

See 2010 Rotary File

Doesn't include Rotary presentation with Brian ad regarding DASB DARE etc showcasing activist Euphrat - Help US Euphrat Keep alive the EMR and you

There is more good writing from Seal, also Stacey 2011

End of Year 09-10 D5J2 but spacing wrong

# THE NEW EUPHRAT MUSEUM OF ART, 2009-2010 REPORT (in progress)

THE CORE OF THE EUPHRAT IS ITS UNIQUE, TIMELY EXHIBITIONS, PUBLIC EVENTS AND PROGRAMS, MEET-THE-ARTIST RECEPTIONS, AND EXHIBITION-RELATED MATERIALS. The year focused on new directions in collaborative exhibitions and program development, including working with diverse art groups and other educational institutions in the Bay Area and beyond. IN 2009 THE EUPHRAT MUSEUM OPENED ITS DOORS TO A BRAND NEW EXHIBITION SPACE, PART OF A NEW VISUAL AND PERFORMING ARTS COMPLEX. This involved extensive programmatic, architectural, and equipment planning and follow up related to the new building and all aspects of its functioning.

## EXHIBITIONS HELD AT EUPHRAT MUSEUM OF ART

**Foster Youth Art** Exhibition of art along with poetry and writings by Santa Clara County high school students, part of a project in conjunction with the Summer Bridge program at De Anza. The students produced art addressing the theme of (Super)heroes. Working with Euphrat staff, they examined qualities of heroism in their own lives and in the lives of those around them. The youth had the opportunity to speak in front of their art and writings at a community reception in the Euphrat and then later at a luncheon in the Campus Center. July – August, 2009.

**In Between: The Tension and Attraction of Difference**, the second inaugural exhibition in the new museum, was a gathering of artists who do or see things in a fresh way, who investigate and rethink the status quo, upset common perceptions, embrace the unknown, and change the game. Language-oriented, yet not confined by language. Age-old tradition was combined with street art, technology, animation, music, etc. **West Gallery – Poetry and Grammar:** Well-known Chinese calligrapher and seal engraver MEI-CHU CHANG exhibited unique brush paintings from a breakthrough series he began in 2008. SAM HERNANDEZ'S sculptures included his large wall piece, *Dichos y Bichos*, which combined a long list of folk wisdom in Spanish. This work was flanked by *Homage*, a totemic Chinese scholar stonework of redwood, with inlaid pool balls in the base. Large portrait faces by painter LUCY SARGEANT featured notable San Jose State University professors who have helped shape the Bay Area artistic landscape. PENNY NII'S unusual artist books included *Pic to Words*, comprised of pictographs, Chinese/Japanese ideograms, and drawings. **South Gallery – Double Nature Multi-Faced:** MARLENE ANGEJA exhibited several abstract paintings and *Island*, a video composite about the Azores Islands and the idea of island from an emigrant's point of view. The short animation, *Anxiety*, by Beijing animator BU HUA was about the anxiety that comes from desire and greed, societal status, and about a lone little girl with a wand who with "pure noble thoughts and feelings" goes about saving animals. YU XUDONG'S *One Person's Parade* (his take on China's Parade law) was a series of simple signs, all with the letter "a." He photographed himself all alone with a megaphone, determinedly holding his sign high in various safe parts of China – in the middle of an empty warehouse, standing atop some nondescript low building. In China he can't protest. Photographer and community organizer ABE MENOR exhibited photographs documenting various social and political movements including a B Boy competition and protests against cuts in education. KEN LO, an Asian b-ball legend at 5'7" who ran with Kobe, created a special installation including video (*The Rice Balla Chronicles*), an elaborate storefront display (balla cards, radical Chinese paper cutouts and grillwork, Lucky Feet Happy Shoes), paintings, and more. **Front View:** MINETTE LEE MANGAHAS' project, *Calligraffiti*, involved graffiti artists from around the country. Her *Exquisite Corpse* series was based on the collaborative game; the images are collectively assembled, with each collaborator adding to the composition. The artists included AMEND ONE, DESI W.O.M.E, and DENZ (Oakland), APEX (San Francisco), COBY KENNEDY (New York), LUCHA (NY + SF), ZEN ONE (Minneapolis), and TOONS ONE (Los Angeles). Collaborator RICARDO RICHEY (Apex) also created a special window painting for Front View. **Entrada:** IMEN YEH'S traditional woodcut prints and installation opened a dialog on cultural understanding, playing with subjects such as "good imports" and "student loans." The images ranged from Benjamin Franklin to power animals of the zodiac, but with a twist. **South Gallery Additions:** The Special Projects area in the South Gallery connected artists, college, and community to address the current education crisis in California. ABE MENOR'S photographs and CORINNE OKADA'S textiles honored the elders and the history of our community, from Filipino WWII

