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NaEA NEWS

Advancing Art Education

A Publication of the NATIONAL ART EDUCATION ASSOCIATION

1806 Robert Fulton Drive, Suite 300, Reston, Virginia 20191
703-860-8000 ■ www.arteducators.org

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Dues Increase Effective July 1—First Time in 19 Years

NAEA Mission and Member Dues

In today's 2011 world, NAEA is the premier professional education association exclusively devoted to visual arts education. Advancing NAEA's mission, providing generative research and knowledge, supporting the dynamic groups of NAEA members in meaningful ways, and setting the standards for 21st-century teaching and learning in visual arts education have become ever more challenging as costs have risen significantly over almost 20 years.

Like all schools/districts, organizations, and businesses, the unprecedented status of the economy and the environment in which nonprofits must work has required the NAEA Board and staff to be excellent stewards of the Association by reducing and/or eliminating costs across all Association operations while maintaining quality and improving efficiencies at every level—no easy feat. Savings have been realized in all overhead costs as well as postage and printing—and without compromising the quality or delivery of services to state affiliates and members. Additionally, all NAEA staff have endured a salary freeze and most recently a reduction in retirement benefits. No further budgetary cuts can be made without reducing valuable member benefits and diminishing the membership experience.

In keeping with NAEA policy, the Board appointed a Fiscal Impact Committee, chaired by Western Region Vice President Kathryn Hillyer, to explore the need and implications for adjusting membership dues in alignment with actual costs. **The Committee found that in today's dollars, NAEA must spend \$51.92 per member to fulfill each membership**—in effect, losing almost \$2 per active member and even more for student members and retired art educators.

While most associations employ a best practice that includes a regular schedule for increasing dues, NAEA has left this need unaddressed for far too long. Membership dues have risen only twice in the last 35 years and were last increased 19 years ago (from \$37.50 to \$50). At that time, the cost for NAEA to fulfill membership was approximately \$25 per member, leaving 50% of dues collected to invest in the development of new member benefits and allocating a portion to reserve funds.

(continued on p. 3)

AWARD NOMINATIONS DEADLINE: OCTOBER 1

Watch www.arteducators.org for awards for revised guidelines for 2012 award submissions.

For information, contact kduse@arteducators.org

Creativity, Imagination, & Innovation in ART EDUCATION

SEATTLE CONVENTION HIGHLIGHTS!



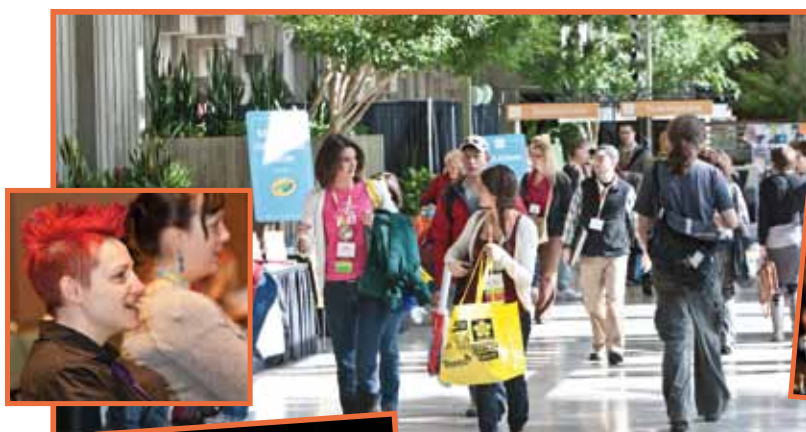
Seattle Reflections

By B.J. Adler

The NAEA National Convention nurtures a community of colleagues whose collective energy sparks everyone from first time attendees to multi-decade veterans. This infusion of energy sustains art educators from convention to convention.

I had the "assignment" of not only attending this year's Convention in Seattle as an individual member of NAEA but also as an observer. I thought of my task as being an avid art enthusiast visiting a major museum whose collection ranges from antiquities to the contemporary art scene. I didn't get the acoustiguide but rather wandered the vast galleries stopping to admire, reflect upon and interact with the "works" of art.

(continued on p. 12)



SO



MANY



SESSIONS



TO



CHOOSE



FROM!

"The conference didn't just give me new information. It also gave me an avenue to reflect on my teaching practice and consider what I can adapt, improve, and refine."

—2011 Convention Attendee

Photographs © Brad Edelman 2011. Market Place photo by Lynn Felts.

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To submit items for *NAEA News*, send to naeanews@arteducators.org

Please allow up to 8 weeks to process new memberships and subscribers' publications.

Welcome...
to the Summer 2011 issue
of *NAEA News*!

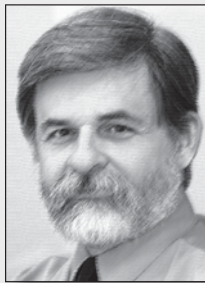
NAEA

Submissions for
October *NAEA News*
are due August 12.

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MESSAGE FROM THE PRESIDENT



F. Robert Sabol

Please allow me to introduce myself. At the NAEA convention in Seattle this past spring, I became the President of NAEA and I am looking forward to serving you and NAEA. I was a traveling elementary art teacher for 23 years with six schools and 1,800 students, and I've been in higher education for the past 16 years. Both of these teaching experiences have given me unique perspectives on our field and I believe they will help me represent you and our association.

Although the recent convention may be distant memories for you, I would like to congratulate **Sandra Kay**, Convention coordinator; and **Ginny Lane**, **Carl Clausen**, **Lisa Crubaugh**, and the **Washington Art Education Association** for their work in planning and organizing the NAEA convention this past March. It was a memorable professional development experience for everyone. Mark your calendars and begin your preparations to attend the **65th Anniversary Convention in New York City from March 1-4, 2012**.

At each Convention, some members of the NAEA Board of Directors complete their terms of office. This year **Bob Reeker**, Elementary; **Mary Miller**, Middle; **Diane Scully**, Secondary; **John Howell White**, Higher Education; **Mark Coates**, Supervision and Administration; and **Leslie Wellman**, Museum Education Division Director, completed their terms. They contributed invaluable leadership for the Association and support for members within their respective Divisions. Incoming Division Directors include **Kirby Meng**, Elementary; **Linda Kielling**, Middle Level; **Lynn Felts**, Secondary; **James Haywood Rolling, Jr.**, Higher Education; **Barbara Laws**, Supervision and Administration; and **Anne Manning**, Museum Education. I am looking forward to continuing the work of the Association under our 2011-2014 strategic plan with these new Board members.

Leaving behind a brilliant record of service on the board, **Bonnie Rushlow** completed her term as Past President at the Convention. Bonnie has been a pillar of leadership in the Association for several decades. Sincere thanks and appreciation go to Bonnie from all of the membership for her work and dedication to NAEA.

Dennis Inhulsen joined the Board as President-Elect, and he brings a strong record of leadership to support our work. **Barry Shauck**, now Past President, was an inspired mentor and visionary leader as President. I am looking forward to working closely with Dennis and Barry as we go forward with the mission of NAEA.

Over the next 2 years, I will be using this column to have conversations with you about NAEA news and business and about issues of importance from within and outside our field.

With the current state of the economy, school budgets are shrinking and costs continue to rise. Yet educators are being held accountable for maintaining and improving the quality of education they provide and they have fewer resources with which to do it. Providers of services and products are caught in the same dilemmas. They want to provide quality products that consumers need, but they must be mindful of rising costs of producing and delivering their products to the market. They understand that consumers' loyalty is based on their understanding of the worth of things they buy.

You may be asking yourself, "So what does all this have to do with me and NAEA?" Over the past few years, NAEA has gone through a remarkable transformation. Today, NAEA is more responsive to member needs and we have achieved greater notoriety in the professional field. Greatly increased services and resources are provided to members—just see the award-winning website. We are actively engaged in national issues and initiatives of importance to art educators everywhere. In short, there are greater returns for your membership dollars. As a result, our stature as a professional association has greatly increased and our membership has grown, which is no easy task in this time of economic challenges.

With increased services and resources come increased costs. The NAEA Board of Directors understands the needs of its members because we are members too. Part of the job of the Board is to monitor the financial status of the Association, and I am pleased to report that NAEA is financially sound. However, after studying the financial condition of NAEA, the Board concluded that NAEA is paying out more to provide member services and support than we are

F. Robert Sabol, President. Professor of Visual and Performing Arts, Purdue University, Pao Hall, 552 W. Wood St., West Lafayette, IN 47907, 765-494-3058; bobsabol@purdue.edu

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Today, NAEA is more responsive to member needs and we have achieved greater notoriety in the professional field. . . . We are actively engaged in national issues and initiatives of importance to art educators everywhere.

receiving in dues payments. NAEA dues have not gone up in nearly two decades, but our costs have gone up each year. As a result the Board decided that a dues increase is necessary. This decision was not taken lightly. If NAEA is to maintain its organizational vibrancy, continue to meet members' needs, and expand its services, a modest increase is essential. It is important to remember that, as your professional Association, NAEA is *by* members and *for* members. It is **US**! If we are to continue to be relevant, accessible, and dynamic, financial resources must be available to maintain the quality and worth NAEA membership provides each member. By paying an increase in dues, we are protecting our future.

Since the Convention, NAEA has been present at a number of national events of importance. Dennis Inhulsen, Deborah Reeve, and I participated in the **24th Annual Arts Advocacy Day** activities in Washington, DC this past April and discussed issues of importance about art education with members of the U.S. Congress. Deborah Reeve and I also participated in a briefing on the arts and education at the **White House**. In May we were joined by Barry Shauck as we attended the spring forum of the **Arts Education Partnership**. During the forum, The President's Committee on the Arts and Humanities released its report, *Reinvesting in Arts Education—Winning America's Future Through Creative Schools*. The report is available at: www.pcah.gov. NAEA is represented in this report with references to NAEA's *Learning in A Visual Age* and *No Child Left Behind: A Study of Its Impact on Art Education* (Sabol, 2010). Both of these documents are available on the NAEA website. Deborah Reeve and I attended the **Scholastic Art and Writing Awards** ceremonies in New York City at Carnegie Hall in early June, where art students and their teachers were celebrated for their outstanding achievement.

As you can see, NAEA has been actively pursuing our mission of advancing art education, and I encourage you to continue your involvement by providing quality art education in your schools and museums. Enjoy the remainder of the summer—recharge, refresh, and renew. New art students are on the way! ■

Arts Education Partnership Spring Forum



Left: Jaclyn Sanders received the AEP's Young Artist Award. Her artistic interpretation of the forum theme 'Picturing a Complete Education: Keep the Arts in Mind' was chosen for the forum program cover.



Drawing from the findings of the PCAH report, panelists discussed how to build new allies for arts education, and how to link arts education outcomes to the larger educational and economic debates that are occurring around the country.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Cleansing the Palette



Deborah B. Reeve

Summer is a time to reflect. To let our minds wander back through the past year—the peaks and valleys, the challenges overcome... and the opportunities missed. We have accomplished so much this past year, created so many memories. It’s good to remember... to keep those victories close to our hearts.

Summer is also a time, of course, to look forward. To reset the meter. To recalibrate our perspective. Ah, yes: perspective. We’ve talked about it before and I suspect we’ll talk about it often in the coming year as we lead up to our 2012 Annual Convention in New York City and its theme of *Emerging Perspectives*.

But perhaps no one has talked about perspective any better than Kevin Spacey did in his Arts Advocacy Day address at the Kennedy Center earlier this year, when he asked: “Does it matter?”



As we take the summer to reflect and re-focus at the national office, we will be evolving our own perspective on what matters. For the past year, so much of our focus was on the NAEA Next strategic platform and issues of organizational vitality.

In actuality, NAEA Next is a pathway. For that matter, NAEA itself is just a pathway. We are an organization in name only. What we really are is a vibrant collective of thousands of individuals—and it is YOUR work that is our most vital mission.

What matters is empowering *you*... helping you express your voice... enabling you to tap your passions and fulfill your life’s work.

As you settle into all that summer days promise, I encourage you to find out what matters most to you as a professional art educator—and then let us know, and we’ll move heavens and earth to help make it happen. Have a splendid summer! ■

Deborah B. Reeve, EdD, Executive Director
NAEA, 1806 Robert Fulton Drive, Suite 300,
Reston, VA 20191. DReeve@arteducators.org

View the interactive Prezi accompanying this article at WWW.ARTEDUCATORS.ORG

Dues Increase continued from page 1

Today, the cost of NAEA’s national dues falls short of the expenses to provide the member-only benefits. While NAEA has absorbed the loss in recent years, the NAEA Board of Directors and the 2011 Delegates to the Delegates Assembly realized that continuing such a practice would be irresponsible, placing the Association in a highly volatile position and compromising NAEA’s long-term financial health and well-being.

Recognizing both the economic challenge for our members and the need to correct this imbalance of membership fulfillment expenditures versus the cost of dues, the Fiscal Impact Committee sought input by surveying multiple leaders from each state art education association and by sharing the survey results with the 2011 Delegates Assembly in Seattle.

The Committee’s research, fact finding, and discussions at Delegates Assembly resulted in recommending a *modest adjustment* by increasing dues \$15, effective July 1, 2011: the start of NAEA’s next fiscal year. The NAEA Board of Directors approved the following recommendation submitted by the Delegates Assembly:

Increase national dues for all categories of membership by \$15, effective July 1, 2011, and provide a rebate of \$3 per member who joins/renews at the new dues rate to State Association Partners who participate in a dues collection agreement with NAEA.

NAEA Member Benefits

The optimal membership experience is best viewed through the lens of both the state association and NAEA working together, as clearly evidenced by NAEA’s steady growth during a time when most associations are experiencing a loss in membership. When the state/national benefits are compared side-by-side, they are clearly complementary: the state provides what national cannot and vice versa. NAEA continues to add new member-

The voice of visual arts educators continues to grow ever stronger, and at a critical time in our nation’s history. Together, we are leading the conversations that will advance visual arts education to fulfill human potential and promote global understanding.

only benefits and valued resources that art educators have expressed a specific need for—electronic portfolios, lesson plans, discounted professional development opportunities and resources, and discounted insurance, to name just a few. Member benefits include:

- **NAEA Instructional Resources Gallery:** Peer-reviewed lessons including sample images, museum resources, and more!
- **Subscriptions:** Free subscriptions to *Art Education* magazine and *NAEA News*—a \$50 VALUE!
- **Connect:** Create your own e-Portfolio and view other e-Portfolios and Classroom Galleries shared by other NAEA members!
- **Discounts:** Attend the NAEA National Convention, purchase books and merchandise, and more—all at a member discounted rate!
- **Recognition:** Gain eligibility for national awards, grants, and a National Art Honor Society Chapter!
- **Advocacy:** Resources for advocating the importance of visual arts education are at your fingertips.

