivity to simple wonders of nature.


A system of astrology based on Native American principles of balance with Earth Mother.

(612) 292-1861.
Based on the oral traditions of the Ojibway.

Bierhorst, John, editor. In the Trail of the Winds: American Indian Poems and Ritual Orations.

Grades 7 and up. Stories collected from around the United States. Photographs and large print make the book especially appealing to young readers.

Accounts of lives of several generations of Ojibway in Minnesota. Accessible information about history and culture.

A gripping chronicle of 30 years of conflict between Native Americans and whites written by a popular historian/novelist. Includes bibliography.

Poems by 52 contemporary Native American poets. Bruchac's brief introduction situates the anthology within the context of a vast but little known Native American literature. Excellent update and supplement to Rothenberg's anthology of traditional poetry (see Rothenberg below). Rothenberg and Bruchac can be used together to form a solid foundation for a Native American poetry curriculum since they encompass both very ancient and very recent poetry.

Burton, Jimmie. "Indian Heritage, Indian Pride: Stories That Touched My Life."


A collection of articles that ran as a five-part series in 1987 on the Dakota Conflict which, in 1862, nearly destroyed the Dakota Indian nation. In this bloodiest of the many wars the United States waged against American Indian nations, 1,700 Dakota women, children and men were interned at Fort Snelling and later put on river boats and exiled to Crow Creek on the upper Missouri River. In the largest mass execution in U.S. history, 38 Dakota warriors were hanged in Mankato on December 26, 1862. Useful for the integration of Native American arts discussions and projects into a local historical context.

Novel about a half blood girl who is raised on the reservation by her grandmother.


A discussion of aboriginal discourse styles in public contexts, how presentation of knowledge and experience is made through narrative stories, and the problems that occur due to the mismatch of this method of discourse and that expected in the classroom. Erasmus explains her choice of the term "aboriginal" in a footnote, citing the problem with the term "Indian" being a misnomer originating from Columbus' error and with "native" having retained much of its colonial flavor.
A sampling of 160 Native American myths and legends organized topically to reflect cross-tribal similarities.


Photographs and biographical profiles of six renowned Native American chiefs.

A book of poems.

Poetry and prose.


Companion volume to a PBS series. Chronicle of folk histories and myths of the first nations of North America before the arrival of the Europeans.

A study of the cultural aspects of ritual, art, oral tradition, architecture, and dance.


Poems.

Poems.

Poems.

Stories.
An example of how family and tribal oral tradition enters the literary canon.

Folklore, Hungry Wolf family traditions, accounts of childhood adventures.

A documentation of long-standing relationship between African Americans and Native Americans in American culture. For children and young adults.


Paulsen, Gary. Serevi. Bradbury Press, 1986. Grades 5 through 7 and up. Episodic stories about four young people, among them Sue Oldcorn, a seventeen-year-old urban Ojibway. She tries to ignore the stories told by her grandfather about their heritage, but new people enter her life who remind her.


Roscoe, Will, editor. Living the Spirit. St. Martin's Press, 1988. An anthology documenting the rich heritage of gay and lesbian Native Americans as valued members of tribal communities who performed significant roles as mediators, artists, healers, providers.


An introduction to contemporary Native American writers Momaday, Silko, Welch, Vizenor.

Vizenor looks at earhdivers who bring dirt to form earth in Native American creation myths. In this account they are mixed bloods born of daughters of woodland shamans and white fur traders.

Experiences of the Chippewa as they encountered Europeans relayed through memoir, court testimony, and narratives from storytellers.

A well-researched book on the gifts Native Americans have brought to world civilization.

Examines the roles of “herdaches,” males who do not conform in behavior and dress, and “amazon,” women warriors, in tribal cultures. Useful for discussion and activities intended to examine gender role flexibility and sexual diversity in cultural context.

Zastrow, Leona M., compiler. *Southwest American Indians: Resources For the Classroom Teacher*. Nambe, New Mexico: Educational Planning for Indian Communities (Route 1, Box 125A, Nambe, New Mexico 87501), 1981.
An annotated bibliography and resource guide intended to provide teachers with access to publications, audio visuals, resource centers about American Indian culture. Annotations include key ideas and concepts.

