

The Artistic Depression in the CNMI:  
Art Values in the Saipan Community  
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### **Abstract**

This paper examines the value of art and the community perspective on art in the Saipan community. In addition to community responses, which contained positive notions about art value and importance, suggestions for possible Saipan art projects also emerged. Resident demographics of fifty participants ranged from ages eight to sixty. Furthermore, the participant responses were separated into two categories: professional artists and the general public. Key findings included a difference in art interests across different age groups. The younger age group had a prevailing interest in photography in film, whereas the older age group had peak interest in drawing and painting. Meanwhile, both groups had a strong preference for free public art spaces. The current standing of strengths and weakness in Saipan's art community is also reported from different perspectives. Strengths and weaknesses of the art community were pointed out by professional artists while the general public expressed opinions on art accessibility. This research was conducted in Saipan through the Northern Marianas College in the time span of four and a half months in the year 2016.

## Background

There are often many questions asked about art. Is there a right or wrong in art? Is there a real value to art? However the question in the CNMI is, “Where is the art?” Are the arts in the CNMI fading due to lack of support and value? The student researcher herself has attempted to answer a similar question. The question being, “What is the value of art in the Saipan community?” The arts have played a major part in history, like documenting events before the written word, and are proven to have positive intrinsic and instrumental benefits on the brain. Despite these, there is an overall presumable lack of art in the Saipan art community. Thus, while the literature argues the importance of the arts and the study reported is a prompt for research to further increase art engagement, art promotion, and creative projects likes public murals, art galleries, or art institutions in the community.

Art has not only been on the walls but has made its way into the books as well. There are many pieces of literature that exemplify the benefits the arts that extend from academic benefits like enhanced creativity, critical thinking and problem solving skills and personal benefits such as positive impact on social skills, and development of independence and cognition. Supporting literature includes *Arts With the Brain in Mind* by Eric Jensen and an academic journal Jennifer Radbourne, Hilary Glowb and Katya Johanson entitled *Measuring the Intristic Benefits of Art Attendance*. *Arts with the Brain in Mind* states, “... the visual arts are an important part of brain-based education. They can enhance cognition, emotional expression, perception, cultural awareness, and aesthetics; they can play a significant role in the learning process” (Jensen, 2001, pg. 49). There are also many secondary sources, ranging from newspaper articles, magazines, journals and blogs from artists all over the world, and on Saipan as well that highlight the benefits of the arts. Although there is much literature and research advocating the arts, there are

contrasting views in which the value of art is not as well perceived. On many occasions the arts can be perceived as optional or unnecessary. Thus, perceived low value has resulted in budget cuts in both school art programs and community programs. Budget cuts can be mainly evident in public schools where emphasis on core subjects like math, reading, and writing and in communities where social issues like governmental assistance are of higher priority.

Art is present in our daily lives without us taking much notice. However one would just need some time to think about the type of art that they like and/or would like to see for a creative spark to ignite. Thus, one way of collecting data on what community project could be executed would be by conducting interviews, surveys, and polls about such with artists, adults, children, and the general public. For example, there could be questions relating to a possible permanent art gallery for artists, arts and crafts centers for children, and relaxing displays for adults as well as questions asking about their values of art in personal and academic environments. The diversified opinions can then disclose possible art community projects to undertake in the future to boost community spirit and morale. In consideration to the possibility of these art projects shall interviews be conducted with educators and other officials for a presumed budget opinion and/or allocation. Another data collection method would be to conduct small tests with the audiences that have had fair exposure to the arts and/or had artistic background, versus those who have not and observe differences in the outcomes.

Art history and evolution is not something that can be easily summed into a few pieces of paper. In contrast, the unique opinions, creative ideas of individuals and other data from this research project can be summed into a few pieces of paper and outlined for future reference. The data can then be further explored and become something more for community benefit. Therefore, the project schedule can be found in the table below.

Writing	Research
Project Proposal (February 8)	Research Question (February 3)
Organization of ideas, drafts, collected data (February 18 – March 1)	Secondary Research Question (February 8)
Project Process (April 19) Cause and Effect (February 3 – 15) Reflection (April 27) Literature Review (April 29)	Interviews / Surveys / Polls Creation (February 15 – April 15)
Editing and Revising Drafts (February 25 – April 25)	Collecting and Analyzing Data (February 20 – April 20 )
Finalizing Essays (May 2-3)	Analyzing Results (April 20 – 30)

The proposed schedule was adjusted as needed to accommodate the needs of the research project and for better results.

Now, the importance of the arts has indefinitely been proven throughout its years of existence. However, the importance and value of the arts in the Saipan community is has been dissected by the student researcher. In the undertaking of this research shall the possibility of artistic projects arise in addition to implementing creative thinking and other beneficial aspects of art engagement for our community. Thus, with the acquired results of the types of art projects the community wants and implementation of these projects shall we see possible positive highlights. These highlights include improvements in school, if it was applied in the educational curriculum, and adding a more welcoming touch to our social and visual environment.

### Literature Review

In 2011, Blum's study of the psychological birth of art states, "Prehistoric cave art was created many thousands of years before the Egyptian pyramids and Stonehenge. Later, written language appeared, long after spoken language and derived from pictorial script such as, hieroglyphics." This means that art was present before humans developed into the "dominant" species, but even so, served as a useful tool to evolving humans. Evidence also shows the use of art on burial sites of ancestors and art as an expression of emotion and display of culture. Art still holds these purposes, but has become even more as studies show how art can enhance brain functions as well. The student researcher, with a high interest in art, thus pursued research on the benefits and impacts of art and the possibility of art projects in the Saipan community. The student researcher found academic sources on categories such as art in education and various ways art impacts the brain. Secondary sources were also found about community art projects and issues regarding the implementation of these projects in the local newspaper.