NAEA ORGANIZATIONAL AWARENESS

Engage in or learn more about the following from the NAEA Board or members of the Executive staff:

- **Exciting outcomes from the 2011 Convention**—Creativity, Imagination, and Innovation in Art Education—coordinated by Dr. Sandra Kay
- **Transitions in NAEA Board leadership** among Presidents and Division Directors after the 2011 Convention
- **Upcoming Election** of NAEA Regional Vice Presidents
- **The launch of Leadership Link**—a Ning site for state leaders
- **Call for exemplary Lesson/Unit Plans** for posting in the Instructional Resources Gallery
- NAEA Task Force charged with establishing governance procedures for the soon-to-be re-established **NAEA Research Commission** (projected launch date March 2012)
- **Revised and updated NAEA Awards Program** effective beginning with the 2012 awards nominations year
- **2011-2014 Strategic Plan**
- **Adoption of new position statements** by Delegates Assembly and NAEA Board
- **NAEA dues increase effective July 1, 2011**—based on committee study and Delegates Assembly review and recommendations to NAEA Board
- **New resources and member rebates for states** that participate in the NAEA dues collection agreement
- **Art Education Study Delegation to Cuba** in October 2011
- **NAEA Summer Leadership Conferences**
- NAEA professional development offerings: **SummerVision DC 2011**
- Reauthorization of the **Elementary and Secondary Education Act** (NCLB)
- **Release of *Reinvesting in Arts Education- Winning America's Future Through Creative Schools***, by the President’s Committee on the Arts and Humanities
- **The National Coalition for Core Art Standards:** Progress of collaborative working group sponsored by the arts education professional associations, State Education Agency Directors of Arts Education (SEADAE), the Arts Education Partnership, and the College Board to create the next generation of arts standards.
- **Outcome of the year-long work by NAEA Review Committees** studying the NAEA Awards Program; the Purposes, Principles, and Standards for School Art Programs publication; and the Design Standards for School Art Facilities publication
- **Upcoming publication of *White Papers*** written by Distinguished Fellows and other scholars to support the tenets of Learning in a Visual Age
- **First Look Report from the Fast Response Survey System** issued by the National Center for Education Statistics
- **Exciting plans for NYC—Emerging Perspectives in Art Education, Connecting Teaching, Learning, and Research**—and NAEA’s 65th anniversary under the direction of the 2012 national convention coordinator, Dr. Deb Greh

The following link provides a complete listing of NAEA member benefits: www.arteducators.org/community/membership/member-benefits

NAEA and State Association Partnerships: Dues Collection Agreement Benefits
While national dues will increase from \$50 to \$65, the 40 state associations participating in the State Partnership Dues Collection Agreement will receive an annual **\$3 rebate per member** who joins/renews at the new rate. In addition to the rebate, a number of significant benefits are available at no cost to the states that participate in the dues collection agreement. NAEA absorbs the significant time and costs associated with member retention and recruitment, including data entry, record-keeping, credit card processing, and marketing/promotion, and offers a growing range of services that include marketing of state specific events, graphic design, governance, and organizational planning. View the NAEA State Association Partners Benefits-at-a-Glance online at <http://www.arteducators.org/partners>.



To support state leaders in governing their state associations, NAEA continues to add other services, again at no cost to those participating in the Dues Collection Agreement. Examples range from marketing and Web-based services to organizational governance support. While there was a time when some states questioned the value of a Dues Collection Agreement, today there are significant and valuable dollar benefits to the 40 state associations who participate. Embracing the 2011-2014 Strategic Plan, all state associations are encouraged to engage in strategic conversations that include a review of mission, identification of priority goals, and a study of state-specific membership data. As state leaders think about the bigger organizational picture, it’s important to note that historically, every state that partners with NAEA by participating in the Dues Collection Agreement reflects steady growth in membership. The NAEA Board is fully committed to doubling our membership nationally and working closely with every state to bring NAEA’s big audacious goal to fruition. NAEA’s new entrepreneurial model has fueled organizational creativity and created great momentum for ensuring that NAEA is an organization created *by members for members*. The voice of visual arts educators continues to grow ever stronger, and at a critical time in our nation’s history. Together, we are leading the conversations that will advance visual arts education to fulfill human potential and promote global understanding. For questions, comments, and/or assistance in services and/or reviewing the data for your state, contact NAEA Member Services Manager, Christie Castillo (ccastillo@arteducators.org), or NAEA Executive Director, Dr. Deborah B. Reeve (dreeve@arteducators.org), or call 703-860-8000. ■

GET CONNECTED to NAEA!



Be a part of NAEA's 24/7 virtual community of practice. Visit www.arteducators.org to take advantage of all of the valuable resources NAEA's website has to offer!

DOWNLOAD THESE!



President's Committee for the Arts and Humanities Releases Arts Education Study Reinvesting in Arts Education: Winning America's Future Through Creative Schools www.arteducators.org/research/PCAH_Reinvesting_4web.pdf



The 2011-2014 Strategic Plan is now available! View NAEA's goals and vision for the future. www.arteducators.org/about-us/naea-next/2011_Strategic_Plan_Full.pdf



SNAAP Releases Study on Arts Graduates www.arteducators.org/research/online-publications

PCAH Releases Landmark Arts Education Study

During the Arts Education Partnership meeting in early May, the President's Committee on the Arts and Humanities (PCAH) introduced its newly released landmark report, *Re-Investing in Arts Education: Winning America's Future*. To realize the potential of arts education, the report argues for a seamless marriage of arts education strategies with overall educational goals. To accomplish this requires a dynamic collaboration between arts specialists, classroom teachers and teaching artists to create creative environments that allow each child to reach his or her potential, using all the tools available to reach and engage students in learning.

The report is available at www.pcah.gov

GET RESOURCES!

www.arteducators.org/store

Discounts on books to inspire and cultivate your ongoing professional development, practice, and advocacy as an arts leader in your field!. Find practical curriculum resources and texts for your classes, as well as 'must-have' reference materials and 'how-to' books for your professional library. Purchase NAEA imprinted short and long-sleeve t-shirts, stickers, aprons, note cubes, tote bags, and more. Visit the online Store at www.arteducators.org/store

GET FUNDED!

www.arteducators.org/naef

The National Art Education Foundation honors supporters who make planned gifts, both large and small, to the Foundation through a bequest or other estate plan provision. Whatever your estate planning objectives, the National Art Education Foundation can share with you gift planning ideas that will benefit you, while providing a lasting legacy to your commitment to the field of arts education. NAEF supports visual art educators and promotes the teaching of art through professional development, research, and program sponsorship. Download the new NAEF Planned Giving Prospectus: http://www.arteducators.org/grants/NAEF_Prospectus_web.pdf

GET ADVOCACY!

www.arteducators.org/advocacy

What can you do to show your support for visual arts education? Get involved! View resources and tools to help communicate the importance of visual arts education. As professional art educators, we know and understand the essential value that visual arts education holds for learners. But do others know and understand? Your school leaders? Parents? Your elected representatives? School Board members? Your local media? Who needs to hear your voice? What are the critical legislative issues affecting art education? It's time we bring our knowledge and our voice to art education advocacy!

View new **Advocacy Talking Points** (Advocacy Tips, Engaging Members of Congress, Reach Out and Touch Your State Legislator, and Tips for Talking with your Legislator): www.arteducators.org/advocacy/advocacy-resources-network

GET NEWS & EVENTS!

www.arteducators.org/news

Read the latest visual arts education news on topics such as education policy, advocacy, workshops and seminars, art-related events, contests, and more at www.arteducators.org/news.

FIND NATIONAL CONVENTION RESOURCES...

Book your hotel room today! Hotel information is now posted: www.arteducators.org/news/national-convention/hotel-information Looking for resources from the 2011 NAEA National Convention? View session handouts, photos, videos, and more: [/www.arteducators.org/post-convention-information](http://www.arteducators.org/post-convention-information).

GET LESSON PLANS!

www.arteducators.org/lessonplans



The NAEA Instructional Resources Gallery was launched in 2010. It is a special collection of lesson/unit plans curated by NAEA professionals and available only to NAEA members! To expand the Instructional Resources Gallery and make it a vital and growing member benefit, we need dedicated members to both contribute their best plans and to agree to serve as reviewers. Learn more online today!

GET MUSEUM RESOURCES!

View the NEW Museum Education web page at www.arteducators.org/community/museum-education. View the updated list of Museum Resources for K-12 teachers. Get links to lesson plans, image banks, video clips, and more!

GET MENTORED!

www.arteducators.org/blog

Read NAEA's arts education blog, the "Monthly Mentor," featuring a new author and new topics each month. Each mentor is an NAEA Award Recipient. Upcoming authors include Daisy McTighe (July), & Samantha Melvin (August).

GET COMMUNITY!

www.arteducators.org/community

Connect to information on membership, the National Art Honor Society, issues groups, and state associations. Find this and more under the "COMMUNITY" tab or visit

www.arteducators.org/community

- **National Art Honor Society Galleries:** View student artwork in the 2011 Winter and Spring NAHS online galleries: www.arteducators.org/community/nahs-student-gallery
- **Classroom Galleries powered by Artsonia:** Share and view lesson plan starters and student artwork, enter contests, and more. Pay for your NAEA annual membership dues with your Artsonia Fundraising Account. Check your funds or learn more about this program by visiting www.artsonia.com/naea/paywithfunds.asp
- **Digication e-Portfolios:** Your virtual space to network, showcase personal art, and share lesson plans. Click on the "COMMUNITY" tab, then click on the PDF links for "Quick Start Guide" or "e-Portfolio Help Guide" to get started. Free for NAEA Members!
- **Member Directory and NAHS Sponsor Directory:** Find colleagues in your area and beyond at www.arteducators.org/directory

GET SOCIAL!

Join one of NAEA's growing social networks!

- **Facebook:** www.facebook.com/arteducators
- **Twitter:** www.twitter.com/naea
- **LinkedIn:** www.linkedin.com/in/arteducators
- **Listserve:** www.arteducators.org/emaillists
- **Digication e-Portfolios - Western Region:** <http://naea.digication.com/westernregion/Home/>
- **Ning:**
 - **NEW!** Leadership Link: naeastateleaders.ning.com
 - Elementary: naeaelementarydivision.ning.com
 - Middle Level: naeamiddlelevel.ning.com
 - Secondary: naea-secondary-teachers.ning.com
 - Arizona Art Education Association: azarted.ning.com
 - Committee on Multiethnic Concerns (COMC): comc-naea.ning.com

See **PAST ISSUES** of *NAEA News* at www.arteducators.org/naeanews

GET INTERACTIVE!

Don't miss the Executive Director's interactive version of "Does It Matter?" at WWW.ARTEDUCATORS.ORG



National Art Education Foundation Convenes for Events in Seattle

Highlights include Planned Giving Program Launch



NAEF Board of Trustees’ Robert W. Curtis, Bob Reeker, Bonnie Rushlow, Ralph J. Caouette, and Margaret Peeno at NAEF Annual Meeting. ©2011 Brad Edelman.

The National Art Education Foundation held its Annual Meeting of the Board of Trustees on March 17, 2011 in conjunction with the NAEA National Convention in Seattle. The NAEF Annual Meeting provided an opportunity for the Trustees to take action on several important matters, including the 2011 grant review (*see separate article for listing of proposals funded*) which awarded ten grants from among the 48 proposals submitted this year.

On Saturday, March 19, the National Art Education Foundation launched the NAEF Planned Giving Program through an invitational event for major donors. The event featured the release of the publication, the *NAEF Planned Giving Prospectus* (available on the website) and several guest speakers. Guests were welcomed to the event by Mac Arthur Goodwin, NAEF Chair, and Rick Lasher, NAEF Development Committee Chair. Charles L. Rosenfeld, NAEF’s investment advisor and senior vice president for wealth management from Smith Barney, provided information about the current economic environment worldwide and spoke about the importance of estate planning for

individuals and families. Janet Brown, executive director of Grantmakers in the Arts, which is based in Seattle, shared her reflections about the state of arts funding, the importance of individual giving, and planned giving programs. As defined by the Partnership for Philanthropic Planning, Planned Gifts are a variety of charitable giving methods that allow you to express your personal values by integrating your charitable, family, and financial goals. The most frequently made planned gifts are bequests to charities, made through your will.” In conjunction with the release of the *NAEF Planned Giving Prospectus*, several major donations have already been given to launch the NAEF Planned Giving Program.

The National Art Education Foundation has over 600 donors. One of the significant developments in fundraising has been active participation among new and ongoing donors in utilizing the donor commemoration form (found on the website), which enables donors to give contributions of any size to

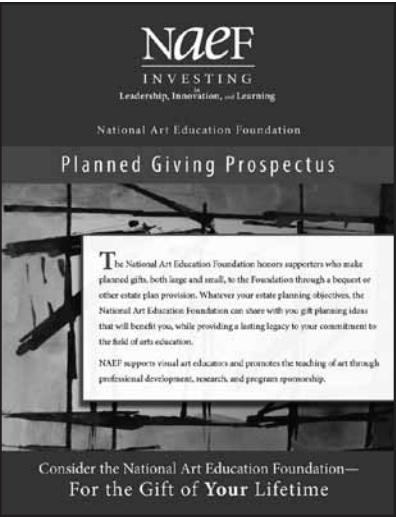


Charles L. Rosenfeld from Smith Barney spoke about the importance of individual considering options for planned giving at the NAEF Planned Giving Program Launch event in Seattle. ©2011 Brad Edelman.

NAEF in honor or memory of individuals or special events. Rick Lasher spoke about the value of this type of giving during the Planned Giving Launch event. For example, several donations have been submitted to honor 2011 NAEA award winners.