## Audiovisual Resources

**Caroline.** Film or video. 26 min. Based on “The Sense She Was Born With,” by W.P. Kinsella. A young Native American girl heals old family wounds by winning the love and respect of her grandfather.

**The Spirit Boy Series.** Video Series. Catalog available by calling: 1-800-322-3307. Contact Person: Mike McCarthy. Video series about contemporary Native American culture, values, and traditional heritage. Performers, staff and crew all Native American. Some useful for cultural background; some specific to arts. Titles include the following and others:

- A Time to Be Brave. 28 min.
- Robbie Pulls His Weight. 28 min.
Hoc News. 28 min.
Big Save. 28 min.
Dancing Feathers. 28 min. Includes performance of traditional Jingle Dance.
The Pride of Spirit Bay. 28 min. About true value of art and inspiration drawn from nature.
Water Magic. 28 min.
Words on A Page. 28 min. A child with a talent for writing stories wins her father's support for the pursuit of her artistic goals.
The Circle of Life. 28 min. A story illustrating the Native American belief in the return of all living things to the earth. Two girls discover an ancient skeleton of an Indian warrior. Officials want to place it in a museum, but the community wants to return it to a sacred burial ground to complete the circle.

University Film and Video (formerly Audio Visual Library Service) is a good resource for rental of films and videos. See the Audiovisual Resources section in the General/Multicultural Resources chapter for contact information.

Community Resources

All Nations Indian Church of Christ
2739 17th Avenue S.
Minneapolis, MN 55407
(612) 721-4393
(612) 721-1918 (Pastor's residence)

American Indian Learning and Resource Center (AILRC)
University of Minnesota
125 Fraser Hall
106 Pleasant St. S.E.
Minneapolis, MN 55455
(612) 624-2555
Contact Person: Roger Buffalohead, Director

American Indian News
KEEY-FM
611 Fronnac
St. Paul, MN 55104

American Indian News
KUOM-FM
University of Minnesota, West Bank
330 21st Avenue S.
Minneapolis, MN 55455
American Indian Program
Augsburg College
731 21st Avenue S.
Minneapolis, MN 55454
(612) 330-1138

American Indian Program
Minneapolis College of Art & Design (MCAD)
2501 Stevens Avenue S.
Minneapolis, MN 55404
(612) 870-3161
(612) 870-3277
Contact Person: Ruth Voights

American Indian Program
Minneapolis Community College
1501 Hennepin Avenue
Minneapolis, MN 55403
(612) 341-7000

American Indian Radio
KQRS-FM/AM
917 N. Lilac Dr.
Golden Valley, MN 55422

American Indian Student Association
Mankato State University
P.O. Box 61
Mankato, MN 56001
(507) 389-6125
Contact Person: Terry Smith

American Indian Studies
Bemidji State University
Bemidji, MN 56601
(612) 765-2040

American Indian Studies
University of Minnesota
489 Ford Hall
224 Church St. S.E.
Minneapolis, MN 55455
(612) 624-1338

American Indian Talon Society
2524 Hennepin Avenue S.
Minneapolis, MN 55405
Contact Person: Chris Spotted Eagle

Anishinabe Student Organization
c/o American Indian Studies
UMD Duluth, 118 Cina Hall
Duluth, MN 55812
(218) 726-8141
Contact Person: Rick Smith
Big Woods/Big Plains Program
523 W. Marsh
Stillwater, MN 55082
(612) 439-5160, ext. 39
Contact Person: Brian Croone

The Circle
1530 E. Franklin
Minneapolis, MN 55404
(612) 871-4749
Contact Person: Gordon Regguinti
Available free or by subscription $14/year.

Center School
2421 Bloomington Avenue South
Minneapolis, MN 55404
(612) 721-1655

Daybreak Star Reader
United Indians of All Tribes
Daybreak Star Arts Center
Discovery Park
P.O. Box 99100
Seattle, WA 98199
(206) 285-4425

Division of Indian Work
Greater Minneapolis Council of Churches
3045 Park Avenue S.
Minneapolis, MN 55407
(612) 827-1795

Fond Du Lac News
NAH-GA-H-WA-NONG
106 University Road
Cloquet, MN 55720

Heart of the Earth Survival School
1209 4th Street S.E.
Minneapolis, MN 55414
(612) 331-8862