The value of arts in education has been an outstanding debate during the past years and still strikes arguments today. Despite many scientific studies advocating the implementation of arts in education, there are many other critical issues to look over, like funding and assessment. The student researcher found two academic sources, one of which is from the student researcher's college library and the other from an electronic database, EBSCO. The source found from the library was a book entitled "Arts with the Brain in Mind" by Eric Jensen. Jensen (2001) states that "...the visual arts are an important brain based education...and can enhance cognition, emotional expression, perception, cultural awareness... [The visual arts] play a significant role in the learning process.." (p.49). An article found on EBSCO entitled "Does Arts Education Develop School Readiness" did a study in Finland which measured the implementation of art

programs in day care centers and schools. The article states its findings as “The results show that the program motivated children and aroused their interest in thinking, problem-solving, practicing, and learning...” (p.71). Several other studies conclude with an advocacy of a greater inclusion of arts in the educational curriculum as well as further endorsing art programs for increased intrinsic and instrumental benefits. Eisner (2008) in his commentary called “What Education Can Learn From the Arts” states, “The recognition of the demands and the contributions that the arts make is of fundamental importance in justifying the place of the arts in our schools, that is, as being central, rather than educational accomplishments” (p. 23). Jensen’s (2001) research on the arts in education unveils positive test score correlations and found that “...the College Board says that the arts are vital...and knows the value of the arts” (p. 60).

Moreover, Walling (2003) looks into art education policies stating that “...the National Coalition for Education in the Arts, which took up the task of ensuring that the arts, writ large, would assume their rightful place within the basic curriculum...” (para. 5). In spite of the strong support for stronger art inclusion in education, other research and observation show a fair number of schools cutting art programs due to lack of funding, lack of understanding, and confusion in relation to the value of art. An article from the National Federation of State High Schools (2013) says, “When cutting programs, superintendents strive to cut those that have the least impact to learning and that create the least amount of controversy. Wrongly, superintendents often recommend cutting some of the fine arts programs” (para. 2). There are also questions that continue to baffle some educators in regards to how the arts should be assessed. If art is subjective and there is no right or wrong, then will how it be assessed? And, if art does have intrinsic and instrumental benefits, how can these benefits be measured in the classroom? In his book, Jensen (2001) displays that art can be assessed with three concepts:



knowledge/content of art, responses to art, and performance-related questions. Although the concepts of art assessment are still being explored, studies of art and its effect not only on education but on the brain presses onwards.

The study of the effect of art on the brain is very much similar to art's effect in education. The student researcher found a case study recently conducted in Germany that aimed to shed light on how art affects the brain. The study was entitled, "How Art Changes Your Brain: Differential Effects of Visual Art Production and Cognitive Art Evaluation on Functional Brain Connectivity," and conducted a test between two groups. Group A participated in art creation courses, whereas Group B participated in art appreciation courses. The end result was that Group A fared much better than Group B on the tests and Group A's brain scans unveiled higher brain activity. In "Arts With the Brain in Mind", Jensen (2001) compares artists to neurologist, as the brain activity involved in creating arts spreads out through multiple areas of the brain, and emphasizes that "...the brain is constantly challenged by a series of visual problems" (pg. 56). Some argued that that the making of art was purely a right-brained act, but study proves otherwise in which the non-dominant hand plays a critical role as well, even being able to receiving commands from the brain before the dominant hand. Once again, similar to the argument with arts in education, the underlying question and opposition is how to apply the effects of art on the brain in real world situations and what other information can be derived for further assessment.

Lastly, the student researcher found a variety of articles pertaining to art in the community and culture. Some articles of the highest relevance to this research paper were the articles found in the local newspaper. The articles that were found stated the current standing of the CNMI in relation to the arts, arts partnerships, and funding. One article from the Marianas

Variety (2016) stated that the Arts Council in Saipan is "...working to cultivate the arts by strengthening private sector partnerships". Another article from the Marianas Variety (2016) stated that the Arts Council is working to lift the ban put on the CNMI by the National Endowment for the Arts (NEA). The ban was placed on the CNMI due to mismanagement of funds and is not to be lifted until the year 2018. Another article from the Saipan Tribune (2015) displayed the concept of a favorable community art project executed in Boston, where an art center was established for low-income individuals could perform artistic activities to boost self-esteem and raise money. Although arts is perceived as somewhat important in the CNMI, there are still major difficulties for the CNMI to overcome in regards to funding and management issues. The Marianas Variety (2016) has identified these difficulties as, "inadequate oversight of sub-recipient awards, inadequate documentation to support expenses, unallowable costs, incomplete personnel activity reports, ineffective management of program plans, and inadequate staff training" (p. 3).

To summarize, the student researcher's interest in arts has led her to explore the following categories in her research topic: the arts in education, art's effects on the brain, and community art. Inquisition in art program funding and assessment (education), art impact and activity in the brain (brain), and different types of community art projects (community) have been made. Therefore, the accumulated literature is important to this research essay as the literature spreads light on art and misconceptions about art value, real-world difficulties pertaining to the arts, and connections of those difficulties to the CNMI art community.

## Methodology

The first data tool created to aid with data collection was a pilot survey (See Appendix A). The pilot survey was created on the online survey-hosting site SurveyMonkey and then distributed to multiple students of the Northern Marianas College via Google Docs. The pilot survey was open for two weeks and garnered eleven responses. While the responses were satisfactory, peer feedback disclosed some confusion and miswording in a few of the survey questions and were later adjusted. The questions of the survey included demographic questions, matrix and rating questions, as well as a few open-ended questions. After much adjustment and further review by peers and the student researcher, the survey was then finalized and posted on SurveyMonkey as the general survey to be distributed manually and electronically to the public (See Appendix B). Subsequently, another survey was then created based off the general survey in which additional questions were included that inquired about the knowledge of local artists pertaining to art in the community. The additional questions were matrix questions often asking for the rating of certain qualities of art aspects in the Saipan community, or possible improvements that can be made to these aspects. This second survey for the artists was known as Survey A (See Appendix C). The surveys were then finalized, ready to be distributed to the public.