veterans, to Chinese, Japanese, and Mexican agricultural workers, to youth activists today who want healing, unity, and "schools not prisons." LYDIA SANCHEZ'S paintings of marathons in which she has participated showed people on the move for change. Okada's digital textiles (including shoes!) depicted symbols that "honor the Valley's agricultural past and celebrate the blending of ethnic groups today and the digital economy driving it." EDITH ARGABRITE'S multiple yet unique felted yarn *Nests* spoke to the foundation we are providing for future generations, young and old. *Nests* asked: What kind of educational and community institutions are we building for lifelong nurturing and learning? Students from Columbia Middle School exhibited *Falling and Flying* books, inspired by Penny Nii's artist books, with the goal of passing on their personal life struggles and accomplishments to younger students. Students from Nimitz Elementary School exhibited several projects: *Dichos y Bichos*, based on the Sam Hernandez sculpture of the same name, reflected cultural sayings/wisdom passed down in the family and community. *What You Don't Know About Me*, used words and photographic portraits, and involved speaking up and teamwork. In *Zodiac Trading Cards*, based on Imin Yeh's reinvented zodiac animals, students identified one of their strengths and also weaknesses. Evolving exhibition September 29, 2009 – April 15, 2010.

### **Come on Down! project space:**

**Foster Youth Art (Super)heroes**, select portions of the summer exhibition were displayed in the Come on Down! project space. Part of a Euphrat art project in conjunction with the Summer Bridge Program for foster youth.

**The Mapping Project:** Purba Fernandez's Geography 1 class took the lead on this collaborative project, interactive installation. Students and viewers describe a location in Silicon Valley where something personally meaningful happened, e.g. a memorable place as a child or how a place changed with new development. This ongoing project connects stories and images of Silicon Valley. Collaborators: The California History Center, Geography Department, Euphrat Museum of Art.

**Dia de Los Muertos (Day of the Dead)** shoe box ofrendas and display by Alicia Cortez's Puente students. Students created individual altars honoring people they knew or addressing a community issue. They helped design the installation, which included Mexican textiles, papel picado, a portrait of Cesar Chavez, and a hand painted canvas banner by Francisco Garcia.

**Culture Jamming Subvertisements:** Sal Breiter's winter Popular Culture class created Subvertisements. Selected artworks were installed first for critique, with suggestions in a notebook. The goal was to have the "subvert" have the look and feel of the targeted ad, with the same high production quality, to promote a classic double-take from viewers as they realize they have been duped. Photographs of the subvertisements in the community were also included.

**"The Pen is Mightier Than the Sword" Project and Sticker Project** from Sal Breighter's Popular Culture class at De Anza. Students identified "words" and phrases from constructive-feedback letters they had written to producers of popular culture and used them as a foundation for their sticker project.

**Falling and Flying artist books:** A project involving Columbia Middle School students and multiple partners including the Columbia Neighborhood Center. Working in the Euphrat Museum during winter break, students created artist books that were inspired by Penny Nii's artist books in the *In Between* exhibition.

**Student Activist Art Show: The Student Movement Exhibit** shared the story of the student organizing at De Anza, through photography, articles, film, and art. The focus was the Educational Movement and how concerned students at De Anza took action to create awareness about the constant deductions of funding towards education within and outside of campus.

**Publications** on view included the Euphrat publication *The Fourth R: Art and the Needs of Children and Youth* (1992), and *Present Tense: Chinese Character* by the Chinese Culture Foundation of SF (2009).