Indian Services
Anoka-Ramsey Community College
Room 218 College Service Center
11200 Mississippi Blvd. N.W.
Coon Rapids, MN 55105
(612) 427-2600

Indian Student Services
Brainerd Community College
Brainerd, MN 56401
(218) 828-2525
Indian Student Services
Northland Community College
Highway One E.
Thief River Falls, MN 56701
(218) 681-2181, ext. 17

Indian Studies Department
College of St. Scholastica
Duluth, MN 55811
(218) 723-6000

Indigenous Women's Network
P.O. Box 174
Lake Elmo, MN 55042
(612) 770-3861
Published the Native Survival Resource Guide in May, 1987. The guide includes
community resources and lists of Indian women artists in Minnesota, Wisconsin and
Michigan.

Lakota Times
Box T
Mandan, South Dakota 57551
Subscriptions for Minnesota residents $38/year.

Leech Lake Reservation
DE-BAH-JI-MON
Cass Lake, MN 56633

Metro State University
Suite 121 Metro Square
121 7th Place E.
St. Paul, MN 55101
(612) 341-7257
Individualized B.A. program in Indian Studies.

MIGIZI Communications
First Person Radio
3123 E. Lake St., Suite 200
Minneapolis, MN 55406
(612) 721-6631

Mille Lacs Indian Museum
Star Route — Box 195
Onamia, MN 56359
(612) 532-3632
Contact Person: Floyd Ballinger

Minneapolis American Indian Center (MAIC)
1530 E. Franklin Avenue
Minneapolis, MN 55404
(612) 871-4555
Contact Person: Francis Fairbanks
Minneapolis Inter-Tribal Dance Group
3111 13th Avenue South
Minneapolis, MN 55407
Contact Person: Harlan Downwind

Minnesota Chippewa Tribe
NI-MAH-MI-KWA-ZOO-MIN
SPEAKING OF OURSELVES
P.O. Box 217
Cass Lake, MN 56633

NAES College Bookstore
(Native American Educational Services, Inc.)
1305 E. 24th Street
Minneapolis, MN 55404
(612) 721-1909
Contact Person: Joel Beckon; John Eichhorn, Manager
A complete catalog list of books and materials available. The College of Native American Educational Services, Inc., NAES College, is an independent educational institution with an academic program leading to the B.A. degree in Community Studies.

NAES College Summer Cultural Institute, NAES College office (see above)

Native American Educational Leadership Preparation Project of the Red School House
1477 Taylor Avenue
St. Paul, MN 55104
(612) 647-9065

Native American Leadership Program
Hamline University
P.O. Box 125
1536 Hewitt Avenue
St. Paul, MN 55104
(612) 641-8278

Native American Theological Association
122 W. Franklin Avenue
Minneapolis, MN 55404
(612) 870-3685

Ojibwe News
1819 Bemidji Avenue
Bemidji, MN 56601

Plains Art Museum
521 Main Avenue
Box 37
Moorhead, MN 56560
(218) 236-7171
Contact Person: David Wooley
Has available for rental in its Extension Program a suitcase of Native American multicultural programs. The program compares lifestyles and artistry of the Dakota and Ojibwe. Artifacts and materials includes beadwork, quill embroidery textiles, birch bark vessels, maps, slides, etc. In addition the audiovisual library includes videos on Native American topics.
P.I.P.E.
Proud Indigenous People for Education
Macalester College
1600 Grand Avenue
St. Paul, MN 55105
(612) 696-6311
Contact Person: Berdina Jones, President (612) 696-6410

Red School House
643 Virginia Street
St. Paul, MN 55103
(612) 488-6626

Services to Indian People Program (at each of following):

Hibbing Community College
Hibbing, MN 55746
(218) 262-6700

Itasca Community College
Grand Rapids, MN 55744
(218) 327-4460

Mesabi Community College
Virginia, MN 55792
(218) 749-7756

Rainy River Community College
International Falls, MN 56649
(218) 285-7722

Vermillion Community College
Ely, MN 55731
(218) 365-3255

Spotted Eagle Productions
2524 Hennepin Avenue S.
Minneapolis, MN 55405
(612) 377-4212
Contact Person: Chris Spotted Eagle
Films, video production.