After the finalization of the surveys, they were distributed to the community and artists electronically and manually. The surveys were shared electronically via Google Docs, social media, instant messaging, and email. Surveys were also filled out manually for those who did not have access to a computer. Data was garnered from some artists manually by attending a local weekly market, where a few local artists displayed their works, while other artists took the survey electronically. A few weeks later, more data from artists was collected manually by

attending a local annual arts festival and distributing the survey to multiple artists. About twelve artists of varying ages were surveyed, and around thirty people from the general community. The survey was open for about a month and collected the specified data to later be analyzed.

Alongside the process of distributing surveys to varying age groups were short interviews with children. The interview questions for the children were based off the general survey, but appropriately reworded for better understanding (See Appendix D). The questions were short, open ended questions, and some were multiple choice questions. Three children were surveyed were around the ages eight to eleven. The interviews conducted were recorded, transcribed, and kept for records on a personal computer along with the rest of the data that was acquired.

After data collection, the results can later be looked over and analyzed to unveil the community's views and values of art and art spaces. If all steps are followed as closely as possible, a similar result of a well-rounded community perspective should be the outcome. The creation of data tools, distribution of tools and collection of data are key factors. In addition, the number of survey and interview participants can range from lower to higher numbers, depending on the desired scale of research. In addition, dividing and creating different data collection methods based on age and expertise increased the ability to unveil all angles of community perspective. Thus, these data collection methods proposed to report a holistic community viewpoint in the topic area of art in the community, art values, and desired art spaces.

### **Data Analysis**

The student researcher distributed surveys to professional artists and the general public to disclose perspectives and values of art in the Saipan community. There were data trends in both divisions of the demographic (professional artists and the general public), and even more data

trends when dividing the general public data by age group. All responses were unique and provided great input as to where art value currently stands in the Saipan community.

All professional artists held a similar view on the art values, despite the varying years and experiences in their professional careers. The artists reported that the arts hold a major importance in generating creativity and expressing oneself, as well as art being a key instrument in what makes people human (See Appendix E). The artists held interests in all areas of visual arts, where the top two areas were drawing and painting. The consensus for strongest aspects in the art community were community support for artists and youth involvement in art events. The consensus for the weakest aspects were lack of funding for the arts, lack of support for artists, and lack of market for artists. When posed with the question about the quality of funding the arts received in Saipan, majority of artists rated the quality very poor and poor. The last questions of the survey asked if the artists would be willing to go to a hypothetical art gallery or public arts in Saipan and asked for suggestions of what they would like to see in the art community. One hundred percent of artist surveys reported that they would go a hypothetical art space. Meanwhile, the suggestions of other arts projects in the community were as follows: a gallery, museum, cultural center, murals, public art activities for youth, more arts in education, sculptures (See Appendix F).

The general public had varying views about funding, art interests, and the quality of the arts in the community. However, the overall conclusion of the general public that were surveyed reported the same thing as the artists, “that the arts hold a major importance in generating creativity and expressing oneself, as well as art being a key instrument in what makes people human” (See Appendix G). The general public held interests in all areas of visual arts, however, when the student researcher divided the general demographic by age group, different art interests

emerged. The fourteen to nineteen age group held more interest in photography, film, painting, and drawing (See Appendix H). The twenty to twenty-nine age group held peak interest in drawing and design (See Appendix I). The thirty to thirty-nine age group held significant interest in photography and film (See Appendix J). The forty to forty-nine age group held interest in ceramics and design (See Appendix K). In regards to art experiences, the younger age group displayed more participation in art classes and events in comparison to the older age group. Despite this contrast, both parties rated the quality of funding the arts has is relatively poor or fair (See Appendix L). Since there were more participants for the general public survey than the artist survey, there were more suggestions about what types of projects would be a pleasant addition in Saipan's art community. These suggestions included: art galleries (that aren't temporary), museums, monthly art events, recreation of abandoned buildings, roadside artwork, more business opportunities for local artists, free outside canvas, and art parks (see Appendix M).

Although the children demographic was fairly small, the children had their input as well. Most reported that they take part in drawing. The children also stated that they do not see much art in the Saipan community other than during certain events like the Flame Tree Arts Festival. All children agreed that they would like to see more art on Saipan that wasn't temporary. Lastly, all children stated that they would be interested to go to a place for art for the purpose of learning more about art and for the experience of creating art (See Appendix N).

### **Discussion**

The survey administered by the student researcher garnered a fair amount of responses and served its purpose. Amongst data collection, there were other topics of discussion that came to light. One key topic was portrayed as one of the reasons why there is a significant lack of

funding in the CNMI and Saipan. In one survey response, a professional artist stated that the lack of funding in the arts community is due to a ban placed on the CNMI by the National Endowment for the Arts (NEA). The ban was administered due to mismanagement of funds and is not meant to be lifted until the year 2018, totaling to a sum of seven years without funding for the arts. Another key topic in relation to that of funding were the recent efforts displayed by the Northern Marianas Humanities Council to cultivate and support the arts as well as lift the ban placed by the NEA. These efforts were covered by the Marianas Variety (2016).

### **Limitations of This Study**

During the process of data collection, the student researcher was to acquire a diverse demographic ranging from children to adults. However, as the student researcher's schedule changed, access to local places of where to interview children became limited. A local playground and lot that the student researcher was supposed to conduct the interview was no longer at her convenience. Her new schedule filled up the week in which there were no children available by the time she was out. Therefore, the data from the children demographic remained sparse.