### **De Anza College Student Art Show**

Reflecting expertise in diverse media and varied interests and points of view, this exhibition featured paintings, drawings, mixed-media works, photography, graphic design, sculpture, and ceramics created by students at De Anza College. The jurors, Lucy Cain Sargeant and Imin Yeh, selected artworks to be presented in the exhibition and those to receive awards. Sponsored by the De Anza Associated Student Body, the Euphrat Museum of Art, and the Creative Arts Division. May 5 - June 15, 2010

Several special projects were included in the exhibition:

**TYPE-FACES**, a series of caricature faces using only letterforms with bits and pieces of individual typeface characters. Created by students from Michael Cole's Arts 57 Graphic Design Communication/Typography, the objective was to understand the changing character, dynamics and personality of various typefaces and their associated letterforms.

**Graphic design** students Kris Spencer Jones and Rameel Raymundo created graphic interpretations of words written by art students in the exhibition, poetry students, and students from other disciplines working on related projects. These formed the basis for an evolving adjunct to the exhibition, complementing the First Thursdays monthly open-mic event at the Euphrat.

**Four Minds for the Future: Creative, Constructive, Critical, Connective** Students from Eugene Rodriguez's intermediate drawing class focused on the intersection/collision of 21st century arts and design. The display of selected large format self-portraits with tools of the trade was inspired by Howard Gardner's "Five Minds for the Future" (modes of thinking as components in building a productive future). The project explored questions such as: How will students use their training in the world upon graduation? How does art really fit into 21st century society?

#### **EVENTS DIRECTLY LINKED TO EXHIBITIONS**

**Community Reception** for *Foster Youth Art*, presentations by foster youth. August 6, 2009.

**Private VIP Reception** for *In Between: The Tension and Attraction of Difference*, informal reception with the artists, opportunities for small art purchases. November 10, 2009

**Second Inaugural Public Reception** for *In Between: The Tension and Attraction of Difference*, presentations by artists, administration, board members, and DASB President. Members of the Monta Vista High School chapter of the Distinguished Citizens Society International and De Anza Honors Club assisted. November 10, 2009.

**Public Reception** and Awards Ceremony for *De Anza Student Art Show*. Presentations by faculty and administration. Certificates given. Awards and purchases announced. June 8, 2010.

**DARE (De Anza Restoring Education) Student Activist Art Show: The Student Movement Exhibit**, community reception and event with music, spoken word, and poetry performances. June 10, 2010.

#### **ARTS & LEADERSHIP PRESENTATIONS**

**Artist Imin Yeh** spoke about social commentary in her art and led creative brainstorming sessions on changing "popular" representations of groups or ideas, even disciplines, such as the arts, that have been burdened by stereotypes. Yeh's work is featured in the Euphrat *In Between* exhibition. Co-sponsors: Women's History Month, Euphrat Museum of Art, De Anza Associated Student Body. February 23, 2010

**Art Historian Dr. Matthew Looper**, as part of a visiting scholar sequence, showed how to interpret the form, meaning, and social significance of ancient Maya glyphs and suggested ways contemporary artists can use these in their art. Looper's specialty is the study of ancient Maya art and writing. He has worked with the current Mayan communities in Guatemala and is an expert on Maya weaving and dance. Co-sponsors: Women's History Month, Euphrat Museum of Art, De Anza Associated Student Body, Creative Arts Division, ¡LEAD!. March 1, 2010

**Artist Sam Hernandez** longtime professor of sculpture at Santa Clara University, spoke in front of his work and related how his art changed from when he started to now. Hernandez also brought small works and shed some light on exhibition artworks: the wall piece *Dichos y Bichos*, with a long list of folk wisdom in Spanish and *Homage*, a free-standing totemic Chinese scholar-stone work ("awkward stone," Northern style). Co-sponsors: Euphrat Museum of Art, De Anza Associated Student Body, Creative Arts Division. March 17, 2010

#### **ADDITIONAL CAMPUS COLLABORATIONS**

**Foster Youth Art Project**, a project in conjunction with the Summer Bridge program. The students produced art and wrote about their lives. July – August, 2009.