Two Rivers Gallery
MAIC
1530 E. Franklin Avenue
Minneapolis, MN 55404
(612) 871-4555
Contact Person: Sammy Wako, Curator

Upper Midwest American Indian Center
1113 West Broadway
Minneapolis, MN
(612) 522-4436
Contact Person: Gertrude Buckanaga
Chapter Five

General/ Multicultural Resources
Books and Other Print Resources

A quarterly literary magazine "for readers of varying backgrounds and educational levels." Aims to be eclectic and defines American voice in all its diversity.

Developed to respond to nationwide trend to develop school curricula that reflect a multicultural perspective. Includes lesson plans and ideas for use in classes from upper elementary through high school. Contains more than 100 illustrations, diagrams, music examples, resource lists, and ideas for integrating multicultural music study with other subjects.

An anthology of prose, poetry, personal narrative and analysis by African American, Asian American, Hispanic American, and Native American women. Foreword by novelist Toni Cade Bambara.

Excellent songbook examining each period of American folk music from Indian chants to chain-gang work songs. Emphasizes the contribution of black folk music as an established and significant historical fact.


Clarifies for educators the philosophical and definitional issues in pluralistic education. A helpful resource for building ethnic and culturally diverse educational programs into institutions.

In a chapter entitled "Approaches to Multicultural Curriculum Reform" published from this volume in the Multicultural Leader, Spring 1988, the authors outline four basic approaches to multicultural curriculum reform based on increasing levels of integration of ethnic content. These are the contributions approach, the additive approach, the transformation approach, and the social action approach. Banks ranks these approaches in order from least to most integrative of cultural concepts into the structure of the curriculum and acknowledges that the move from the first to the higher levels of integration is likely to be cumulative and gradual.
Barriers to Excellence: Our Children at Risk. The National Coalition of Advocates for Students, 76 Summer St., #350, Boston, MA 02110. $5.50.
A report covering hearings in 10 cities across the U.S.; examines discrimination and differential treatment of children based on race, economic status and gender. One of first broad-based national efforts to introduce issue of equity into the discussion of excellence in schools.

Subscriptions: 6 issues $15.00.

Best, Harold M. "Arts Education: Culture, the Media, and the Church." Design for Arts in Education, September/October 1988, 2-10.
Best posits that low values for art and arts education are caused by failures in three areas in particular multiculturalism, the media, the church. He suggests that if multiculturalism were true to its name, it would be concerned with more than the functional and popular idioms of a culture and address the vertical relationship of popular to classical, or low to high, and would go through folk and popular art forms of many cultures.

Bhola asserts that multicultural education needs to be more than instruction or communication; it needs to be a course of social action. He defines multicultural education as an encounter between two people of different cultures having different historical identities. Multicultural assumes a social reconstructionism philosophy of education.

Available from: Minnesota Curriculum Services Center, 2554 White Bear Avenue, White Bear Lake, MN 55110. (800)-652-9024.
Lists more resources for gender fair curriculum; limited listings under multicultural. Listings range from results of studies of stereotyping in reading texts to guidelines for developing gender fair vocational training materials to available film strips and cassettes about women from different cultures. All materials circulate. The MCSC is open for drop-in browsing.

A discussion of the city of Bowling Green, Ohio, and Bowling Green State University's response to allegations of racial bigotry. Reports on a 1985 symposium entitled "Multi-Cultural Approaches to Understanding and Appreciating the Arts."

Contains notes for class discussion and research projects.

A historical study of the dynamics and interrelationships of gender, race and class in the shaping of American culture. Places the emergence of the struggle for women's rights in the context of its predecessor, the anti-slavery movement.


Fridley high school teacher Cathy Nelson integrates people of color and women into her lesson planning. Nelson also conducts workshops to assist other teachers.


A curriculum guide that begins with an object, the gourd, and gathers resources for teaching that emphasize how that object impacts every aspect of culture in northeastern Nigeria. Includes a bibliography, teaching goals, classroom activities, folktales, a lesson plan for setting up a market scene in the classroom.


The need to address multicultural issues in the arts is greater than first appearances might suggest, partly due to the acceptance of a myth that the arts and arts education in Minnesota is so “mainstreamed” that the need for separate categories no longer exists. Surprisingly few Minnesota State Arts Board funded residencies involve minority artists. In order to effectively address these issues there must be representation from minority communities in all planning and development.