### **Conclusion**

A ban was placed on the CNMI by the NEA that made the CNMI ineligible to apply for funds pertaining to the arts. Thus, resulting in an artistic depression. Did this depression arise out of the ban or due to perceived lack of value in the arts? The student researcher has conducted research in order to find out the stance of art value in the CNMI community. Despite the ban, the consensus suggested that art is regarded as important and essential to all human beings for creativity and expression by both the general public and professional artists. With such positive

and high values for art, survey participants also gave a variety of suggestions for possible future art projects. The prevalent suggestions were galleries, murals, and sculptures. Due to such high value in the arts, as well as an already diverse and artistically enthusiastic community, the artistic depression may be overcome in the future with more support from community, businesses, and prospective funds granted by the NEA. The results from this paper may then be formed into a prospectus and possibly presented to government officials and community leaders. In the near future, the CNMI may be ready to paint its artistic values on the face of a mural that welcomes both local and international guests with bright colors and warmth.



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**Appendices**

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Appendix A

Pilot Survey

1. What is your age?

- 14-19       40-49
- 20-29       50-59
- 30-39       60+

2. When you think of visual arts, what comes to mind?

3. Which of the following have you participated in? From a scale of 1 (lowest) to 5 (highest), please rate how often you participated.

	1	2	3	4	5	N/A
Art classes (e.g. painting, sculpting, drawing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art Experience (e.g. creating/making art, crafting, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art History (e.g. knowledge on historical artists, art history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Have you participated in any other art related activities? If so, please list them in the box below.

5. What types of visual arts are you interested in (if any)? You may select more than one.

- Ceramics
- Crafts
- Drawing
- Photography
- Painting
- Video
- Sculpture
- Filmmaking
- Printmaking
- Architecture
- Design
- N/A

6. How much would you agree/disagree with the following regarding [visual] arts in Saipan?

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
..The arts promoting history and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..The arts bringing communities together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..The arts providing learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..The arts attracting tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..The arts improving education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix A (Continued)

Pilot Survey

7. On a scale of 1 (lowest) to 5 (highest), please rate the following aspects of the [visual] arts in relation to funding and art program availability in Saipan.

	1	2	3	4	5
...The amount of funding the arts and creative programs receives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...The amount of arts course available in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the amount of artistic and creative aspects in your neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the quality and frequency of the arts and creative events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. By the year 2025, what are 3 things you would like to see in Saipan's art community? (e.g. A public art gallery, more murals, outdoor sculptures, etc.)

Appendix B

General Survey

# Art In Your Community (Survey)

**1. What is your age?**

- 14-19     30-39     50-59  
 20-29     40-49     60+

**2. When you think of visual arts, what comes to mind?  
Do you think the visual arts are important? Why or why not?**

**3. Which of the following have you participated in? From a scale of 1 (lowest) to 5 (highest), please rate how often you participated.**

	1	2	3	4	5	N/A
Art classes (e.g. painting, sculpting, drawing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art Experience (e.g. creating/making art, crafting, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art History (e.g. knowledge on historical artists, art history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have participated in other arts activities, please list them below. (e.g. arts as a hobby, arts and crafts with children, degree in arts, etc.)

**4. What types of visual arts are you interested in (if any)? You may select more than one.**

- Ceramics     Sculpture     Crafts     Filmmaking     Photography     Architecture  
 Drawing     Painting     Printmaking     Design     Video     N/A

**7. If there were to be more art spaces in the Saipan, would you go? (e.g. Art gallery/museum, art center, etc.)**

- Yes     No     Maybe

**5. How much would you agree/disagree with the following regarding [visual] arts in Saipan?**

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
...The arts promoting history and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...The arts bringing communities together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...The arts providing learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...The arts attracting tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...The arts improving education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. By the year 2025, what are 3 things you would like to see in Saipan's art community? (e.g. A public art gallery, more murals, outdoor sculptures, etc.)**

**6. Please rate the following aspects of the [visual] arts in relation to funding and availability in Saipan.**

	Very poor	Poor	Fair	Good	Excellent
...The amount of funding the arts and creative programs receives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...The amount of arts course available in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the amount of artistic and creative aspects in your neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the quality and frequency of the arts and creative events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Are there any other comments you would like to make?**



Appendix D

Children's Interview Questions

1. What is your age?
2. When you think of art, what do you think of?
3. What kind of art do you do? (drawing, painting, coloring, crafts, others)
4. Do you see a lot of art on Saipan? (Yes/No? Where?)
5. Do you want to see more art on Saipan? (Yes/No? What kind?)
6. If there was a place for you to make art or see art, would you go? (Yes/No? Why?)



Appendix E

Artists' View on Visual Arts

**When you think of visual arts, what comes to mind? Do you think the visual arts are important? Why or why not?**

Answered: 8 Skipped: 4

● Responses (8)   Text Analysis   My Categories

Categorize as...   Filter by Category   Search responses

Showing 8 responses

- extremely important, teaches creativity and creative solutions.  
4/26/2016 9:35 PM   [View respondent's answers](#)
- culture. yes, important.  
4/26/2016 9:30 PM   [View respondent's answers](#)
- Picture. Yes, very important.  
4/26/2016 9:28 PM   [View respondent's answers](#)
- art should always be supported/funded whatever the locale may be.  
4/26/2016 9:26 PM   [View respondent's answers](#)
- Da Vinci. It's important because it bring out the best in creativity out of every person.  
3/17/2016 3:19 PM   [View respondent's answers](#)
- Visual arts is important, because it enables creativity in all subject areas.  
3/17/2016 2:51 PM   [View respondent's answers](#)
- Communication and entertainment. I think that the visual arts are important, because it gives a way for people to express themselves and to create unique ways to visually communicate with a targeted audience.  
3/17/2016 10:50 AM   [View respondent's answers](#)

Appendix F

Artists' Suggestions for Art Community

**If there were more art spaces in the Saipan, would you go? (Yes/No/Maybe)By the year 2025, what are 3 things you would like to see in Saipan's art community? (e.g. A public art gallery, more murals, outdoor sculptures, etc.)**