**Participation** in Club Day in collaboration with the D.R.I.P. Urban Arts Club. Hands-on art activity making *Urban Art Tags*. October 8, 2009.

**Participation** in Women's History Month Committee.

**Participation** in *What's love Got to do with it? Cultivating Learning Environments*

*Conducive to Success for All Students*, the fifth annual conference dedicated to student success.

Euphrat workshop: How can a campus art museum or an active, creative exhibition space be used by all disciplines to foster communities of support and learning? April 15, 2010

**Collaboration** with Creative Arts Division and Art on Campus Committee regarding *Student Show*, arranging monetary awards funded by the Art Department, purchases for the college's permanent collection, and documentation. Worked with student designer Anthony Vasquez on announcement.

**CAMPUS OUTREACH**

**Night of Magic** fundraising event, museum open, staff included volunteers from De Anza Honors Club. November 7, 2009

**White Party Poetry Night: Love and Politics**, music, dance, spoken word, and poetry presentations by De Anza students and community members. Sponsored by the DASB Diversity and Events Committee. Co-sponsors included the Euphrat Museum of Art, the Black Student Union, and the Institute of Civic and Community Engagement. December 2, 2009.

**Black History Month Poetry Event**, spoken word, poetry, and music presentations by De Anza students and community members. Sponsored by the DASB Diversity and Events Committee. Co-sponsors include the Black Student Union, the Institute of Community and Civic Engagement, and the Euphrat Museum. February 9, 2010.

**Child Development Center Teaching Tours**, led by Euphrat Artist/Teachers, hands-on art activities. All the 3-4 and 5-6 year old classes visited with their teachers and staff. March 12 – 25, 2010.

**First Thursdays**, a monthly poetry, spoken word and open mic event featuring DJ Chris Styles.

Co-sponsored by the Black Student Union, the Institute of Community and Civic Engagement, the Euphrat Museum, and the DASB. April 8, May 6, June 3, and June 17, 2010.

**Euphrat Museum Open House**, April 7 and April 14, 2010.

**New Student/Parent Open House**, Euphrat open with exhibition tours, May 22, 2010.

**De Anza Student Interns** 37 were employed as teachers' aides in the Euphrat Arts & Schools Program and as museum assistants and front desk attendants. Their areas of study were art and graphic design (14), art history (4), business (4), child development (3), animation (2), sociology (2), international relations (2), social work (1), anthropology (1), journalism (1), Chicano studies (1), nursing (1), biology (1). Students learn about museum operations, contemporary art, multicultural art education, art history, and how to work with children and a variety of art materials. This experience gives students the opportunity to see if museum studies or art education is a career path they might want to pursue. Students reflect and write about their experiences twice each quarter.

**Visits, Tours, Lectures include:**

Beth Bresnan	Arts 1A/Visual Arts	Juliana Kang-Robinson	Drawing, Design
Barbara Allie	Oil Painting	Cheryl Battiato	Drawing
Prakash Chandras	Drawing	Catie Cadge Moore	Art History
Sal Breiter	Popular Culture	Mark Engel	Acrylic Painting
Moto Ohtake	Sculpture	Cheryl Coon	Design
Diane Pierce	Visual Expression	Wilfredo Castaño	Photography
Linda Mau	Ceramics	Ken Wiesner	Literary Magazine
Barbara Hoffman	But is it Art?	Eugene Rodriguez	Intermediate Drawing
Leslie Berry	Creative Minds	Purba Fernandez	Geography
Kristy Phillips	Art 1A/Visual Arts	Jen Myhre	First Year Experience
Alicia Cortez	Puente	Nicky Gonzalez-Yuen	Grassroots Democracy
Fereshteh Davaran	Elementary Persian	George Rivera	Viewing Bay Area Art
Deborah Pasturel	Art History		

Multiple visits, some with curriculum and writing assignment built around exhibition.

Also worked Tom Izu (California History Center), Caron Blinick (Community Education), Donna Fung (Counseling), Zaki Leisha (Film and TV), and many more.

A special film project led by De Anza film student Farzad Ahmadi was shot on location in the Euphrat Museum and students from the Race, Ethnicity and Social Stratification class filmed a scene for a class project in the Come on Down! special projects area.