Mac Arthur Goodwin, Chair, welcomed three new board members present for the annual meeting, including Larry S. Barnfield, Bob G. Reeker, and R. Barry Shauck, who represents NAEA as Past President on the NAEF Board of Trustees. NAEF Trustees Mary Ann Stankiewicz and Doug Blandy were elected for a second, four-year term. Outgoing Trustees Rick Lasher, Sandra Packard, and Bonnie Rushlow were thanked and acknowledged for their years of service and contributions to NAEF. Trustees in attendance at the Annual Meeting were Ralph J. Caouette, Dean G. Johns, Robert W. Curtis, Mac Arthur Goodwin (NAEF Chair), Rick Lasher, Stanley S. Madeja, Sandra Packard, Margaret Peeno, Deborah Reeve, Bonnie Rushlow, James L. Tucker, Jr., and Brenda Turner. (*A full list of Trustees is available on the website.*)

Several additional NAEF activities took place in Seattle. The Foundation hosted a presentation by Michael Sikes, senior associate for research and policy and Andrea Kreuser, program associate, from the Arts Education Partnership who shared information about the Partnership’s Research and Policy Clearinghouse, *ArtsEdSearch*. The session is part of an ongoing dialogue between the Foundation and the Arts Education Partnership to identify new ways to disseminate the research funded by NAEF as well as to support NAEA’s research community.



NAEF Planned Giving Prospectus released at the launch event in Seattle.

Mac Arthur Goodwin, NAEF Chair, Stanley S. Madeja, Grants Program Committee Chair, and Kathi R. Levin, NAEF Program/Development Officer co-presented a well-attended session on the NAEF grants program. The deadline for the next review cycle is October 1, 2011 (postmarked) and updated guidelines will be posted on the website in mid-August. NAEF supports visual art educators and promotes the teaching of art through professional development, research, and program sponsorship. ■

See the Call for Nominations for NAEF Board of Trustees on page 23 of *NAEA News*, or at www.arteducators.org/grants/national-art-education-foundation. The deadline for receipt of all nominations is **August 15, 2011**.

National Art Education Foundation Announces Grant Recipients for 2011-2012

The Board of Trustees of the National Art Education Foundation have announced the recipients of the next cycle of grant awards. The awards reflect total funding of \$39,563. The NAEF grant program is highly competitive, with a total of 48 proposals submitted for the October 1, 2010 deadline. The grant awards were voted on by the National Art Education Foundation Board of Trustees at the Foundation’s Annual Meeting in Seattle, convened during the NAEA National Convention.

The National Art Education Foundation Board of Trustees and reviewers were impressed with the number of proposals and the quality of materials submitted. “The proposals submitted in this year’s grant cycle reflected a total of almost \$200,000 in requests. The number of proposals reflects an increased interest in our grant programs and the opportunities that they present for art educators at all levels to continue their professional growth through professional development experiences, testing of curriculum models, and conducting research in arts education,” reported Mac Arthur Goodwin, chair of the National Art Education Foundation. Kathi R. Levin, program/development, noted that the Foundation’s support doesn’t end with the funding. “We look forward to hearing about the impact and outcomes of the work funded through NAEF’s grant programs. As these projects are completed, we are eager

to share what our grantees learn through these programs, supported by NAEF, with others, both within the NAEA community and throughout the broader national arts and education sector. To support this effort, the grant list on the NAEF portion of the NAEA website contains the project description submitted with each proposal. The response received among policy makers, advocates, and educators to Bob Sabol’s NAEF funded study entitled, *NCLB: A Study of Its Impact on Art Education Programs*, continues to open the door for sharing the results of other NAEF funded projects in a variety of venues.”

The postmarked deadline for applications for the next funding cycle, for projects beginning July 1, 2012, will be October 1, 2011. The NAEF Grant Program Guidelines and Application are currently being updated, and will be available on the NAEA website by mid-August. A calendar for the NAEF Grant Program is available on the NAEF portion of the NAEA website. Questions may be directed to Kathi R. Levin, NAEF Program/Development Officer at naef@arteducators.org.

2010 NAEF GRANT RECIPIENTS

Project Dates: July 1, 2011 through June 30, 2012

Ruth Halvorsen Professional Development Grants

Carleen H. Johns, Bownwood, MO, *Lapidary = Art + Science*, \$1045

Mary McMullan Grants

Tabi Eberhardt, Seattle, WA, *STEAM Art Project: Using Digital Interactive Design Tools in a Project-based Learning Environment*, \$1980

Lynnette K. Henderson, Northridge, CA, *A River Runs Through It: Art, Geology, and Life on the Mississippi*, \$2285

SHIP Grants

Angela Winters, Norfolk, VA, *Familiar Faces—Digital Media*, \$500

Teacher Incentive Grants

Shari Densel, Waterville, OH, *Arts Education Program in Tanzania, East Africa*, \$2500

Samantha Melvin, Burnet, TX, *It’s Multi-Modal: Assessment in Art*, \$2300

Angela Winters, Norfolk, VA, *Silk Road to China—Textile Community Project*, \$827

NAEA Research Grants

Patty Bode, Amherst, MA, *Digital Visual Culture Project*, \$10000

Kerry Freedman, St. Charles, IL, *Art Education and Visual Learning networks: Lessons About Creativity and Cognition from Auto-Didactic Visual Culture Communities*, \$9980

Marjorie Cohee Manifold, Bloomington, IN, *A Comparison of Fine and Popular Visual Art Learning and Production by 18-19 Year Olds in Traditional Secondary Schools and Extracurricular Online Contexts*, \$8146

EASTERN REGION

Congratulations to all Eastern Region NAEA members who made the trip across our continent to attend the Seattle Convention. Hopefully you were able to attend the General Sessions which were spectacular. For those of you who missed them or could not make the trip, they are available for viewing on the NAEA site at <http://www.arteducators.org/research/resource-library/2011-naea-national-convention-presentations>

Also during the NAEA Convention in Seattle, the Eastern Region honored state art educators of the year and NAEA award recipients at a special evening event in the ballroom. Each state awardee received a pewter Northwest Native American Sun pin as a token of appreciation for their achievements in the field of art education. The first Elliot Eisner Lifetime

Achievement Award was presented to Al Hurwitz whose home state is Maryland. He was accompanied by actor and son-in-law Bill Pullman known for his role in *Sleepless in Seattle*. Leaders of state art education associations gathered for two days during the convention at Delegates Assembly where they help to shape NAEA's Strategic Plan. Leaders also attended a business meeting to share events in their states and plan for the summer meeting where they will continue their work on the strategic plan.

Connecticut

The 2011 CAEA Spring Retreat was held Saturday, May 7 at the Lyme Academy College of Fine Arts. In the morning they conducted CAEA business with some breakout groups

discussing the conference, scholastics and other topics. After lunch there was a "Portrait Sculpture Mini-Workshop" with Figure Sculptor Jeremy Davis. All attendees could view the Senior Studio Exhibition in the LACFA galleries.

New Jersey

On May 21st, AENJ held a Spring Symposium at Mercer Community College titled "E-Learning in the Classroom, Enrich and Engage." On June 30th they will hold a workshop at the Metropolitan Museum of Art. Plans are underway for the fall conference "The Power of Art" October 2-4 at the Hyatt Regency in New Brunswick. For additional information on these events, visit www.aenj.org

Rhode Island

On May 17th, RIAEA welcomed Mia Thompson as their new President during their annual Spring Membership meeting at Stony Lane Studios in North Kingstown. RIAEA is also planning a summer cookout meeting on the beach in August. Non-members are invited to attend both meetings to see what RIAEA is all about.

West Virginia

The **Team East 2011 Retreat** will be held Friday, June 24-Sunday, June 26 at the Marriott Charleston Town Center in West Virginia. Throughout the weekend, state art education association leaders will continue work

Beyond." Later that evening, attendees will explore Tamarack in Beckley, West Virginia, and enjoy a banquet featuring keynote speaker Jeff Fetty, Artist-Blacksmith. Sunday is dedicated to finalizing the Eastern Region's recommendations to the board and closes with a sharing session. For a downloadable brochure, visit <http://wvaea.homestead.com/>

Fall Conferences are still in the planning stages, but here are some dates and sites: Connecticut: October 25 in Waterbury; Maine: September 16-18 at Haystack; Maryland: October; Massachusetts: November 12; New Hampshire: October 15 at the New Hampshire Institute of Art; New Jersey: October 2-4, Hyatt Regency, New Brunswick; New York: November 18-20 in Tarrytown; Pennsylvania: October 19-23, Gettysburg Wyndham Hotel; and West Virginia: October 21-22, Concord University, Athens. Visit your state association website for additional details.

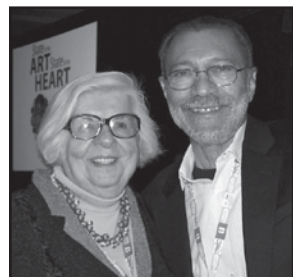
The **University Council for Art Education** sponsors a fund that provides grants of \$500 to \$1,500 for projects in innovative program and curriculum design, professional development, post-doctoral research and studio projects that show promise in advancing exemplary art education. Applications must be postmarked by October 1st. Visit ucaee.org for details. ■



Eastern Region Award Winners were recognized for their achievements at the Seattle Convention.



Eastern Region VP Kim Defibaugh with Bill Pullman. Bill escorted his father-in-law Al Hurwitz, who received the first Elliot Eisner Lifetime Achievement Award.



NAEA Distinguished Fellow Rick Lasher (NJ) and Jay Tucker (Maryland Dept. of Education) wait for the General Session to begin.



Art education leaders from the Eastern Region represent teachers from their states during the 2-day Delegates Assembly held annually at the convention.



Kim Huyler Defibaugh

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Elect: **Linda Popp**, Baltimore County Public Schools, Visual Arts Coordinator. 6901 N. Charles Street, Towson, MD 21204. 410-887-4030. lpopp@bcps.org

SOUTHEASTERN REGION

NAEA Southeast Region members worked, played, and sparkled during the Seattle-based NAEA Convention! State elected representatives to Delegates Assembly expressed their concerns, suggestions, and approval as proposed position statements were discussed, modified, and voted to move forward to the NAEA Board of Directors for consideration. Position Statements currently adopted by NAEA are now located on the NAEA website under the **About Us** tab.



NAEA SE Website award winners, VAEA Pres. Scott Russell and webmaster LeAnne Poindexter.



SE Region Delegates Assembly vote during Seattle Convention.

NAEA Southeast Region Leadership Conference is rapidly approaching. Planning is moving ahead full steam as **KyAEA** prepares to host our work in Louisville, Kentucky July 7-9. KyAEA President **Judi Haynes** and her team have worked diligently planning for our visit. During our annual Leadership Conference state association leaders will continue to carry on the work and mission of Delegates Assembly by representing the voices of our Southeastern association members. State asso-

ciation presidents should soon be receiving registration information including our work agenda. Everyone involved is excited and looks forward with anticipation to our stay at 21C Museum Hotel to experience its renowned union of art and hospitality.

State News

Susan Davis reports **Alabama** Art Education Association has scheduled their Summer Board Retreat for July 14-16 at the David Guinn Training Center in Lanette, where they will assess their goals for the 2011-12 school year.

GAEA reports their Spring Conference was held on March 4-6, 2011. This year it was hosted at Jekyll Island Club, a historic hotel on Jekyll Island in Georgia. There was an historic tour of the island and the homes belonging to the Rockefeller and Goodyear families. There were approximately 20 workshops, all focused on hands-on activities for professional and personal development.

LAEA President **Barbara Clover** reports their Louisiana Summer Retreat will be conducted in Shreveport on July 22-23. Please Contact Janet Wolfe, weteachart@aol.com for additional information.

NCAEA has been busy in the community and legislature of North Carolina. President,

Cheryl Maney served as the visual arts representative for the Comprehensive Arts Education Plan calling for art education to be provided for K-12 students, an arts graduation requirement, arts

integration, and arts exposure (in partnership with arts organizations).

In South Carolina the **SCAEA** sponsored the Annual State NAHS Conference on Saturday, March 12 at Winthrop University. SCAEA Secondary Coordinator **Josh Keiper** planned a fun interactive event for the students. The event was co-sponsored by Winthrop University.

TAEA Director of Education and Outreach, **Anne Henderson**, reports a committee comprised of arts educators is working in conjunction with the Tennessee State Department of Education to propose a plan for student growth measurement as part of the *First to the Top* legislation which is the *Race to the Top* US Dept of Education grant.

VAEA president **Scott Russell**, board of directors and membership are proud of their award-winning website. They continue to develop their links promoting connection to Virginia state legislators and other arts organizations.

Look for Southeastern Region State Fall Conference information in the upcoming Fall Newsletter! ■



Patricia "Pat" Franklin

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Elect: **Debra S. Pylypiw**, PO Box 1821, Swansboro, NC 28584, 910-265-3355 cell, Fax: 910-326-8941, dpylypiw@ec.rr.com



SE Region Art Stars recognized.



Dean Johns (NC) and Patsy Parker (VA) during Artisan's Gallery.

KAEA delegates, Pres. Judi Haynes and Elect Kim Soule, are our hosts for SE summer leadership meetings.

WESTERN REGION

Looking Back and Looking Forward

It seems such a short time since so many of us were in Seattle at the Convention. We all left with our sense of purpose strengthened, renewing our commitment to our students and profession. As you read this, some of our regions are preparing to hold their Summer Leadership meetings and others have already happened. Many of our state leaders are working on the fall conferences and almost all of us are recharging from the school year past and some are already thinking of the next school year. Because of the timing of this issue, it covers happenings in Seattle past and state conferences future!

Awards

In Seattle we recognized some of our outstanding art educators from the Western Region. By their hard work and dedication to their chosen profession, these people exemplify an attitude of excellence, described by Colin Powell, when he said, “If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude.” The Western Region Art Educator of 2011 is Mark Trampf of Minnesota. Mark teaches at Valentine Hills Elementary in Arden Hills. Mark has been a leader at the local, state and national level, working on curriculum development, standards, and quality art education. Kathy Grundei wrote, “There is no doubt that Mark exemplifies what it means to be a visual art teacher and art education leader.”