Answered: 12 Skipped: 0

● Responses (12)   Text Analysis   My Categories

Categorize as...   Filter by Category   Search responses

Showing 12 responses

3/17/2016 2:51 PM [View respondent's answers](#)

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Yes. Murals, sculptures, painting, and graphic displays @ businesses and restaurants  
3/16/2016 11:41 PM [View respondent's answers](#)

---

Yes More art stores, an art museum, and sculptures  
3/13/2016 10:56 AM [View respondent's answers](#)

---

Yes. I'm dreaming to have one place to display the work of all artists. A place where artists can meet together and have some art workshops.  
3/10/2016 9:40 PM [View respondent's answers](#)

---

Yes. Art gallery and more activities about arts.  
3/10/2016 9:35 PM [View respondent's answers](#)

---

Yes. Alot of things, art gallery, murals, outdoor sculptures, etc.  
3/10/2016 9:33 PM [View respondent's answers](#)

---

I think that stronger involvement from the community, more murals, more outdoor sculptures and buildings whose architectures reflect a deep interest in art are some things that I would like to have in the future.  
3/10/2016 6:35 PM [View respondent's answers](#)

## Appendix G

## General Public's View on Visual Arts

Q2 Export ▾

**When you think of visual arts, what comes to mind? Do you think the visual arts are important? Why or why not?**

Answered: 29 Skipped: 0

● Responses (29) ☁ Text Analysis 👤 My Categories

Categorize as... ▾ Filter by Category ▾ Search responses  🔍 ?

Showing 29 responses

---

Animation/Film. Art is important, for one to cause another mind to explore a subject is a powerful thing and to challenge people to think is a great way of evolution.  
3/10/2016 8:32 PM [View respondent's answers](#)

---

When I think of visual arts I think of museums and stuff like think. I believe visual arts is important because without it there wouldn't be anything with interior design in houses and I like decorating things.  
3/10/2016 4:08 PM [View respondent's answers](#)

---

I think of visual arts as drawing, painting, and sculpture. I believe that visual arts are important because they are an outlet for people to express their creativity and even relieve stress. They are also as important as written work in expressing/documenting cultures and history.  
3/10/2016 3:24 PM [View respondent's answers](#)

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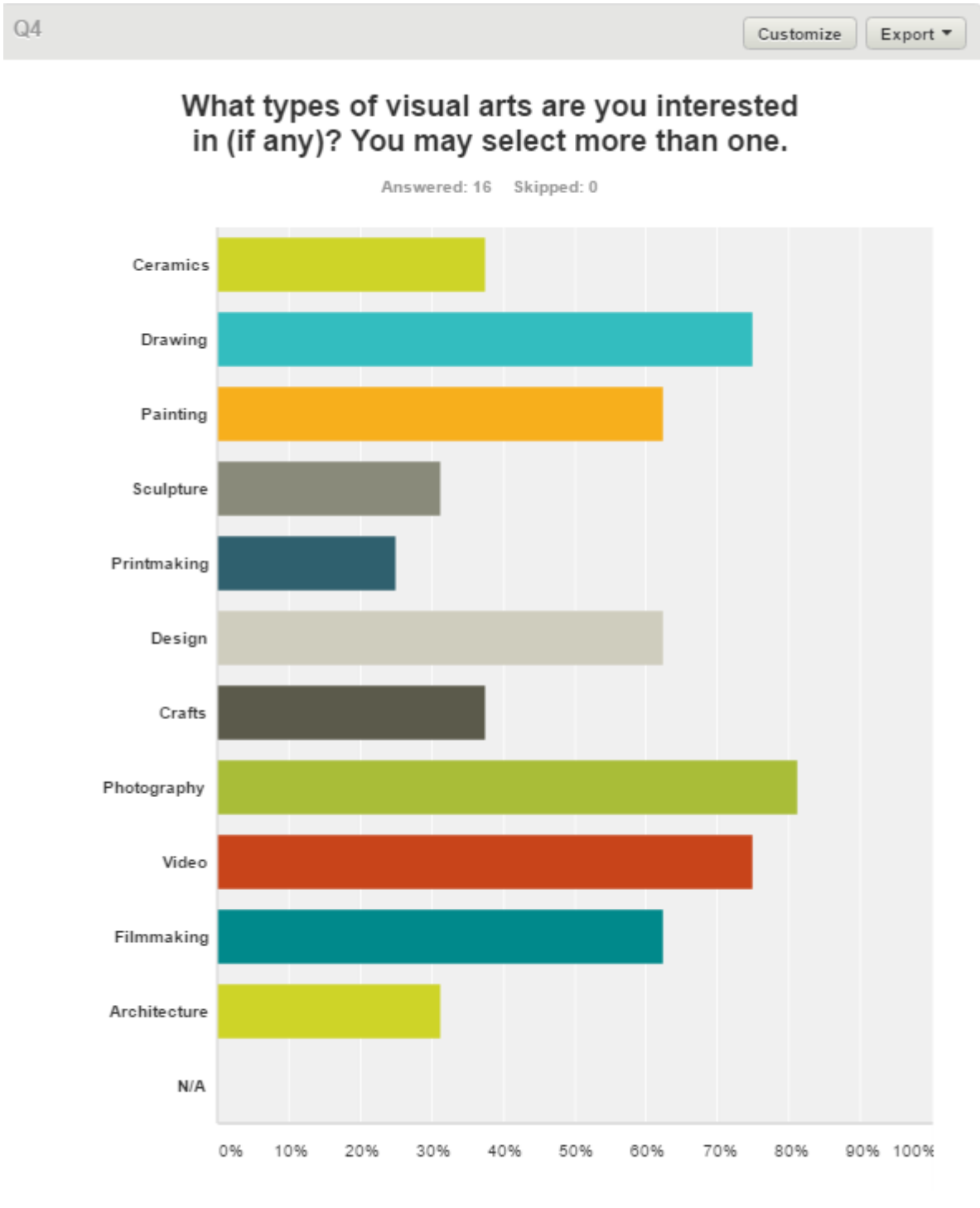
I think its a very well known part of the arts, but one of the least understood. Whether it's about understanding the piece as a whole or even the process to create it. Not necessarily underappreciated, as art galleries: physical and electronic, seem to represent them very well, but just misunderstood to be something you're born to do. I think it is absolutely important as it preserves both talent and at times, culture as well, and we seem to be losing sight of either depending on where you're at.  
3/10/2016 3:14 PM [View respondent's answers](#)

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They are one of the luxuries of life, because they make life more enjoyable.