**COMMUNITY OUTREACH** (in addition to Arts & Schools Program outreach and exhibitions)

**Agnes Pelton's Light Center**, owned by the Euphrat, was part of the major exhibition *Illumination: The Paintings of Georgia O'Keeffe, Agnes Pelton, Agnes Martin, and Florence Pierce*, organized by the Orange County Museum of Art (OCMA). May 3 – September 15, 2009.

**Member of San José City Hall Exhibitions Committee**, ongoing

**Cupertino Fall Festival**, hands-on art booth, display, and on-going collaborative art project. De Anza student interns, Euphrat Artist/Teachers, and community members staffed the booth. September 19-20, 2009

**Distinguished Citizens Society International (DCSI) Taiwan trip/collaboration.** Director Jan Rindfleisch, San Jose Mercury News writer Joe Rodriguez, and artist Consuelo Underwood accompanied Lily Lin to Taiwan to visit art museums and universities. The Euphrat Museum Visiting Delegation discussed the possibility of a future collaborative project with DCSI Silicon Valley, such as an event or program or artist/exchange. October, 2009.

**Euphrat/De Anza Art Day for City of Sunnyvale's Saturday Experience** class for adults with developmental disabilities. Included Euphrat exhibition tour, hands-on art activities, and a campus art tour. October 17, 2009.

**Delphi Academy Teaching Tour**, November 6, 2009.

**Boulder Creek Elementary Teaching Tour**, November 19, 2009.

**Euphrat/De Anza Art Day for Nimitz School** included Euphrat exhibition, hands-on art activities, and campus art tours. February 9, 2010.

**Art Day for City of Sunnyvale's Saturday Experience** class for adults with developmental disabilities. Students participated in a collaborative artwork for their meeting room at Serra Park. March 13, 2010.

**Euphrat/De Anza Art Day for Nimitz School** included Euphrat exhibition, hands-on art activities, and campus art tours. March 18, 2010.

**Cherry Blossom Festival presentation, with Cupertino Arts Commission.** April 24, 2010

**Baldwin Elementary Teaching Tours**, May 11, 2010.

**Faria Elementary Teaching Tours**, May 21, 2010.

**Euphrat/De Anza Art Day for Arbuckle School** included Euphrat exhibition, hands-on art activities, campus art tour, and visits to ceramics and sculpture classes. June 1, 2010.

**Nimitz Art Day**, follow-up art lessons for classes that visited the Euphrat for Teaching Tours. June 4, 2010.

**Faria Elementary Career Day** presentations with Euphrat staff. June 5, 2010.

**Euphrat Community Arts Mentorship Initiative (2009-10): Working with At-Risk Youth**

This Initiative engaged college and community through Euphrat exhibition programming, bringing together consultants such as photographer/educator/activist Abe Menor and visual artists/arts educators Lydia Sanchez and Corinne Okada, working with De Anza student interns. Projects were based on the exhibition *In Between/ The Tension and Attraction of Difference*. Collaborators/funders for the Initiative projects include: Columbia Middle School, Columbia Neighborhood Center, Nimitz Elementary School, Euphrat Museum of Art, Silicon Valley Community Foundation, Arts Council Silicon Valley, De Anza Student Body, Alicia Cortez's Puente class, Vernon Gallegos's Hip Hop class, De Anza Honors Club, De Anza Urban D.R.I.P. Club, and Homestead High School's National Art Honor Society.

**CAMPUS /COMMUNITY ART PROJECT *Our Sunnyvale Community: Growth and Unity***, collaborative public art project, was part of our School Recess Camp program, this time connecting with Columbia Neighborhood Center's spring break camp. The mural in nearby Fair Oaks Park explores aspects of community.

**NEW EUPHRAT MUSEUM OF ART**  
**EXPANSION, PLANNING, IMPLEMENTATION**  
**A CAMPUS/COMMUNITY COLLABORATION FOR 2009-2010**

**Additional project development and funding.** Yearlong work continued with the De Anza administration, Euphrat Museum Council, Foothill-De Anza Foundation, Creative Arts Division, and others about planning and funding. This included working on the needs of outfitting the new space with related costs, and in seeing through the various subprojects and contracts. Also involved expanding outreach.