State Art Educators: Arkansas—Angela LaPorte; Illinois—Laura Milas; Indiana—Beverly Staub; Iowa—Maggie Parks; Kansas—Linda Nelson-Bova; Michigan—Amy Vanderpol; Minnesota—Jo-Anne Kirkman; Missouri—Elizabeth Thomas; Nebraska—Jerene Kruse; New Mexico—Roni Rohr; Ohio—Sherrie Dennis;

Oklahoma—Kristi Lovett; South Dakota—Marica Shannon; and Texas—Nina Boothe. **Western Region Division Awards:** Samantha Melvin, Texas (WR Elementary); September Buys, Michigan (WR Middle); Becky Blaine, Illinois (WR Secondary); Patricia Stuhr, Ohio (WR Higher Education); Stacy Fuller, Texas (WR Museum). **National Awards from the Western Region:** Sara Chapman, Texas (Distinguished Fellow); Beverly Fletcher, Texas (NAEA Supervision/Administration); Madeline Milidonis-Fritz, Michigan (NAEA Retired); and Mark Trampf, Minnesota (NAEA Elementary). Newsletter Award: Category II Winner—Nebraska Art Teachers Association, Honorable Mention—Art Educators of Minnesota; Category III Honorable Mention—Art Education Association of Indiana.

Fall Conferences

Several of our Western Region states have their fall conferences before the next issue of NAEA News. The dates, themes and locations are listed here. Check their websites for more information on these outstanding professional development opportunities. **Illinois:** “Inspiration = Creation”, Nov. 10-12. Marriott Hotel, Center for Visual Arts, Illinois State University, Normal **Indiana:** “Footloose in Art: A Landscape for 21st Century Learning”, November 4-6. Marten House, Indianapolis, at the Lilly Convention Center **Iowa:** “Creativity in the City”, Oct. 7-9. Des Moines **Kansas:** “Art: The Global Language”, Oct. 20-22. Garden City **Michigan:** “Cultivating Creative Passion”, Nov. 10-13. Radisson Hotel, Kalamazoo **Minnesota:** “Perception/Reflection”, Nov. 4-5. Northland Inn, Minneapolis

Missouri: “2020 Vision Begins with Art”, Oct. 14-15. Knob Noster State Park **Nebraska:** “A Sense of Place: Past, Present, Future”, Sept. 23-24. University of Nebraska at Kearney campus, Kearney **New Mexico:** Nov. 4-5. The Lodge at Santa Fe, Santa Fe **Ohio:** “Visual Eyes”, Nov. 10-12. Crowne Plaza Dayton and Dayton Convention Center, Dayton **Oklahoma:** “Innovations: Reinterpret, Reinvent and Redefine”, Sept. 16-17. University of Oklahoma School of Art and Art History, Norman **Texas:** “Every Day Matters 50 Years of Art Education in Texas”, Nov. 9-13. Moody Gardens Hotel, Spa, and Convention Center, Galveston **Wisconsin:** “Tools for Creativity”, Oct. 27-28. The State Regional Arts Center, Eau Claire ■



Western Region State honorees at the Awards Ceremony.



Discussing Position Statements at the poster session during Delegates Assembly.



Michigan's Kim Cairry “attended” the convention by proxy.



Western Region's Kathryn Hillyer and Laura Milas with Dennis Inhulsen.



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Elect: **Laura Milas**, 222 Stanhope Dr. #C, Willowbrook, IL 60527. lmilas@hinsdale86.org



Western Region leaders and former leaders (left to right): Lynn Felts, Susan Gabbard, Rosie Riordan.

PACIFIC REGION

Greetings from the Pacific Region, Ghost of the 2011 NAEA Convention!

We are enjoying the connections we made within our own Region as a result of the Seattle location. Members attended a national Convention for the first time, and it was an experience that will be carried back home to others.

Washington saw an increase in membership as a result of the NAEA Seattle Convention. Following the convention the Board reviewed their Strategic Plan and Board Rules over a Celebration Brunch with consultant Lynn Melby. They are reviewing the changing needs of their organization's members and how WAEA will meet those needs. The state conference will highlight CTE arts connections, “Art to Work” at the New Market Skills Center in Tumwater/Olympia. The Awards Gala will be Friday October 14th with the conference all day Saturday 15th and ½ day on Sunday with a breakout especially for elementary generalists.

Colorado had a Spring conference on May 14th “Art For US,” a one-day event where participants take one hands-on workshop for the day. This is a day where art teachers get to be artists for the day and learn something new and MAKE art for themselves! The Fall conference will be October 13-16 with Olivia Gude (Thursday October 13th) and Nancy Walkup (Friday October 14th) as keynotes this year. Each will give a presentation and a workshop the next day.

Idaho had about 20 members attend the NAEA Convention in Seattle, and they had a great time! It was affordable for

its members compared to traveling to the East coast, so they took advantage of the offerings, especially the keynote speakers. The Idaho members were able to use the time to network together to discuss the “state of their state.” Bills have been introduced to raise class size, take away collective bargaining and tenure for teachers, provide laptops for 9th graders, and require online classes for high school students. All these changes are not good for the art teachers or art programs. Already art programs are ending in a number of districts, and it is a struggle to plan the Fall conference. Idaho continues to be optimistic because of their students.

British Columbia's president Laurie Kidd was a first-time NAEA convention attendee as well! She and many of our friends to the north participated in everything the convention had to offer. Laurie encouraged BC membership to send in a presentation proposal or offer a workshop, do what you can, but go to New York March 1-4, 2012! Their conference will be in February (not the usual October) because of difficulty finding a district to host it. Tentative plans are for Magee Secondary in Vancouver.

California is busy with a variety of activities from mini-conferences and master artist classes to museum events, art exhibits, Clay Days and informal gatherings of educators for networking and sharing of ideas. It was a very active YAM season with exhibitions held all around the state in museums and other locations with three students receiving the Ruth Jansen Award and \$100. Congratulations

to Anne Uphoff who received an Award of Merit for California's YAM report at the NAEA Convention in Seattle. In March, CAEA awarded more than \$9,000 in scholarships to graduating seniors and a \$3,000 higher education scholarship to preservice teacher, Megan Fell. Planning for the Fall State conference in Bakersfield is in full swing, headed up by Chair Yvonne Cavanagh. State budget problems are continuing to have a dramatic effect on visual art education programs—the loss of more programs and funding. CAEA is continuing to be active in its efforts to advocate for arts education in a variety of ways including efforts to respond to potentially damaging legislation.

The Pacific Region Leadership Forum will be meeting in Denver Colorado July 6-10. The 6th and 7th will be the optional Rafting Trip, with the business meeting beginning the morning of July 8th and [the forum] ending at 11:30 the 10th. Wishing everyone a relaxing and peaceful summer! ■



Deborah Barten
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425-334-1685.
bartenda@comcast.net
Elect: **Penelope (“Penny”)**

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Top: Idaho get-together. Bottom: Pacific Delegates at lunch.



Robin Wolfe, CAEA President Elect.



Anne Uphoff, CAEA State YAM Chair, received an Award of Merit for her state YAM report.

HIGHER EDUCATION DIVISION

In the aftermath of the Seattle NAEA Convention, I left that picturesque city looking forward. Forward, to my service on the sitting Board of an incredibly well run professional organization under the helm of Executive Director Deborah Reeve and our new President Bob Sabol. Forward, to the continuing mentorship of the wonderfully imaginative and collegial John Howell White, my predecessor in this role, and toward sharing everything I learn with Director-Elect Flávia Bastos. Forward, to working alongside a sterling team of the Higher Education Division leaders: Ami Kantawala, Eastern Regional Director, Jack Richardson, Western Regional Director, William (Bill) Wightman, Southeastern Regional Director, and Lisa Hochtritt, Pacific Regional Director. Get to know their names. Here are a few regional highlights and other news as well:

Eastern Region Highlight

Arts|Learning Symposium, May 25, 2011, Massachusetts Statehouse (Gardner Auditorium), 8:30 am - 3:30 pm, will focus on the arts assessments being developed in grades 2-5-8 in visual arts and music in Connecticut, and be presented by Scott Shuler, president of MENC and Arts Officer of the Connecticut Department of Education. For more information, including registration and costs, please see: <https://www.regonline.com/artsthecreativecore>.

Congratulations to Lori Kent for receiving a summer NEH fellowship to be Scholar-in-Residence at Stanford where she will participate in a seminar "Berlin and Shanghai: The Interwar Years." She will focus on Berlin and work on a visual arts project, most likely creating photography in response to the psychogeography of Weimar and urbanism of the 1920s-30s.

The Center for Cartoon Studies 2011 Commencement Ceremony guest speaker is Françoise Mouly, founder of *RAW* and *TOON Books* and art editor at *The New Yorker*, on Saturday, May 14, 11:00 am, White River Junction, Vermont. The Center for Cartoon Studies is to launch a brand new "Animation for Cartoonists" workshop with Scott Dikkers, founding editor of *The Onion*.

The NAEA Student Chapter at Concord University in West Virginia has been busy this spring. Along with attending the national conference in Washington, members of the chapter, along with their advisor Lauri Reidmiller have judged the Raleigh County Art Show and participated in Earth Day events. Chapter members will be helping Dr. Reidmiller host the second *Night in the Art Gallery* event on Concord University's campus later this month, featuring artwork from students attending Mercer County Schools in West Virginia, and demonstrations and hands-on activities by art educators.

Martin Rayala, Kutztown University, is developing guidelines and suggestions for universities interested in offering a Master's Degree in Design Education that would include an introduction to design education and semester courses on teaching 2D graphic design, 3D product design, 4D spatial design, and 5D experience design for K-12 schools. Teachers would learn Design Thinking Processes such as Ideation, Visualization, Prototyping, and Implementation. If you are interested in this topic visit <http://andDESIGNmagazine.blogspot.com> and contact Martin Rayala at Rayala@Kutztown.edu, 215-964-2027.

Pacific Region Highlight

Rocky Mountain College of Art + Design (RMCAD), Denver, Colorado, is hosting an **Assessment in the Arts Conference**, July 28-30, 2011. The conference will discuss how

the arts can be appropriately assessed for accreditation, and explore techniques and ideas for providing feedback and improving student learning. Doug Boughton is the keynote speaker. This conference is for higher education and K-12 arts educators. Space is still available for registrants. <http://assessment-conference.rmcd.edu/>

The Center for Integrated Arts Education (CIAE) at the University of Northern Colorado will host the 5th Annual Leadership Institute for Education In and Through the Arts

June 14-16, 2011. This year's Leadership Institute examines how inquiry-based learning processes in the Arts and Sciences influence our changing concepts of nature and self. CIAE in collaboration with Anderson Ranch Arts Center in Snowmass Village, Colorado will be hosting keynote speakers Amy Youngs from The Ohio State University and Julia Marshall from San Francisco State University. In addition, Youngs and Marshall will give a free public lecture at RMCAD, Denver on June 17 titled *Growing, Grafting and Other Intersections of Art, Science and Art Education*. These summer activities are funded in part from a grant from the National Endowment for the Arts.

Research Steering Committee

In 2009, past HE division Director John Howell White proposed the development of a committee structure related to the strategic goals of NAEA. This led to the formation of the Ad Hoc Research Steering Committee. Kerry Freedman agreed to co-chair the committee with John. Together they worked to create a durable structure that would include experienced and emerging researchers. They chose to organize the committee around research methodologies, and populate the committee with accomplished researchers working at research universities paired with emerging scholars from a range of programs.

The Research Steering Committee first met at the 2010 conference. This meeting led to the development of a proposal to the NAEA Board to re-establish an NAEA Research Commission. The development of an NAEA Research Commission was advanced through Board action on two fronts. First, through the approval of a new strategic plan. Second, the board created a Task Force, chaired by Bob Sabol and Dennis Inhulsen, to develop a plan for reestablishing an NAEA Research Commission. Work began in January of 2011 with the goal of establishing the commission formally by the upcoming 2012 conference in NYC.

Thus, we can all look forward. Forward, to the 2012 NAEA Convention in New York on the theme of "Connecting Teaching, Learning, and Research." Forward, to important new undertakings and achievements within the Higher Ed Division. ■



James Haywood Rolling, Jr.

Associate Professor and Chair of Art Education, Syracuse University, M-17, 441 Lambreth Ln., Syracuse, NY 13244. 315-443-2355. jrolling@syr.edu

Elect: Flávia Bastos, Associate Professor in Art Education, School of Art/Art Education, College of Design, Architecture, Art, and Planning, University of Cincinnati, P.O. Box 210016, Cincinnati, OH, 45221. 513-556-2120. flavia.bastos@uc.edu

Regional Directors: Eastern Region: Ami Kantawala, ak974@tc.columbia.edu; Southeastern Region: William (Bill) Wightman, wightmwh@jmu.edu; Western Region: Jack Richardson, richardson.256@osu.edu; Pacific Region: Lisa Hochtritt, lhochtritt@rmcd.edu

MIDDLE LEVEL DIVISION

"Teaching art is a shared experience. Our ability to share our own personal vision and interact with others through art can become realized."

—Michael Bell, American painter/muralist

Wow! What an incredible experience we had coming together and sharing in Seattle. Living in the Pacific Northwest for years now, I was fully braced for the "normal" gray and rainy conditions. What a treat we got during the Convention this year.

Although beautiful, certainly the weather wasn't the best thing happening during the Convention. Though it is months behind us, the impact is still being heard as well as felt.

The Middle Level Division was well represented with 40 presentations and many more opportunities to make connections. The medley format for multiple presentations during a session was effective as "ideas were presented quickly and clearly, making the best use of members' time and energy." Another attendee noted, "Jam-packed 10 minutes of innovative ideas." It is definitely an arrangement that we will continue.



Awards Luncheon centerpiece, "Know Art Know the World."

Other presentations earned tremendous feedback including: "connected students to a viable community project," "cutting edge thoughts on integrated curriculum," "innovative ideas," "great concept," "engaging," "high energy," "innovative technology uses," "presented a clear way of scaffolding skills into student research into existing artworks and the development of their own," "a great look at how to use grant funding and how to integrate / work collaboratively with other teachers," "connecting concepts to skills," and "using student interest to design lessons."

One more special opportunity was the Awards Luncheon. It was a huge success and a great way to honor our peers: National Middle Level Art Educator: Maureen Caouette; Eastern Middle Level Art Educator: Vanessa Lopez-Sparaco; Western Middle Level Art Educator: September L. Buys. Additionally, "the door prizes [donated by generous exhibitors] at the lunch were fantastic, and make the price VERY worth it! —plus the chance to meet other teachers at the middle level."