Appendix H

Ages 14 - 19 ; Art Interests



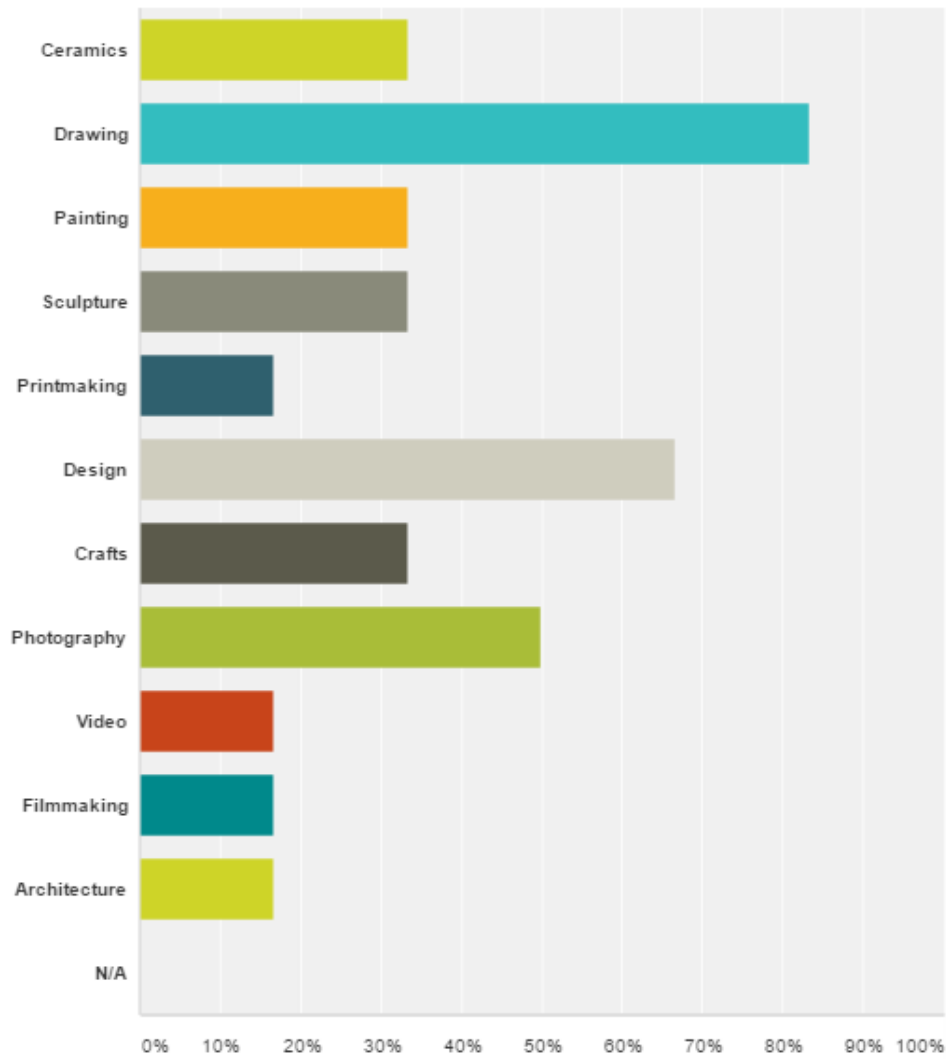
Appendix I

Ages 20 - 29 ; Art Interests

Q4 Customize Export ▾

**What types of visual arts are you interested in (if any)? You may select more than one.**

Answered: 6 Skipped: 0