**Friends of the Euphrat.** Euphrat Executive Committee and Council were heavily involved in developing Friends of the Euphrat.

**ARTICLES, PUBLICITY, ACCLAIM** , TV, videos, web include

*La Voz* article, November 9, 2009

*World Journal* article, November 7, 2009  
interview of artist Mei-Chu Chang

*La Voz*, January 19, 2010

*Cupertino Courier* and *Sunnyvale Sun*, March 3, 2010  
(cover story with three full pages)

*Cupertino Scene*, March 2010

*Mercury News*, April 24, 2010

*La Voz*, May 10, 2010

*La Voz*, May 17, 2010

*La Voz*, May 17, 2010

**SPECIAL RECOGNITION**

**Curator 2009 Artshift Award nomination**, Jan Rindfleisch, Euphrat Museum of Art, Cupertino/Inspiring Engagement.

**The ABBY Awards 2010, Silicon Valley Arts & Business Awards**, Euphrat Executive Director Jan Rindfleisch received an Arts Leadership Award. May 7, 2010.

DA leaders  
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**FUNDERS**

De Anza Associated Student Body  
Arts Council Silicon Valley  
City of Cupertino  
City of Sunnyvale  
Sunnyvale School District  
Cupertino Rotary Endowment Foundation

Silicon Valley Community Foundation  
Microsoft  
De Anza College  
The Euphrat Museum Council  
Friends of the Euphrat Museum of Art

**VOLUNTEERS**

Our large volunteer program includes the Euphrat Council, Executive Committee, Program Committee, Design Committee, and numerous other informal campus and community committees and individuals that provide professional services and/or connect to accomplish certain goals, e.g. put on an event.

In addition we have a formalized program for specific on-going activities at the museum and at school and community sites. Over forty volunteers assisted with museum programs, helping with receptions, special events, Teaching Tours, De Anza class visits, security, assisting visitors, helping behind the scenes, working as classroom aides in the Arts & Schools Program, documenting events, and more. Twelve community members, thirty-seven De Anza students. (c. 630 hours).

Volunteer hours are also part of community service learning projects. Five De Anza students participated in Community Service Learning projects this year through enrollment in the **Arts Internship** course (180 hours). Eighteen high school students served in the summer, including members of Homestead High School Art Club, Lynbrook High School Key Club, Cupertino High School DECA Club, and Fremont High School's Rotary Interact Club. (264 hours)

## **EUPHRAT MUSEUM OF ART, ARTS & SCHOOLS PROGRAM 2009-10**

### **AFTER-SCHOOL ART PROGRAM**

Professional artists conducted year-long art classes for third through fifth grade and sixth through eighth grade students at Columbia Middle, Lakewood, Nimitz, Fairwood, and San Miguel Schools in the city of Sunnyvale. These schools were identified as having high numbers of at-risk youth. Over **2,900** student-hours of **free after-school art instruction** were provided.

### **COMMUNITY RECESS CAMPS**

**Beyond the Bell Winter Camp**, students from Columbia Middle School were guided by Euphrat staff, consultants, and De Anza students (Puente and Honors Program). Enabled by our Community Arts Mentorship Initiative, this project brought together De Anza College and the community through the Euphrat exhibition program, campus outreach, and Arts & Schools Program. **210** student hours of **free instruction** were provided.

**Community Kids Camp**, students from Columbia Middle, Lakewood Elementary, San Miguel Elementary, Fairwood Elementary, and Bishop Elementary were guided in a special mural project by Euphrat staff and De Anza student interns. Over **700** student hours of **free instruction** were provided.

### **FEE-BASED AFTER-SCHOOL PROGRAM**

The Euphrat Museum of Art offered after-school fee-based programs at seven schools in the Cupertino Union School District (Blue Hills, Creekside Park, Faria, Lincoln, Miller Middle, Portal Park, West Valley). Over **2,550** student-hours of **after-school fee-based art instruction** were provided.