As I reflect on this Convention, as well as those from the past 12 years I have attended, I recognize that I have been significantly affected both personally and professionally. I know that you will also want to carry the momentum of the Convention forward by being involved with regional and state opportunities. At this time, the following are the published upcoming dates by region.

Regional Summer Leadership Conferences

Eastern – June 24-26, Charlestown, WV

Western – June 23-26, Columbus, OH

Pacific – July 6-10, Denver, CO

Southeastern – July 7-9, Louisville, KY

Pacific Region 2011 State Conferences

Alaska - Sept. 16-18, Talkeetna, AK
Arizona - Oct. 13-15, Pinetop, AZ
California - Nov. 3-6, Bakersfield, CA
Colorado - Oct. 13-16, Breckenridge, CO
Idaho - Oct. 6-7, Boise, ID
Montana - Oct 14-15, Missoula, MT
Nevada - Oct. 14-16, 2011 Boulder City, NV
Oregon - Oct. 14-15, Eugene, OR
Washington - Oct. 15-16, Tumwater, WA

Southeastern Region 2011 State Conferences

Alabama - Nov. 4-5, Florence, AL
Florida - Nov. 3-6, St. Petersburg, FL
Virginia - Nov. 3-5, Roanoke, VA
North Carolina - Oct. 13-16, Charlotte, NC
Georgia - Oct. 20-23, Marietta, GA
Kentucky - Oct. 14-15, Morehead, KY
Tennessee - Oct. 27-29, Memphis, TN
Louisiana - Nov. 4-5, Lafayette, LA

Western Region 2011 State Conferences

Illinois - Nov 10-12, Normal, IL
Indiana - Nov 4-6, Indianapolis, IN
Iowa - Oct 7-9, Des Moines, IA.
Kansas - Oct 20-22, Garden City, KS
Michigan - Nov 10-13, Kalamazoo
Minnesota - Nov 4-5, Minneapolis, MN
Missouri - Oct 14 -15, Noster State Park, MO
Nebraska - Sept 23-24, Kearney
New Mexico - Nov 4-5, Santa Fe, NM
Ohio - Nov 10-12, Dayton, OH
Texas - Nov 9-13, Galveston, TX
Wisconsin - October 27-28, Eau Claire, WI

Eastern Region 2011 State Conferences

Connecticut - Oct 25, Waterbury, CN
New Jersey - Oct 2-4, New Brunswick, NJ
New York - Nov 18-20, Tarrytown, NY
Pennsylvania - Oct 19-23, Gettysburg, PA
West Virginia - Oct 22-23, Huntington, WV

Attending, presenting, and helping to organize regional and state opportunities for professional development are great ways to start your involvement in leadership. During our Conversations with Colleagues meeting it was evident that individual members are looking for avenues to become more involved in leadership. Four individuals have taken on the role as representatives and liaisons between states and NAEA for communication and collaboration. I'd like to again welcome our Middle Level Division Regional Directors: Chris Grodoski, Western; Luis Aviles, Eastern; Pat Roberts, Pacific and Linda Conti, Southeastern.

The purpose of our *NAEA News* column is to provide information, facts, and announcements about people, events, and programs regarding our division. Please feel free to contact Middle Level Division leaders with questions, comments, and opportunities to engage in leadership opportunities. Make your plans now for upcoming state conferences plus the 2012 NAEA National Convention in New York, March 1-4, 2012. ■



Linda Kieling

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SECONDARY DIVISION

I officially began my role as NAEA

Secondary Division Director at the conclusion of the fabulous Seattle Convention. Diane Scully, NAEA Past Secondary Division Director, was an awesome mentor. **Thank you, Diane!** One of the more important sessions in Seattle was the **“Conversations with Colleagues”**. Here are some highlights.

The Secondary Ning

The Ning is an important communication tool. A new feature has been started, the Monthly Forum Spotlight. There's a link on the main page of the Ning to this changing, monthly discussion. In March I started the discussion with the theme for the next two years, “Mixed Media, Crossing Boundaries.” This includes the traditional sense of mixing media in the visual art classroom, but also crossing boundaries into three-dimensional areas, other curriculums, anything to expand our visual experience. The response has been good. In April, Laura Milas, Western Region VP Elect, led the discussion “Celebrating Secondary Art Education in NYC” and possible alternatives to the proposed \$70 luncheon cost. Debi West, Georgia secondary art educator, will lead in May, explaining navigating and contributing to the Instructional Resource Gallery. James Rees will lead in June, Diane Scully in July, Dana Jung Munson in August, Karen Kiick in September and Shannon McBride in October. If you would like to lead a discussion on a topic for a month, please let me know. If you have not joined the Ning, please go to <http://naea-secondary-teachers.ning.com> to join. To join the Listserv please go to secondary@artedlists.org. We will be sending blasts from both the Secondary Ning and NAEA Listserv about important issues and events. Please get involved.

ELEMENTARY DIVISION

As I step into the Elementary Division Director position that Bob Reeker has so ably held for the past two years, I am reminded of a quote: “The final test of a leader is that he leaves behind him in other men, the conviction and the will to carry on.” (Walter Lippmann). Bob has been a great mentor to me and the entire team, and he has instilled that conviction to carry on in all of us (men and women!). I would like to thank him for his service and his leadership and am honored to have him as a friend. Also finishing up their service are four amazing Regional representatives: Jane Castillo, Pacific; Samantha Melvin, Western; Kelly Campbell-Busby, Southeastern; and Lisa Stuart, Eastern. I know we will continue to see them involved in the division!

The incoming Regional representative include: Nate Morgan, Eastern; Scott Russell, Southeastern; Olivia Armas, Pacific; and Lorinda Rice, Western. I know we will all benefit from their leadership. Also joining us is our new Division Director-Elect Nancy Walkup from Texas. Nancy has been involved in just about every aspect of NAEA through the years and brings great passion and knowledge to the division. I look forward to working with all of these leaders to move our Division forward over the next two years.

The convention in Seattle was amazing; many people have said it was the best ever! Our Elementary member presentations, as well as several sponsored by the Elementary Division team, went great, were well attended, and received good reviews. Our Regional award winner showcases featured Carrie Russoniello from New Jersey, Lauren Phillips from Georgia, and Samantha Melvin from Texas. Our 2010 National Award winner showcase featured Dr. Judi Haynes of

NAEA Awards

The Awards Review Committee is working on rubrics, vitae, and guidelines with their work completion date in the next month or so. The question was raised could the Rising Star nominee be either a junior or senior in high school going into art education, rather than just a senior? **Award nominations are due by October 1.** Timeline and the fact we are losing some electives makes inclusion of juniors in the awards process seen as advantageous. We are hoping that by revising the awards guidelines and procedures more states will submit a Rising Star nomination. It will also be discussed with state presidents during the Summer Leadership Meetings.

Research Task Force Committee

Diane Scully has been appointed to serve on this task force. Their work will be completed and Commission appointments will be introduced at the New York Convention next year. Secondary teachers interested in serving on the Research Task Force Committee are: Connie Shoemaker from Missouri, Vicki Bean from Missouri, and Debi West from Georgia. Thank you, ladies.

Secondary Division Luncheon

The luncheon is a time to honor award nominees and recipients at the state, regional, and national level. It is also an important networking tool. The present **NAEA Secondary Leadership** has been working on strategies, to boost the awards ceremony. Some of the possible ideas are to roll out the red carpet, include trophies with the certificates, a possible print created of the award winners, summer educational experiences, and music. We are working on alternatives to the \$70 luncheon and we will let you know what the outcome is. Regardless, we want to encourage **NAEA Secondary Members** to attend—even if they are not eating.

Kentucky. Thank you all for these inspirational programs highlighting your best practices; you inspire us all!

At our Division luncheon, we were privileged to honor our 2011 National Elementary Art Educator of the Year, Mr. Mark Trampf, as well as nominees for the award this year: Alicia Hames, JoAnne Kirkman, Pamela Knudtson, Carolee Brophy Miller, and Pamela Morgan. Donations from our wonderful vendors made the luncheon even more fun! Many thanks to Crayola, Square One Art, Crystal Productions, Dick Blick, Inc., United Art Materials, Sax, Original Works, Sargent, Davis Publications, Virginia Museum of Fine Arts, Chrysler Museum of Fine Arts and *Arts & Activities* magazine.

In addition to these, we had several “carousels of learning” that provided a great format for picking up several ideas about a topic quickly. I would like to thank the following members for presenting at the carousels: Jane Castillo, Pacific; Nate Morgan, Eastern; LeAnne Poindexter, Southeastern; Jerene Kruse, Western; Erin Oldfield, Western; Diane Jaquith, Eastern; Olivia Armas, Pacific; Lauren Phillips, Southeastern; Jacqueline Cassidy, Eastern; and Ronelle Howell, Western.

This year's Conversation with Colleagues gave us a chance to hear what our membership's concerns are. From this, it is apparent that the top three areas of concern are advocacy, job security (or lack thereof) and work environment (which includes such things as isolation, unsupportive administration, workload, scheduling, prep time, etc). These all seem very closely related! If we can focus on advocacy and do a great job advocating for ourselves and our programs, we might be able to change the attitudes in a way that leads to better



Front: Becky Blaine, 2011 Western Division Secondary Art Educator, and Cheryl Milligan, 2011 National Secondary Art Educator. Back: Rebecca Stone-Danahy, 2011 National Art Honor Society Sponsor, Dana Jung Munson, 2011 Southeastern Division Secondary Art Educator, Louis Fratio, 2011 NAEA Rising Star Award, Samuel Craig Llewellyn, 2011 Eastern Division Secondary Art Educator.

A huge thanks to Lorinne Lee and Joye Melby for helping with the Secondary luncheon and the outstanding 3-D sculptural table decorations. Please send questions and concerns to Lynn Felts (contact info below). ■

—Lynn Felts and James Rees

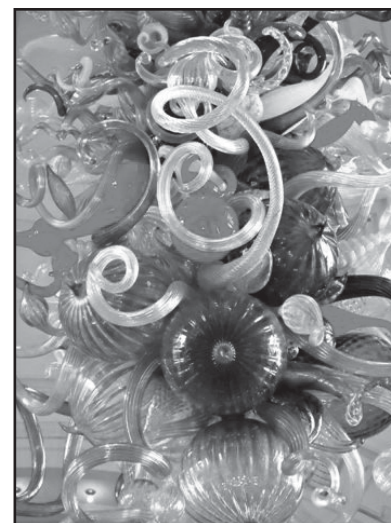


Lynn Felts

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A close up of a Dale Chihuly in the Tacoma, Washington Courthouse.



Barbara Clover, 2010 National Secondary Art Educator of the Year.



Past Director Diane Scully with Director Lynn Felts.



Lynn Felts, NAEA Secondary Division Director, Lorinne Lee, Past-NAEA Secondary Division Director, Joye Melby, Pacific Region Division Director.

art education experiences for our students. I think one of the greatest ways to advocate for the arts is to share success stories of, from or about our students. Some of them are told by students, even at a very young age, others are based on teacher observations, and still others are conveyed by former students who now enjoy careers in the arts and write to thank us for the inspiration or encouragement! I would like to create a collection of such stories to share amongst ourselves and possibly to put into an advocacy piece that you could share with others. Please take a moment to send your stories to me (kmeng@bellsouth.net)! By sending a story, you give your permission for it to be reproduced with your name included, unless you tell me otherwise. I can't wait to read your stories!

Finally, we are a group of exceptional people doing a seemingly impossible job every day. Please nominate your deserving colleagues for Elementary Art Educator awards. You can find the nomination application at the NAEA website. Keep in mind that one criterion for winning the regional and national awards is involvement on that level.

I am so honored to be serving as your voice on the NAEA Board for the next two years and so pleased to have such a great leadership team working with me. If you have comments, questions or concerns, please let me know. I believe that communication is very important! And we have more ways than ever to communicate; be sure you take advantage of all of them! Join our listserv via the NAEA website. Join the NING, our interactive forum with over 800 members, at <http://naeelementarydivision.ning.com/> ■



Kirby Meng

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NAEA STATE/ PROVINCE AWARDS

Attention State/Province Association Presidents

OCTOBER 1, 2011 is the deadline for the submission of your State/Province's official selection for the recipient of the 2012 State/Province Art Educator Award to the NAEA National Office. The form may be downloaded at www.arteducators.org/awards. For additional information or to request the official submission form, please contact Kathy Duse, Executive Assistant and Convention/Programs Coordinator: awards@arteducators.org, 703-889-1281.

SUPERVISION AND ADMINISTRATION DIVISION

Many thanks to Mark Coates, past Supervision and Administration Division Director, and his regional directors, Linda Popp, Eastern Region; Dean Johns, Southeastern Region; Nancy Carr, Pacific Region; and Nancy Childs, Western Region, for placing emphasis on issues, effective practices, teacher support and development, and providing means for us to work collaboratively at the national level—all topics which are critical to ensuring that we have quality visual arts programs across the country. We hope to continue to build on this previous work over the next 2 years.

The NAEA Convention in Seattle provided many opportunities for those of us in the Supervision and Administration Division to meet and discuss issues and strategies for addressing them. High on the list of concerns was the connection of teacher pay and assessment. AnnRene Joseph and her team from Washington made a pre-conference presentation which initiated discussion on this topic.

Administrators from several states reported that they are being required to develop end-of-course tests for K-12 arts instruction. In some instances, states are providing funding for developing assessment items without the money or infrastructure for implementation. Several supervisors expressed a concern about the need to define “growth,” particularly with the emphasis on performance assessment. These topics will continue to be part of the

discussion as we move forward in today’s education reform policy environment.

Save the Date: February 29, 2012. The pre-conferences of the past 2 years, a tradition we are planning to continue in New York, have assisted us in coming together to support each other and exchange information and strategies. In this format, we have been able to network, and thus serve as resources for each other at other times during the year, and we have been able to provide professional development for ourselves specifically targeted toward our identified needs. We have the possibility of a couple of interesting opportunities in New York and will be providing more information as the year progresses.

At our Issues Forum in Seattle, we identified two additional topics which this Division could effectively address: how to support visual arts educators and strategies for administrators, and supervisors who, with the current economic times, find themselves supervising all of the arts. Both of these topics will be subjects of sessions at the 2012 National Convention.