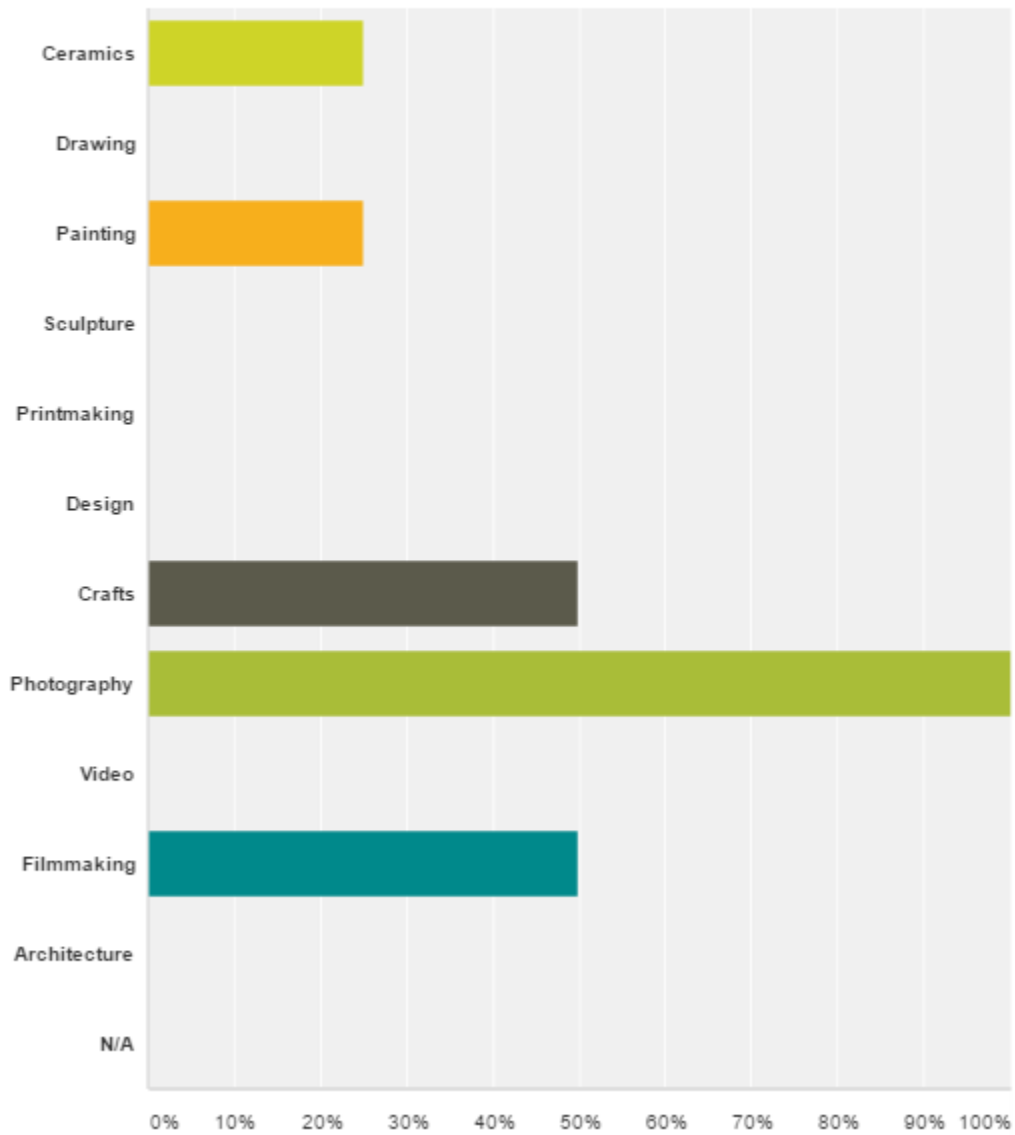
Appendix J

Ages 30 - 39 ; Art Interests

Q4 Customize Export ▾

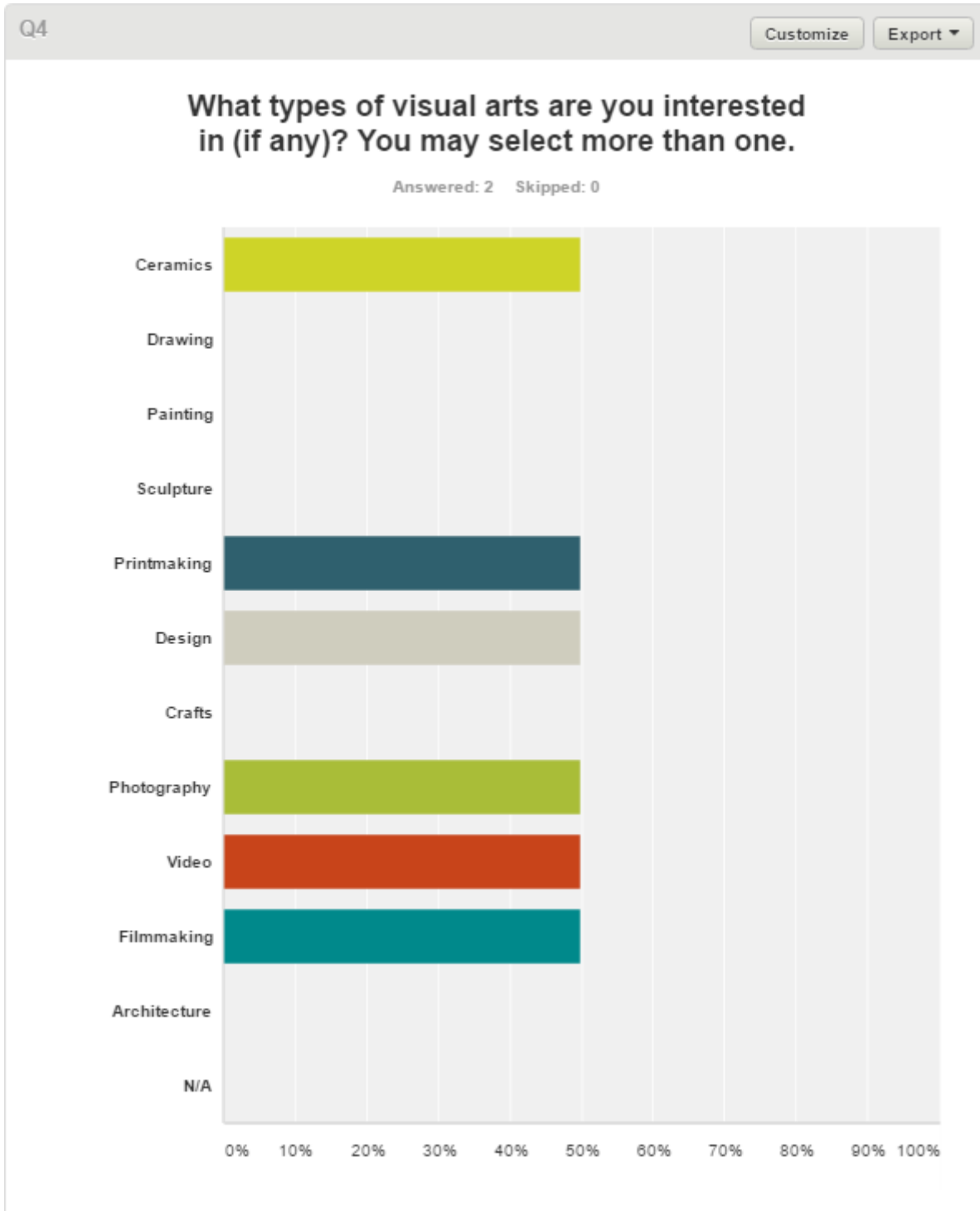
**What types of visual arts are you interested in (if any)? You may select more than one.**