Preschool through Primary. A basic tool for reading and writing with multicultural and gender fair illustrations.


This resource, developed for the St. Paul Public Schools in its effort to comply with its desegregation agreement with the Minnesota Department of Education stipulating that all St. Paul Schools will teach a multicultural gender fair curriculum, may serve as a useful model for other districts in developing their guidelines and plans. It includes: guidelines for multicultural gender fair education committees, a multicultural calendar, the Sixth Compan of Effective Schools, and suggestions for implementation of multicultural gender fair curriculum. Some copies are available from the Urban Affairs Office (above) or from the Multicultural Center for St. Paul Public Schools, Maxfield Elementary School, 180 N. Victoria Avenue, St. Paul, MN. (612) 293-8683.
Kindergarten through grade 2. One of the best approaches to a scientific explanation of color differences through the vehicle of a picture book.

Suggestions for incorporating information about women and minorities into curricula. See also Spring/Summer 1986 issue of *Women's Studies Quarterly* for more information on same topic.

A look at what immigrants lost in leaving their homelands and how this experience shapes American culture.

A 19-page bibliography, partially annotated. Organised by culture (e.g. Southeast Asian, Hmong, Black, etc.) and subdivided into fiction and nonfiction sections. Useful introductory tool for gathering resources though the lack of an introduction leaves the user with no contextual sense for either the objectives or the process of the bibliography’s compilation.

A bibliography of sources that pertain to access, participation and success of students of color. Compiles and annotates statistical reports, testing programs, demographic trends, etc. Annotations include remarks on both strengths and weaknesses of each entry.

*Multicultural Leader*. Published by the Educational Materials and Services Center, 144 Railroad Avenue, Suite 107, Edmonds, WA 98020 (206) 775-3582. Subscriptions: 4 issues $35.00.

Novelist Ishmael Reed envisions America as a vast cultural crossroads where the best of all human civilization can take root and has a few harsh words for his fellow writers who feel U.S. culture should remain a repository for the largely European Traditions of Western civilization.

A set of six articles representing the American Council for the Arts’ initial effort to understand the conditions and complexities of multiculturalism. Introduced by Milton Rhodes, President of ACA.
Kindergarten through grade 2. Clear information about physical aspects of skin emphasizing that all skin is basically the same regardless of pigmentation. Attractively illustrated.

An anthology of essays examining the issue of cultural literacy. Authors such as James Baldwin, Carlos Fuentes, Michelle Cliff, Paula Gunn Allen, Ishmael Reed examine the variety of voices that constitute American culture. Includes rudimentary "literacy lists" of names, places, dates, concepts that belong to a truly multicultural fabric.

Examines the literature on multicultural education, develops a taxonomy to define it, provides framework for instituting multicultural practices in education.

A brochure developed by the Minnesota Minority Education Partnership for Minnesota communities of color. A listing of summer academic and college orientation programs.

Grades 3 through 5. Novel about a black boy, a Puerto Rican girl, and a Chinese boy who must join forces to heal social ills existing in a fantasy land called Fun City. Explores abuse of power, prejudice, and human selfishness on an elementary level. Good for read-aloud activity and role-playing exercises.

Multicultural defies clear definition. Watkins focuses on theater as a way to discuss and/or define multiculturalism.

Women's Studies Quarterly—Spring/Summer 1986 issue includes information on teaching about women, race, culture.

Audiovisual Resources

Discovering the Music of India. Film. 16 mm, 22 minutes. Available from: Audiovisual Library Service, Continuing Education and Extension, University of Minnesota, 3300 University Avenue S.E., Minneapolis, MN 55414.
One of a series of films about music from other cultures. Others include: Africa, Japan, Latin America, Jazz, Middle East.
Community Resources

American Variety Theatre Company
Minnesota Extension Service, Hennepin County
701 Decatur Avenue N., Suite 105
Minneapolis, MN 55427
(612) 542-1427

At the Foot of the Mountain Theater
200 South 5th Street
Minneapolis, MN 55454
(612) 375-9487
Contact Person: Nayo Watkins, Executive Director