Further, as we are all aware, the single most important factor in building quality art programs is the teacher. To that end, we will be working on developing a closer relationship with and additional support for the Student Chapters beginning with proposed sessions at the 2012 Convention. A roundtable discussion will help students gain an understanding of

application processes, school district expectations, and student teaching experiences. In addition, an informal “meet and greet” session could offer opportunities for students to meet in small groups or individually with supervisors. We will be fleshing out these sessions during the summer, most particularly at our summer planning meeting, and will get word out to you as we get closer to the date. If you have interest in participating, please let us know.

Finally, several of the Seattle keynote speakers, most notably Robert Root-Bernstein and Rex Jung, as well as the members of the “Young Innovators panel,” made very strategic points about the relationship of the arts as an equal partner to other subject areas and, more specifically, the role of art in assisting scientists to visualize structures, using the creative process effectively, and providing a cross-discipline language. It seems that there is an advocacy opportunity here which, if articulated well, would strengthen our position in the curriculum without watering down the arts or citing the arts for outside instrumental purposes and bears more pondering and discussion.

Angie Fischer, NAEA Supervision and Administration Division Director-Elect, the regional Division directors, and I will be serving you for the better part of the next 2 years and, with your assistance and input, hope to provide worthwhile programming

and professional development opportunities. Please let us know if you have particular needs or interests that this Division could address. Our contact information accompanies this column.

To receive important announcements sign up for the Supervision and Administration listserv go to the following address: <http://www.arteducators.org/news/listservs>. We look forward to hearing from you. ■



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MUSEUM EDUCATION DIVISION

As I sit down to write my first column, I am grateful to have the opportunity to serve an Association that I value so deeply.

A sense of community, powerful professional learning opportunities, and a shared commitment to art education are just a few of the things that I appreciate about NAEA. I am also humbled to be following in the footsteps of Lesley Wellman, our outgoing Division Director, who with great wisdom, focus, and generosity of spirit guided the Museum Education Division to new heights. I am extremely grateful to Lesley for her leadership and service to NAEA.

I also want to welcome our incoming regional Representatives-Elect: Michelle Grohe, Wendy Wolf, Ben Garcia, and Stacy Fuller. Along with Jackie Terrassa, Director-Elect for the Division, and our current Representatives—William Crow, Kate Rawlinson, Elizabeth Gerber, and Emily Holtrop—they comprise our Development Committee. This terrific group of individuals is here to support you. I invite you to reach out with questions, suggestions, or concerns.

At this moment of transition, I’d like to share a few reflections and update on the national Convention and new initiatives. The Seattle Art Museum was a beautiful and stimulating setting for our pre-conference *Imagining the Future of Art Museum Education*. I was particu-

larly inspired by our morning panelists who addressed changes in society that will impact and transform our work.

Maria Medvedeva spoke about how the United States population is rapidly changing. She explained the importance of developing a nuanced understanding of our communities that goes beyond the narrow categories of race and ethnicity to consider generational, political, historical, geographic, and cultural factors as well. Holly Witche discussed emerging technologies—such as mobiles, social media, augmented reality, and the semantic web—and their potential impact on and use in education and interpretation. Bob Sabol shared his recent research on the impact of No Child Left Behind (NCLB) on art education curricula, teaching, and teacher attitudes. He urged us to be proactive in advocating and educating stakeholders and policy makers in our communities about the value of a comprehensive art education. Claudine Brown discussed Science, Technology, Engineering, and Mathematics (STEM) education, a leading force in educational reform that is fueled by concerns that the U.S. is losing its competitive advantage in a global economy. It’s time, she said, that we put “A” for Art into STEM to spell STEAM. If children are to excel, they need to learn how to think critically and creatively, to imagine solutions to everyday problems,

to communicate effectively with others, and to express themselves through a variety of media. A quality art education supports the development of such skills. Randi Korn encouraged us to drill down on our passions and seek to answer the question “To what end do we do our work?” It’s time to move beyond outputs—the number of programs we offer, the number of schools served—and understand the difference museums make in the well-being of our communities.

This panel discussion set the stage for Visioning Sessions in which participants explored the benefits of art museums to key audiences, outlined quantitative and qualitative indicators of success, and identified what we need to change about our practice in order to remain relevant. In the afternoon, Models of Museum Education Practice offered case studies of how educators are strategically developing and executing programs and resources. The day ended with Reflection Sessions—time to process ideas, share next steps with colleagues, and be mindful in our practice.

At the pre-conference, Lesley Wellman and I announced an exciting new Research Initiative which we have been developing with museum evaluator and researcher Randi Korn, and more recently with Division Director-elect Jackie Terrassa. The purpose of the Research Initiative is to generate evidence through rigorous data collection that art museums play an important role in society. The first step toward advancing this initiative was to gather the insights shared by members during the Visioning Sessions. Your collective wisdom will be integral as we focus our exploration and identify the kind of research that will be most beneficial to museum educators, art museum administrators, funders, policy makers, and the formal and informal education community. We have posted a “Frequently Asked Questions” document explaining the Research Initiative and synthesized a portion of the notes from the Visioning Sessions on the NAEA website (www.arteducators.org/community/museum-education).

During the convention we also convened a Working Group, which included a number of external stakeholders, to help us further shape the Initiative. In the coming months, we will consult with those who have experience with large research initiatives to identify possible partners and ways to structure our efforts. We will then begin drafting a funding proposal and approach potential funders. I will share updates on the Research Initiative in this column and through the listserv. Stay tuned!

I have received retirement announcements from three distinguished museum educators. Please watch the Museum listserv for tributes to their work, as well as news from colleagues around the country, FAQs about the Research Initiative, and further readings. To subscribe to the listserv, send an e-mail to “museum-subscribe@artedlists.org” and write “Subscribe” in the subject line. ■

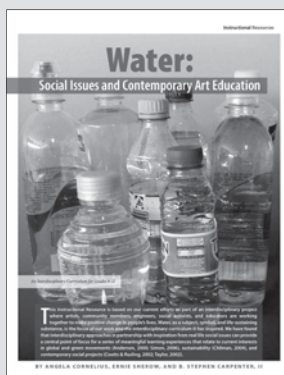


Anne Manning

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Publish in Art Education!

Team with a teacher, professor, graduate student(s) or museum educator to write for Instructional Resources. This section of each issue combines full-color reproductions of art objects and artworks with content for classroom lesson plan approaches and evaluation objectives. Priority consideration will be given to IRs that discuss innovative contemporary art and/or visual culture exemplars and inventive art teaching methods and strategies.

Email Kathleen Keys, IR Editor (kathleenkeys@boisestate.edu) with your ideas and to discuss how your concept might fit with the consideration of Instructional Resources.

See www.arteducators.org/2010_AE_IR_Guidelines.pdf for complete Instructional Resources Guidelines.

People in the News

Mary Stokrocki, Professor of Art Education at the Arizona State University Herberger Institute for Design and the Arts, has received a Fulbright to teach in Taiwan next spring during sabbatical. She will be teaching “Digital Ethnography on Second Life” at National Chiayi University, Department of Fine Arts, Graduate Institute of Visual Arts, College of Humanities and Arts, Taiwan. This is her third year teaching on this subject; she has published four articles on her explorations there already. The purpose of the Fulbright is to increase mutual understanding between the people of the United States and the people of the more than 150 countries that currently participate in the Fulbright Program.

David Burton contributed to a *New York Times* article, “Mom, You’re One Tough Art Critic!” (January 27, 2011), which explores the quandary of many parents overwhelmed by the accumulation of their children’s masterpieces. Burton shares guidelines for and benefits of selective archiving, reminding parents that often it is the process of artmaking—over the product itself—that is of most value to the young artist. The full article can be found at: <http://nyti.ms/gEYj8A>

Following the recent earthquake and tsunami, New Jersey art teacher **Suzanne Tiedemann** produced “Wishes for Japan,” a short video that has linked her 4th-grade students with an art teacher in Japan. Inspired by Robert Indiana’s “LOVE” series, the online collaboration with Chicago art teacher Tricia Fuglestad used art and technology to make connections. Per Tiedemann, “I am so proud of my students for their ability to show compassion and empathy through their artwork.... The global connections and opportunities that I am able to make with and for my students is changing the way I approach teaching and is helping me to really see what 21st-century learning is all about.” View the video at: <http://animoto.com/play/RgibWBDN0guF51A86jpuA>



In Memoriam

Longtime NAEA member **Thomas “Tom” Nelson Hubbard** died March 21, 2011, in Santa Barbara, California, at the age of 80. He attended Rockford schools, Hotchkiss School (Class of ’49), and Yale University (Class of ’53). Tom founded Crystal Productions Co., an art education resource publisher in Northbrook, Illinois.

Although he became a paraplegic in 1975 following a hang glider accident in Aspen, Colorado, Tom’s enthusiasm for life, adventure, travel, fly fishing, and the invention and production of educational resource materials—both for science and art—was unhampered. His sense of humor, his intellect, and his charming smile were enjoyed by all who knew him. Tom was also a talented watercolor landscape artist and showed in various galleries around the country as well as in Aspen, where he lived for over 30 years.

Memorials may be sent to the Anderson Ranch Arts Center Foundation in Aspen, Colorado; the Santa Barbara Museum of Art in Santa Barbara, California; or the Santa Barbara Cottage Hospital Foundation in Santa Barbara, California.

SEATTLE 2011—Hardworking Members!

“It was wonderful, we came away enriched, restored and refreshed with a renewed commitment to our profession.”

—2011 Convention Attendee



Photographs © Brad Edelman 2011.

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Mark Dion



Robert Root-Bernstein



Rex Jung



Judy Burton



Beverly Levett Gerber



Barry Shauck and Al Hurwitz

Seattle continued from page 1

Inspiration is a big theme that connected my informal interviews with attendees. There were many comments about the compelling messages delivered by the General Session speakers. But equally powerful were the many concurrent sessions, which met the varied individualized needs of convention participants.

"That session on advocacy was just what I needed to boost my own advocacy efforts in my school district."

"I loved seeing the way teachers are using new tablet apps to motivate their students."

"My highlight was hearing innovative speakers who are combining and engaging ideas of science with creativity, and encouraging that interdisciplinary connection in the arts in our schools."

Connection is also an overarching theme. Student members were able to meet veteran members with whom informal mentor

relationships are created. NAEA members found opportunities to interact with association leaders who are forming policy. Classroom teachers were able to share experiences with our field's major researchers. And members could meet and interact with internationally renowned working artists and visit major cultural institutions based in Seattle.

"As a first time attendee, I was amazed to learn what a tight knit, super integrated, and connected community NAEA is."

Commitment to excellence in challenging times is a hallmark of the NAEA Convention experience. I spoke with many members who made significant personal sacrifice to be able to attend the convention—using personal frequent flyer miles, sharing rooms, paying for substitutes. They all spoke of their quest to be the best they could be—to be beacons of inspiration and creativity to their students.

I came away from the experience with renewed admiration for our association and several observations:

1. The Convention is a powerful professional development tool whose benefits extend into our nation's classrooms.
2. Any member of NAEA who does not take advantage of attending at least one Convention is missing just one of the significant benefits of membership (and like potato chips, it's hard to "eat" just one!)
3. Art education professionals are passionate about their field and can't get enough of both seeing and making art.
4. NAEA members can be leaders in reinvigorating our nation's schools.

Together we are quite an impressive virtual museum of committed professionals. See you in New York next year! ■

B.J. Adler, is an NAEA member and president of Vision Emerging Consulting.

For more feedback from 2011 Seattle Convention attendees, see <http://youtu.be/hyHkPekTkjA> and for more highlights, photos, and videos, visit www.arteducators.org/convention

Crayola Opening Night Event at Experience Music Project Museum



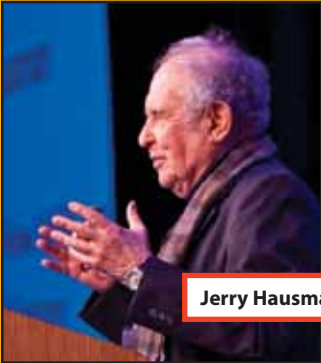
"I have to tell you, you are not part of my life, you *are* my life, and for that I thank you."

—Al Hurwitz, first recipient of the 2011 Elliot Eisner Lifetime Achievement Award, addressing the General Session.





Artisans Gallery



Jerry Hausman



Russell Day



Jan Jagodzinski



Marilyn Stewart



Betsy Logan



John Ceschini, Daisy McTighe, Barry Shauck



Pamela Taylor



THANK YOU to our 2011 NAEA National Convention Exhibitors!