### **QUINLAN COMMUNITY CENTER PROGRAM**

The Euphrat Museum of Art offered fee-based after-school, evening, and Saturday art classes for children and teens at the Quinlan Community Center. Also offered new classes for pre-school age students. Over **7,000** student-hours of art instruction were provided.

### **TEACHING TOURS**

Hands-on Teaching Tours of the Euphrat Museum of Art are arranged for school children during major exhibitions. Over **600** student-hours of **hands-on Teaching Tours** were provided by Euphrat artist/teachers on site at the Euphrat during the school day.

### **EXTENDED YEAR PROGRAM**

Summer 2009 program offered Extended Year classes at one elementary and two middle schools in the Cupertino Union School District (Collins, Cupertino Middle, and Miller Middle). Over **13,100** student-hours of **during-school fee-based art instruction** were provided.

### **COMMUNITY EXHIBITIONS AND EVENTS TIED INTO EUPHRAT ARTS & SCHOOLS PROGRAM**

**Community exhibitions** have been a way for elementary and middle school students to grow in self-esteem through recognition of their work and a way for staff, families, and the community to be more aware of student work and the art program. We have placed rotating exhibits throughout the year at these locations: Columbia Middle School, San Miguel Elementary, Nimitz Elementary, Collins Elementary, Cupertino Middle, Miller Middle schools, and the Quinlan Community Center. The Euphrat children's art exhibition *Art, Culture, Community: Artwork by Cupertino Area Children and Youth* was sponsored by the **Cupertino Fine Arts Commission** and held in conjunction with the Cherry Blossom Festival. Children's artwork was also displayed at the Euphrat's booth in conjunction with the Cupertino Fall Festival. An estimated **11,000** people viewed these exhibitions.

**SAMPLE QUOTES RELATED TO EUPHRAT PROGRAMS:**

"The museum's content is multi-disciplinary in nature, is useful in a wide variety of academic contexts, and speaks to the unique learning needs of many of our students. Many of my students learn and are able to express their ideas in the visual mediums offered in the museum... The collaborative nature of the programming and the diverse complexity of the art in the museum is of incredible quality."

Salamander Breiter, Chair, Humanities Department, De Anza College

"The Euphrat Museum is a cornerstone of the De Anza Community open to anyone and everyone. Not only is it a venue for student artists to be involved in a wide spectrum of its services, it provides a place for the community, students and residents alike, to participate in the most rewarding of human experiences. The Euphrat has acted as a catalyst for civic engagement and so many artistic endeavors."

Clifford Dodd, De Anza art major

"The Euphrat Museum of Art at De Anza College is the only organization that I've witnessed actively (bridging the gap between the new and established artist). They are a rare entity comprising the delicate bridge from unequipped inexperience to confidence and practical life-experience. They have been irreplaceable in my educational experience, giving me a clear sense of what goes into art preparation and presentation for a real-world audience in a real-world public venue. The Euphrat enforces values of community relevance and creative excellence, elements essential for artists' career solvency. Without the Euphrat Museum, De Anza College would only offer ideas and studios, but could no longer step further, could not remain tangent to the world of professional art."

Gabe Ballard, Communications Designer; De Anza College graphic design graduate;  
Lead coordinator of the Envi-Able project, 2009, a collaborative installation addressing environmental issues

"Through its exhibitions, Arts & Schools Program, events, speakers, and special projects, the Euphrat has made a significant contribution to California's cultural heritage. Thousands of schoolchildren and other members of our community have been enriched by their presentations. Many kudos to this organization that has done so much in spite of budget cuts and small staff."

Pearl Cheng, Foothill-De Anza Board of Trustees

"The Euphrat Museum of Art has contributed to this community and our club in ways no other programs at De Anza could offer."

Charles Tseng, De Anza Honors Club President

"The art classes gave me more resources and time to express myself. My favorite project was the one where I was able to honor my grandmother and father. Since taking this class I draw and write poetry a lot more. It really helped my mind to be more creative."

Vanessa, 7th grade, Columbia Middle School

"I love the after-school art class so much. The museum has the best teachers and the best art ever! Since taking this class I draw a lot, I mean a lot. It's fun, creative, and awesome."

Branden, 4<sup>th</sup> grade, San Miguel Elementary