Center for International Education
P.O. Box 65343
St. Paul, MN 55165
(612) 227-5521
Contact Person: Michael Hazard, Director

COMPAS
308 Landmark Center
75 W. Fifth Street
St. Paul, MN 55102
(612) 292-3249
CLIMB Theater
529 Jackson Street
St. Paul, MN 55101
(612) 227-9660
Contact Person: Peg Weld, Executive Director

Cultural Arts and Heritage Program
Pillbury House
3501 Chicago Avenue South
Minneapolis, MN 55407
(612) 824-0708
Contact Person: Jack Kettles

Educational Service Center
Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, MN 55413
Contact Person: Ronald Stewart

Ethnic Dance Theatre
1940 Hennepin Avenue
Minneapolis, MN 55403
(612) 872-0024

First Call for Help Book
(612) 335-5000

Folk Arts Program
Minnesota State Arts Board
432 Summit Avenue
St. Paul, MN 55102
(612) 297-7864
Contact Person: Phil Nusbaum

International Institute of Minnesota
1694 Como Avenue
St. Paul, MN 55108
(612) 647-0191

In The City Arts
3501 Chicago Avenue South
Minneapolis, MN 55407
(612) 824-0708
Contact Person: John Mentzos
Heart of the Beast Puppet Theater
1500 E. Lake Street
Minneapolis, MN 55407
(612) 721-2535
Contact Person: Wilma Wernick, Administrative Director

Learn Me Books
175 Ash Street
St. Paul, MN 55126
(612) 490-1805
Specializes in books for children that are multicultural and gender fair. Catalog available upon request.

The Loft
Multicultural Committee
2301 Franklin Avenue E.
Minneapolis, MN 55406
(612) 341-0431
Contact Person: Erika Hermann, Staff Liaison

Macalester College
1600 Grand Avenue
St. Paul, MN 55105
Foreign Students Office, (612) 696-6310
Minority Program Office, (612) 696-6221

Maria, Colleen and Kids
A Young People's Dance Company
(multicultural emphasis)
4524 Beard Avenue S.
Minneapolis, MN 55410
(612) 927-7864

Minneapolis Institute of Arts
Visitor Information Center
2400 3rd Avenue South
Minneapolis, MN 55407
(612) 870-3131

Minnesota Alliance for Arts in Education
1313 Fifth Street SE
Minneapolis, MN 55414
(612) 627-4627

Minnesota Arts Forum
255 Humphrey Center
University of Minnesota
Minneapolis, MN 55455
(612) 624-9800
Contact Person: Arthur Himmelman
Minnesota Center for Arts Education
(after August 1, 1989)
6125 Olson Memorial Highway
Golden Valley, MN 55422
(612) 296-1302
(800) 652-9747
Contact Person: James Undertorler, Executive Director

Minnesota Department of Education
Capitol Square Building, Room 822
550 Cedar Street
St. Paul, MN 55101
Contact Persons:
George Hanson, Physical Education (Dance) Specialist, (612) 296-6943
Raymond Higgins, Art Education Specialist, (612) 296-4074
Susan K. Vaughan, Music Education Specialist, (612) 296-4075
Barbara Swanson, Language Arts Specialist (Includes Creative Writing/Theater),
(612) 296-4077

Minnesota Minority Education Partnership
731 21st Avenue South
Minneapolis, MN 55454
(612) 330-1645
Contact Person: Ron McKinley, Executive Director

Minnesota Women's Center
5 Eddy Hall
192 Pillsbury Drive S.E.
University of Minnesota
Minneapolis, MN 55455
(612) 625-2874

Minnesota State Arts Board
Arts in Education Program
432 Summit Avenue
St. Paul, MN 55102
(612) 297-2603
(800) 652-9747 in MN
Contact Person: Elizabeth Childs

Minneapolis Arts Center
1820 25th Avenue North
Minneapolis, MN 55411
Contact Person: Reiko Shellum

Mixed Blood Theater
1501 South 4th St.
Minneapolis, MN 55404
(612) 338-6131
Contact Person: Jack Reuler
Multicultural Education Program of the Laboratory District Teacher Education Center
Mankato State University
P.O. Box 61
Mankato, MN 56001
Contact Persons: Joan Kennedy, Marvin Grays

Multicultural Resource Center for St. Paul Public Schools
Maxfield Elementary School
380 N. Victoria Avenue
St. Paul, MN
(612) 293-8683
Contact Person: Linda Garrett, Director
A support service of the St. Paul Public Schools. Its mission is to assist teachers in providing a multicultural gender fair education to all students. The resource center publishes a newsletter which lists events as well as materials. Materials include books, journals, visual aids (e.g. wall maps of early Native American tribes and African American history), etc.