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www.decoart.com

Dixon Ticonderoga Co.
www.dixonticonderoga.com

Ed Hoy's International
www.edhoy.com

Faber-Castell
www.fabercastell.com

Flourish Co.
www.meshpanels.com

Fredrix Artist Canvas
www.FredrixArtistCanvas.com

General Pencil Company
www.generalpencil.com

Getting To Know, Inc.
www.gettingtoknow.com

iLoveToCreate, a Duncan Enterprises Company
www.ilovetocreate.com

Jack Richeson & Company
www.richesonart.com

Kansas City Art Institute
www.kcai.edu

Kendall College of Art & Design
www.kcad.edu

Kiki Magazine
www.kikimag.com

Kits Publishing
801-582-2517

L&L Kiln
www.hotkilns.com

Laguna Clay Company
www.lagunaclay.com

Logan Graphic Products, Inc.
www.logangraphic.com

Massachusetts College of Art & Design
www.massart.edu

Masterpiece Cards
www.TheMasterpieceCards.com

Mayco
www.maycocolors.com

McGraw-Hill Education
www.mheonline.com

MD Enterprises/Pro Panels
www.propanels.com

Michael's
www.michaels.com

Minneapolis College of Art & Design
www.mcad.edu

My Skoobi Creative, Inc.
www.myskoobi.com

NASCO
www.enasco.com/artsandcrafts

National Gallery of Art
www.nga.gov/education/classroom/loanfinder

New Hampshire Institute of Art
www.nhia.edu

Original Works | 715
www.originalworks.com

Pacific Northwest College of Art
www.pnca.edu

Pacon Corporation
www.pacon.com

Paragon Industries LP
www.paragonweb.com

Pearson
www.pearsonschool.com/art

Peter Pugger Manufacturing
www.peterpugger.com

Rabinowitz Design Workshop LLC
www.twisteezwire.com

Regis University
719-440-0246
www.regis.edu

Rock Paint Distribution Corp., Handy Art
www.handyart.com

Rocky Mountain College of Arts & Design
www.rmca.edu

Rostow & Jung Akua Inks
info@waterbasedinks.com

Royal Brush Mfg.
www.royalbrush.com

Sakura of America
www.sakuraofamerica.com

San Francisco Art Institute
www.sfa.edu

Sanford Brands, Prismacolor/Sharpie
www.prismacolor.com

Sargent Art
www.sargentart.com

Savannah College of Art and Design
www.scad.edu

Scholastic Classroom Magazine
teacher.scholastic.com/products/classmags.asp

School of the Art Institute of Chicago
www.saic.edu

School Specialty Sax Arts & Crafts
www.saxarts.com

SchoolArts Magazine
www.schoolartsonline.com

Scratch Art Co.
www.scratchart.com

Seattle Pottery Supply, Inc.
www.seattlepotterysupply.com

Shain Solutions
www.shainsolutions.com

Shimpo Ceramics
www.shimpoceramics.com

SilverGraphics Studios, Inc.
www.silvergraphics.com

Skutt
www.skutt.com

Smart-Fab
www.smartfab.com



Spectrum Glass Company
www.SpectrumGlass.com/ArtEducators

Spectrum Glazes
www.spectrumglazes.com

Speedball Art Products
www.speedballart.com

Square 1 Art
www.square1art.com

Staedtler Mars Limited
www.staedtler.ca

The Art Institutes
www.aiadvantage.com

The College Board
www.collegeboard.com

The C-Thru Ruler Company
www.myartc.com

The University of Florida, Online Master of Arts in Art Education
education.arts.ufl.edu

Total Mosaic
www.totalmosaic.com

Triarco Arts & Crafts
www.eTriarco.com

Trillistar Books
www.trillistar.com

Tutto Luggage/Mascot Metropolitan
www.tutto.com

United Art and Education
www.unitednow.com

US Department of Education
www.ed.gov/

Utrecht Art Supplies
www.utrechtart.com

Vessels for Charity
us@vesselsforcharity.org
www.vesselsforcharity.org

Wacom Technology
www.wacom.com

Wescott
www.wescottbrand.com

Yasutomo
www.yasutomo.com

YoungArts
www.youngarts.org

Young Masters
www.youngmastersart.com



COMING SOON!

NAEA will offer a brand new way to help visual arts educators find the products and services you need for your classrooms!

The **Art Education Resource Guide**, launching in the coming months, will be easily accessible from a link on the NAEA homepage. The Guide will enable you to conveniently perform targeted searches for art-related products and services using either a keyword search or a directory search by product categories. Both methods will produce the most relevant results on the web for art education.

Look for the Art Education Resource Guide on **arteducators.org** soon!

STUDENT CHAPTER (SC) www.arteducators.org/community/student-chapter

Amanda A. Batson, NAEA Student Chapter President, MA Candidate at The University of Texas at Austin. E-mail: Abatson.naea@gmail.com

Many of you reading this had the privilege to attend the NAEA National Convention in Seattle this past March.

Always encouraged by the number of student groups that travel to the Convention, I was overwhelmed by the responses to the experiences the students had this year in particular.

"I liked hearing stories from new teachers and seeing the enthusiasm they had for art education!"

"The general sessions were amazing this year! So informative, interesting, and different from years past."

"I enjoyed networking with the celebrities of art education!"

I hope you enjoyed attending sessions, preconference activities, networking, getting to know other students from the nation, and

growing as a preservice educator. I can't wait to see you there next year.

I am always excited about the ideas that are generated from my Convention experience. The conclusion of the conference comes at the perfect time of year for student chapters to start thinking and gathering ideas. It is a time to create the goals of your student chapter and the plan the direction for the new semester. I encourage you to all to communicate your experiences from conference with each other and grow from them in the next school year.

Looking Ahead: Tips for Student Chapter Success

1. LEADERSHIP

When forming or continuing to grow a student chapter it is important to elect officers who possess the skills of a leader. Leaders are

important to establish as officers because they innately have skills to build unity within your group. Your presidential team should serve as mentors to members in your chapter who can motivate the group. Leading is about representing your chapter with integrity—always keeping the needs of the organization, members and community you are serving at the forefront of your agenda.

Another important leader in your organization is the student chapter advisor. Their role is to advise the presidential team, provide them assistance when needed. They can offer help to the organization

Above all, an organization can survive and carry on if those involved indeed have a passion for art education and for their members. This passion will shine through all the work your chapter does throughout the year. Make sure to make meetings welcoming places for everyone who attends.

2. COMMUNICATION

A huge factor that contributes to the growth and development of your student chapter is communication. Without proper communication within your leadership team and to your student chapter members, the organization does not reach its maximum potential. Make sure to keep everyone in your organization aware of when student chapter meetings are being held. Advertise through flyers, email, in classes, and through social media. Also, make sure your presidential team provides notes from meetings for those that could not attend. Use any means necessary to make sure that every person within your student chapter has the information they need to stay involved. Also keep your college, advisor, and faculty

members aware of the work being done by your student chapter. Take votes when important decisions need to be made so that everyone has a say in the organization and present opportunities for members to express their thoughts.

3. ADVOCACY

It is important when representing your university and the field of art education to be able to communicate and demonstrate to everyone, the relevancy, value, and importance of the visual arts in education. As an organization, you should seek out opportunities to be advocates in your communities for your common beliefs in art education. Your organization will become even stronger when members are able to share their beliefs and their passions about the field together and with others. One of the main goals as a student chapter should be to advocate for our field. As students, we hold the position in our university communities to reach many different people in many fields through our actions as a group. Do your part to teach others. Partner with other organizations on campus for different events, or to lectures on campus.

Attending professional development opportunities as a team is another great way to demonstrate your passion and your desire to grow as a team. Look for workshops, educator evenings, lectures, judging local high school art competitions, etc. in your community and attend these events together. What a great way to show to others that your student chapter values education and believes in practicing what you are soon going to teach. Always remember, if your organization has passion, everyone will see that passion! ■



Students from The University of Texas in Austin and Student Chapter President Elect Melissa Schaefer enjoying themselves at The Student Chapter Reception in Seattle, WA!

PUBLIC POLICY AND ARTS ADMINISTRATION (PPAA)

Amanda Alexander, Assistant Professor, Department of Art Education, Edinboro University, Doucette Hall, Rm. 116, 215 Meadville St., Edinboro, PA. E-mail: aalexander@edinboro.edu

I am delighted and excited to be taking on the role of incoming President for the Public Policy and Arts Administration (PPAA) Issues Group, following Jim Sanders who served as PPAA President from 2008-2011. I worked with Dr. Sanders while I was a student at The Ohio State University (OSU) pursuing a Master's in Arts Policy and Administration and a PhD in Art Education. During that work, I learned a great deal about policy effects on art education and how practitioners and art educators can make a difference through arts advocacy and working with policy-makers in federal, state and local contexts. Working as an officer for Arts Priori, OSU's Arts Policy and Administration student group, and participating in annual trips to the National Arts Advocacy Day in Washington D.C. and the Ohio Arts Advocacy Date in Columbus, OH (visiting legislators in each context) with the Central Ohio Student Advocates for the Arts (COSAA), I realized the importance of such groups. Each year, I was moved by the power generated by artists, art educators, undergraduates, graduate students, researchers and policy-makers coming together to support the work of the arts in our Nation and State. To me, it is clear that having a strong understanding of arts policy and administration is valuable for all involved in the Arts.

Sitting and listening during this year's PPAA meeting, I thought to myself, "How can I/we get more artists, art educators and students involved with the group?" It seems many artists and art educators may not fully believe they have a voice in policy matters, and/or art education graduate students, if not already involved in policy and administration, may not have considered it an area that

might hold their interest. Many of my Arts Policy and Administration peers in higher education attend conferences such as the Social Theory, Politics and the Arts (STP&A) or the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) instead of participating in the National Art Education Association's (NAEA) annual convention. I believe this is a mistake considering the membership number and reach of NAEA. I want to personally put a call out and urge more art educators and graduate students to become more involved in the work of NAEA's PPAA group—and believe great participation in the NAEA Public Policy and Arts Administration issues group will be valuable to the field, especially in the wake of arts education funding cuts across the United States. Through NAEA, arts advocacy, research, and arts/public policy issues can be addressed and may hopefully be heard on a larger scale—with greater participation we can begin to generate greater energy and a new generation of arts leaders that value research and production of policy and administration studies that serve the field.

We are all impacted by public policy and we can all shape art education research. Authors such as Laura Chapman (1982 & 1978) and Olivia Gude (2007 & 2004), make poignant, insightful, and respected connections between the classroom, research, and policy. Not only do they address policy on a national level such as the No Child Left Behind Act and national initiatives in education policy and advocacy, but they also examine multicultural education and community and policy issues in a globalized changing environment.

The PPAA group could be and should be a space and a platform for discussing and bring all types of issues to the table. For example, I have studied and continue to research issues concerning the Fair Trade movement—critically examining intellectual properties and economic trade policies regarding (inter)national artists/craftpersons. I found many (dis)connections between policies favorable to big corporations and the underserving of the individual artist or cooperative. I have presented this work at an array of national and international conferences, including NAEA, because I believe it is important for art pundits to see and make connections between art education and arts policy and administration. It is important for artists to understand why and how their work is affected by policy makers locally, nationally and internationally. It is important for them to examine how others are affected by such policies, and for our SIG to develop studies that determine those impacts accessible to the field.

Being versed in national and international policy and administration issues offers art educators a deeper understanding of the economic, political and cultural contexts impacting the classroom—instructing NAEA constituents in how to go about speaking with administrators and advocating for the Arts. As art educators, it is a matter PPAA must take on, and I hope to do that by engaging students involved in NAEA in thinking about and examining the world in ways that perhaps others cannot. We can forefront national and international policy positions and support students in leveraging their knowledge of a global arts climate in ways that can affect the

work of classroom educators and those in administrative posts who enforce policies that adversely or positively impact art educators served by NAEA.

Membership to the PPAA group is free, and I encourage anyone who is interested in becoming a member to please contact me, Amanda Alexander at aalexander@edinboro.edu through June, or at amandaa@uta.edu after the first of July. Each year the PPAA group reviews proposals for presentation at the annual conference, and I'm hoping that in coming years we fill as many slots as are made available to us. ■

Got a professional or research question?

ASK A FELLOW!

The NAEA Distinguished Fellows are ready, willing, and able to give advice and expertise about research and professional questions to art educators. We especially want to help young researchers get started, as well as teachers who want to do research.

Go to arteducators.org/research and look for the **Ask A Fellow** link in the right column. From there, your question will be distributed to the Fellows, who will respond to it.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF ART EDUCATION (NASDAE)

<http://nasdae.ning.com/>

AnnRené Joseph, NASDAE President, 2009-2012, Program Supervisor, The Arts, Teaching, Learning and Assessment, WA State. 360-725-6365. E-mail: annrene.joseph@k12.wa.us

Visionary Leadership, Advocacy and Action! (Part VI) 2010-2011 and Beyond! 2020 Vision in Progress: An Artwork in Progress! Report on NAEA Convention! News and Sessions by State Arts Education Leadership!

This particular issue is a summary report of the Convention sessions that were presented by the NASDAE membership and in conjunction with the Supervision and Administration Division, led by Mark Coates from Baltimore, Maryland. Convention sessions presented follow. All were well attended and provided a potpourri of the advancement of visual arts educational practices across our nation. All exemplified the Convention theme of **Creativity, Imagination, and Innovation in Art Education**.

Have an Outstanding Lesson Plan?

NAEA is seeking exemplary lesson/unit plans for the **INSTRUCTIONAL RESOURCES GALLERY**. Submit your plans for peer review and acceptance! Build interest and prestige while you help fill our Member-exclusive gallery!

www.arteducators.org/lessonplans

Supervision and Administration Pre-C Seattle Museum of Art. Professional Links: Connecting with Colleagues—Washington State Arts Performance Assessments were shared and experienced in the a.m. session of this pre-conference. Washington State's Arts Program Supervisor, AnnRené Joseph, shared the education agency resources, websites, research, and reports, along with WAEA members and WA State Visual Arts Teachers Gale Riley, Carl Clausen, and Richard Serpe, who are also members of the WA State Arts Assessment Leadership Team. Twenty-five participants enjoyed taking a revision of one of the OSPI-Developed Arts Performance Assessments, and learning about the 9-year process for the development, implementation, refinement, state reporting process, and next steps. Crayola provided the consumables needed for the creation of the samples by the arts administrators!

Art Advocacy Beyond Letter Writing. Beth Cornell and Nancy Carr led participants through a vision for art education advocacy, and how to use data, research, technologies, social relationships, and partnerships to develop action plans that could be shared on a wiki.

National Standards for the Arts 2.0. Debora Hansen and Lynn Tuttle shared a dialogue on SEADAE's convening of a National Arts Education Task Force of thought partners, including NAEA, to begin the process of reconceptualizing content standards in the four arts disciplines.

Focus on Elementary Electronic Portfolio Assessment through NM Elementary Arts Programs—Vicki Breen and New Mexico teachers shared how NM has changed education and assessment to become individualized student learning tools for all students.

NASDAE: Creativity, Imagination, and Innovation in Visual Arts across the Nation! NASDAE members attending the Convention brought information from their states regarding how they are meeting NAEA Strategic Plan Goals in their states as they relate to visual arts creativity, imagination, and innovation. Session attendees included: AnnRené Joseph, Limeul Eubanks, Vicki Breen, Debora Hansen, Beth Cornell, Ana Cardona, and Scott Shuler.