Answered: 4 Skipped: 0



Appendix K

Ages 40 - 49 ; Art Interests

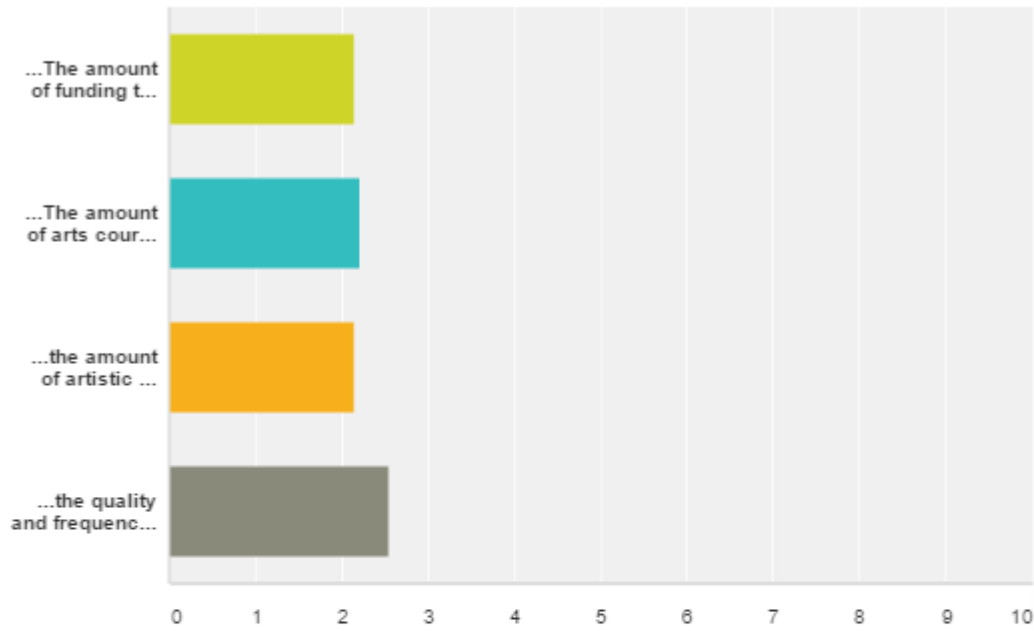


Appendix L

General Public's View on Funding of Art

Please rate the following aspects of the [visual] arts in relation to funding and availability in Saipan.

Answered: 29 Skipped: 0



	Very poor	Poor	Fair	Good	Excellent	Total	Weighted Average
...The amount of funding the arts and creative programs receives	6.90% 2	72.41% 21	20.69% 6	0.00% 0	0.00% 0	29	2.14
...The amount of arts course available in schools.	17.24% 5	51.72% 15	24.14% 7	6.90% 2	0.00% 0	29	2.21
...the amount of artistic and creative aspects in your neighborhood	31.03% 9	31.03% 9	31.03% 9	6.90% 2	0.00% 0	29	2.14
...the quality and frequency of the arts and	6.90% 2	44.83% 13	34.48% 10	13.79% 4	0.00% 0	29	2.55



Appendix M

General Public's Suggestions for Art Community

Q8
Export ▾

### By the year 2025, what are 3 things you would like to see in Saipan's art community? (e.g. A public art gallery, more murals, outdoor sculptures, etc.)

Answered: 29 Skipped: 0

● Responses (29)
▲ Text Analysis
📁 My Categories

Categorize as... ▾
Filter by Category ▾

🔍
?

Showing 29 responses

---

art on outdoor spaces (murals, knitting warriors, etc.) and gallery that is not temporary  
 4/26/2016 3:45 PM [View respondent's answers](#)

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Monthly Art Events  
 4/26/2016 12:49 PM [View respondent's answers](#)

---

Public Art Gallery or Art Museum. More murals definitely. Maybe a giant project to turn some of the abandoned buildings into giant art installations.  
 4/7/2016 12:14 AM [View respondent's answers](#)

---

Murals are interesting and easily implemented  
 4/6/2016 8:53 AM [View respondent's answers](#)

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In general, what I really want to happen to Saipan by 2025 is the island looking aesthetically beautiful. It'd be wonderful to have all abandoned buildings revived and redesigned for good use. If an abandoned building were to be restored, I'd love for it to be an multi-floor museum/art gallery that showcases Saipan's relics and local talent. Outdoor sculptures would actually be really nice! We have a latte stone-shaped mascot that can be built and placed all around Saipan, with each sculpture uniquely designed. The last thing I'd like to see is the island becoming far more festive with events and holidays. Especially during Christmas, where it's supposed to be "the most wonderful time of the year," it'd be nice to see Christmas lights and trees and other decorations spread throughout Saipan.

## Appendix N

## Children's Interview Responses

**Respondent #1**

1. What is your age?
  - a. 10 years old
2. When you think of art, what do you think of?
  - a. I think of anything that involves paint, or marble (sculpting)
3. What kind of art do you do? (drawing, painting, coloring, crafts, others)
  - a. Yes, drawing
4. Do you see a lot of art on Saipan? (Yes/No? Where?)
  - a. I don't really think so
5. Do you want to see more art on Saipan? (Yes/No? What kind?)
  - a. Yes. Any types. Sculpture.
6. If there was a place for you to make art or see art, would you go? (Yes/No? Why?)
  - a. Yes. Because I want to see how they did it and what materials they used. Just to look and see how good it is and well made.