Multicultural Student Network (MSN)
Education Student Affairs Office
College of Education
1425 University Avenue S.E.
University of Minnesota
Minneapolis, MN 55414
(612) 625-9039
Contact Persons: Andrea Nelson, Lee-Ann Stephens
A newly formed group of College of Education students of color who act as a supportive forum for networking, study circles and professional development activities for future educators.

Northern Sign Theater
1517 E. Lake Street
Minneapolis, MN 55407
(612) 729-2837
Contact Person: Patty Gordon

Office of Intercultural Affairs
Hamline University
1536 Hewitt
P.O. Box 1647
St. Paul, MN 55108
(612) 641-2062
Contact Person: Daniel Abebe

Origins
4632 Vincent Avenue S.
Minneapolis, MN 55410
612) 922-8175
Contact Person: Linda Crawford
Formerly Arts and Learning Services Foundation, The Origins Program is a nonprofit educational organization dedicated to multicultural understanding through the arts. Origins provides programs for classrooms, conferences, and in-services built upon original art and artifacts created by contemporary Native Americans and Eskimo artists. Programs can include storytelling and exercises.
Performing Youth Ensemble
3501 Chicago Avenue South
Minneapolis, MN 55407
(612) 824-0708
Contact Person: Jack Kettles

Project: Adapt
(Appreciating Differences Among People and Things)
Contacts: Mimi Goldstein, (612) 228-3632; Patsy Burnette-Costello, (612) 624-7577
Volunteer University students will teach school children lessons about personal awareness and cultural differences.

Sex Equity Resource Center
Benjamin E. Mays Elementary School
631 N. Albert Street
St. Paul, MN 55106
(612) 293-8639
Contact Person: Margo Mann, Equity Specialist

Theatre Nest
4221 Dupont Avenue S.
Minneapolis, MN 55409
(612) 823-0776
Contact Person: Jane Peck
Resource for curriculum ideas, networking exchange.

United Nations Association of Minnesota
1929 S. 5th Street
Minneapolis, MN 55404
(612) 333-2324
Contact Person: Mary Eileen Sorenson, Education Outreach, 698-7157 (Home)
Curriculum and resource materials available for teachers.

University of Minnesota International Center
711 E. River Road
Minneapolis, MN 55455
(612) 625-4421

University Film and Video
(formerly Audio Visual Library Service)
University of Minnesota
3300 University Avenue S.E.
Minneapolis, MN 55414
(612) 627-4270 (for booking information)
1-800-542-0013 (Minnesota only)
1-800-847-8251 (out-of-state)
A film and video rental service. Catalogs available, indexed by subject. Specialized subject listings available, e.g. "The Refugee Experience."
Appendix

The Minnesota Alliance for Arts in Education

The Minnesota Alliance for Arts in Education is dedicated to the idea that all of the arts (music, dance, creative writing, theater, visual arts and media arts) are essential to human development and fulfillment and must therefore be a part of the comprehensive education of all students.

The mission of the Alliance is to advance arts education for all Minnesota students. Governed by a 21-member Board of Directors, the Alliance is the only private, nonprofit arts education coordinating organization in Minnesota.

The Alliance's programs include:

- publication of a monthly newspaper, Arbeat
- Minnesota's Comprehensive Arts Planning Program (CAPP)
- presentation of a major arts education conference every year
- public forums held statewide, and a speakers bureau to inform citizens about arts education and the Alliance
- awards and recognition for outstanding programs and special individual efforts on behalf of arts education
- moving to advance state policy affecting arts education
- a statewide membership of over 750 individuals and organizations

Minnesota's Alliance is the largest and most active of the nearly 50 state Alliances in the nation. All are affiliated with the national Alliance for Arts Education, a component of the Education Program of the John F. Kennedy Center for the Performing Arts in Washington, D.C.