NASDAE Annual Meeting. This meeting was held immediately following NASDAE Session at the Daily Grill Restaurant at the Sheraton Seattle. NASDAE President AnnRené Joseph reserved a small meeting room, and had it decorated for the NASDAE members in attendance at the Convention. Discussion, process, and nomination of officers for 2012-2014, sharing of state successes and issues, and continued alignment of NASDAE goals to NAEA Strategic Plan and state and national issues regarding visual arts education for all learners were all discussed, as had been advertised in the program as the agenda. Thirteen members attended the dinner and Convention, and 12 attended the meeting. Members in attendance at the Convention, at the dinner, and at the meeting follow. AnnRené Joseph, WA; Ana Cardona, retired-MI; Deb Hansen, DE; Nancy Carr, OR-retired, from CA; Beth Cornell, retired, from PA; Peggy Wenner, ID; Jay Tucker, MD; Lynn Tuttle, AK; Limeul Eubanks, MS; Scott Shuler, CT; Glen Henry, OK; and Vicki Breen, NM. At the Convention and dinner but unable to attend the meeting: Brenda Turner, retired, AK. NASDAE progress is reported in the *NAEA News*, and in the NAEA Convention Program. All NASDAE goals for the 2010-2011 year were accomplished, without exception. The great attendance by NASDAE members and

number of NASDAE sessions at the Convention exceeded the initial goals. NASDAE membership is at 25, at the time of the Convention.

Delaware's 100 Million-Dollar Recipe. Debora Hansen shared how stimulus funds included money for arts education.

Creativity, Imagination, and Innovation in State Arts Leadership in Education Agencies State Education Agency Directors of Arts Education (SEADAE). AnnRené Joseph, WA; Limeul Eubanks, MS; and Ana Cardona, MI; shared their progress in Arts Education Initiatives in alignment with NAEA's Strategic Plan, and national policies, including a small report about the National Arts Standards work.

Visual Arts Assessments in WA State—The Journey in Progress 2003-2011: Creativity, Imagination, and Innovation in Action! AnnRené Joseph, Gale Riley, and Carl Clausen shared how they developed, implemented, assessed, refined, and reported the WA State Arts Performance Assessments. Participants saw and heard how these assessments have enhanced more arts instruction for all learners.

Focus Areas for NASDAE Goals for 2011-2012 include the following: National Standards Movements and Common Core Standards, High School Graduation Requirements, Longitudinal Data, Certification, STEM/STEAM, Arts in ESEA re-authorization, RTTT, Arts Funding, Charter Schools. Current state and national budget and resource issues, as well as individual state legislative issues may have impact on arts education and funding. We are all working together to keep arts education "green and growing" for all learners. See you in New York in 2012! ■

CAUCUS ON SOCIAL THEORY AND ART EDUCATION (CSTAE)

<http://cstae.bluedoublewide.com>

Patty Bode, CSTAE Coordinator. Tufts University. E-mail: patty.bode@tufts.edu

Columnists: **Marissa McClure**, University of Arizona. E-mail: mam3@email.arizona.edu; **Christine Woywod**, University of Wisconsin-Milwaukee. E-mail: woywod@uwm.edu

2011 Convention Follow-Up

Thank you to the many CSTAE members who presented and participated in sessions during the 2011 Convention. We would like to take this opportunity to announce the following updates in CSTAE leadership that took effect at the Seattle convention. **Elected offices:** **Patty Bode** stepped into the role of CSTAE Coordinator and **Alice Pennisi** became our new Coordinator-Elect. **Melanie Buffington** was elected for another term as Treasurer. **Appointments** include **Kryssi Staikidis** as Editor and **Sharif Bey** as Assistant Editor of the *Journal of Social Theory in Art Education (JSTAE)*. **Bill Wightman** will continue to serve as recorder and **Dawn Steinecker** will be the caucus' new web manager. **Marissa McClure** and **Christine Woywod** will continue as CSTAE columnists for *NAEA News*.

The online publication of *JSTAE* Volume 31, *Critical Coalitions in Play*, is forthcoming, as is the Volume 32 Call for Papers, inspired by ideas for journal themes generated at the CSTAE Town Hall Meeting. Additionally, plans were set in motion for the first CSTAE scholarship, intended to help a graduate student offset the cost of attending the 2012 convention. Details will be available in the October CSTAE column in *NAEA News*.

Speak Out Session

CSTAE's second Speak Out session was very well attended. The 2011 session entitled "Creatively Questioning: Social Theory and Social Imagination with Caucus on Social Theory and Art Education," was facilitated by Patty Bode and Clayton Funk. This session engaged conference participants in democratic and dynamic discussion with a panel of members of the CSTAE who question, practice, and research concepts of creativity while activating and reflecting on social imagination. After each panelist provided an introduction of her/his theoretical perspectives of creativity while reflecting on social imagination, the session broke into three "roundtables." Each small group included two panelists in conversation with conference participants. The Speak Out session concluded by reconvening the large group to hear major points of how participants identify, deconstruct and inspire creativity and the social imagination in art education.

As a part of the roundtables, **Kryssi Staikidis** (Northern Illinois University) and **Olivia Gude** (University of Illinois at Chicago) led a conversation regarding the difference between cultivating creativity for solving problems to meet needs within the dominant ideology of consumer capitalism and imagining the ideology of consumer capitalism as itself a problem in living joyous, just, sustainable lives. The results of this conversation extended to practical applications, considering how this



Participants listen intently in a roundtable group during the CSTAE Speak Out session. Photograph courtesy of Jo Rees.

difference can inform the curriculum and practices in art education.

With consideration of the sociopolitical context questioning, "What counts as art?" and "What counts as knowledge?" against the backdrop of the standards movement and the hostile take-over of funding of art education, **Melanie Buffington** (Virginia Commonwealth University), **Clayton Funk** (The Ohio State University), and **Patty Bode's** (Tufts University with The School of the Museum of Fine Arts, Boston) roundtable group considered "How can social theory substantively influence future directions of the field of art education while simultaneously bridging/minding the theory-practice gap?"

Finally, **Kim Cosier** (University of Wisconsin-Milwaukee) and **GE Washington** (The College of Saint Rose) facilitated a discussion exploring if critical race theory or queer theory can help teacher-education students creatively interrogate the social construction of identity. Their roundtable group ultimately considered, "In what ways can we creatively use social theory to 'out' unexamined biases in ourselves, and our students, as we develop teacher identities?"

During the last year, we received very positive feedback on CSTAE columns following a format that drew upon the Speak Out session. We will follow that model again in the coming months, with multiple contributors reporting and reflecting on each of the three round table groups from the CSTAE Speak Out session in Seattle. We hope that you will find these columns informative and full of rich content! ■

Find CSTAE online:

New! CSTAE group on Facebook:
e-mail CSTAE@groups.facebook.com

CSTAE website: <http://bluedoublewide.com/cstae/>

JSTAE volume 30: <http://www.bluedoublewide.com/openJournal/index.php/jstae/article/viewFile/15/10>

SPECIAL NEEDS IN ART EDUCATION (SNAE) www.southernct.edu/~gerber/SEDarts/

Adrienne Hunter, SNAE President. 2226 Shady Avenue, Pittsburgh, PA 15217. E-mail: snae1@verizon.net

Hello Everyone! I am so honored to be serving as your new President. I have the good fortune to be a part of an extremely supportive organization in SNAE. The strength of this organization is built upon the dedication of our members to promote art education for learners with special needs through professional development, educational collaboration, and leadership. Please feel free to use my e-mail to let me know about issues you would like to read about in the newsletter, to stay in touch, or to keep me up to speed!

Congratulations to Lynne Horoschak, Moore College of Art & Design, SNAE President Elect; and thanks to Sue Loesl for her service as Past President. An extraordinary motion was passed at the last business meeting where the SNAE Teacher of the Year Award was named for our past President, Peter Geisser, who fought to establish our SNAE awards. In a rare moment, Peter was speechless!

At the Awards Ceremony, Lynda Abraham Braff received the NAEA/CEC/VSA Special Needs Teacher of the Year Award, Mary Lou Ford-Dallam received the NAEA/CEC/VSA Beverly L. Gerber Lifetime Achievement Award, and Beverly Gerber was honored again for giving the Lowenfeld Lecture and receiving the NAEA Viktor Lowenfeld Award. After the ceremony SNAE members and guests ate at Seattle McCormick & Schmick's Seafood Restaurant. Special thanks go to McCormick & Schmick's for honoring our awardees again this year, and providing a wonderful celebration for all.

We take great pride in our members and in those who work with and advocate art for people with special needs. This year's recipient of the NAEA Marion Quin Dix Leadership

Award is Elizabeth "Betsy" Logan (AL). Betsy has been a member of SNAE, and in her tenure as NAEA Southeastern VP she was a strong advocate for our SNAE mission to bring art education to people with disabilities. Congratulations, Betsy!

SNAE had 25 presentations and events at the NAEA Convention. The scope and depth of work presented on Special Needs Topics was fantastic. Thanks go to the 2011 SNAE presenters: Rande Blank, Joy Brown, Corrie Burdick, Brenda Coffield, Peter Curran, Brianna Deterling, Denise Docherty, Juliann Dorff, Glenda Folk, Trisha Folk-DuBois, Janet Fedorenko, Lisa Friedell, Mary Geisser, Peter Geisser, Beverly Gerber, Kathy Hubbard, Kristin Kowalski, Rebecca Longley, Amanda Newman-Godfrey, Linda Hoeptner Poling, Joseph Parsons, Rahila Weed, Moniques Richard, Megan Rudne, VanKirk-Schue, Amanda Walsh, Alice Wexler, Suzanne Duvall-Zurinsky. We hope to see many of you again in New York next year.

At the SNAE business meeting, a draft of a new website designed by Mary Geisser was approved, and Mary will be coordinating this site with NAEA. A final web address will be announced soon, but the draft of the site can be seen at: <http://snae.yolasite.com/> This site will become linked to the NAEA site and will become our center for SNAE information and communication. A reminder to sign up for the CEC SmartBrief for excellent articles and reports on special education around the world: www.smartbrief.com/cec/ ■



Passing on of the SNAE Presidency.



Photos of Adrienne Hunter at the Seattle Convention were done in old fashioned "virtual mode" as she was unable to be there in person.



LESBIAN, GAY, BISEXUAL, AND TRANSGENDERED ISSUES CAUCUS (LGBTIC) www.wix.com/khsieh/naea-lgbtq

Co-Chairs: **Mindi Rhodes**, Ohio State University. E-mail: Rhoades.89@osu.edu and **GE Washington**, College of Saint Rose, Albany, NY. E-mail: garnellwashington@yahoo.com
NAEA News Columnist: **GE Washington**, garnellwashington@yahoo.com

Queerly Working the Convention

How do normalcy and abnormalcy become assigned subject positions? How can they be subverted? How can the very notion of a unified human subject be parodied and, jointly with other discourses, radically deconstructed into a fluid, permanently shifting, and unintelligible subjectivity?

—William Pinar

It's funny; gradually the national Convention has become less of a "retreat" and more of a recommitment and entrenchment into my work. While serving on the NAEA Lesbian, Gay, Bisexual, Transgender Queer Issues Caucus (LGBTIC), I have developed a new sense of purpose and direction for my curriculum research in art education. Through time our LGBTIC work has presented opportunities to see and discuss the effects of queer challenges to traditional curriculum. At one point, in the not so distant past, I had accepted the position of lesbian and gay educators/students as abject and irreconcilably outside of a mainstream discourse. However I have watched our caucus members raise more and more lively challenges to questions such as: for who, what and how does conventional education serve our community?

Even though much of the caucus work has focused on planting *seeds of change*, I am starting to see how we can influence the look, feel and attitude of NAEA conventions in irrec-oncilable ways.

At this year's Convention the Queer Issues Caucus sponsored eight lively and well-

attended presentations and workshops. We co-sponsored an annual party with the Social Theory in Art Education Caucus, and conducted an executive business and general membership meeting. We are in the process of collecting dues and updating addresses for 26 members. The following is a 'snapshot' of the LGBTIC general membership and executive business meetings in Seattle on April 18-19, 2011.¹

Discussion Topics

- I. Introductions
- II. 2010 meeting minutes were approved—Treasury and membership report accepted
- III. Ideas were shared about an event during next year's convention meetings in NYC
- IV. Website ideas: location for curriculum materials, lesson plans, blogs, etc. Kevin Hsieh has rebuilt our website, www.wix.com/khsieh/naea-lgbtq
- V. Melanie Davenport reported on Delegates Assembly and key position statements
- VI. I suggested we divide the meeting into working committees or *action groups*

Action Groups

- I. Newsletter/Publications Committee**
 - 1. Organizers: Stephanie Drugan, John Chamberlin, Kevin Hsieh and Aimee Espirth and GE Washington
 - 2. Publication Actions: Increase conference proposal submissions/Encourage active collaborations with youth on our past research topics / Annotate LBGT and queer publication outlets / Mentor youth

and teachers who are writing conference proposals

II. Speaker/Events Committee

- 1. Organizers: Hallie Jones, Alex Tapnio, Kathryn Gainey, and Mindi Rhodes
- 2. Event Actions for the NAEA Convention in New York City: Partner with Hetrick-Martin Institute (Harvey Milk High School) / Work with NY teachers on a pre-conference about bullying / invite speakers — Ellen DeGeneres, David Sidareus, John Waters, Meranda July, or Ann Hamilton / LGBT Art Show / Special tours for conference attendees / Gather stories from LGBT students (via GLSEN) / Online LGBT Art Contest or exhibition / Workshops on being an LGBT ally

The challenge for our caucus is not to merely to argue for better or more "fair" treatment in schools and curriculum. We must insist on new images of who, what, for whom, and how the very idea of education is put forward in service for our community. This work has begun with the Queer Issue Caucus' efforts to deconstruct the NAEA convention experience into a fluid, permanently, shifting, and unintelligible subjectivity. Next year, join in the work of queering our art education convention. ■

*The LGBTIC <http://www.wix.com/khsieh/naea-lgbtq> welcomes guest columns at any time. We also welcome any response to this editorial. Submissions or replies can be emailed to Dr. Washington at garnellwashington@yahoo.com

References

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Endnote

¹ I want to recognize and thank Kathryn Gainey, our caucus secretary/treasurer, for her timely distribution of the meeting minutes

LIBRARY OF CONGRESS OPENS GRAPHIC ARTS GALLERIES

The Library of Congress has opened two of three exhibition spaces located within the new Graphic Arts Galleries in the Library's Thomas Jefferson Building. The galleries—open to the public with free admission—will focus on the Library's cartoon collections and offer a rich sampling of caricatures, comic strips, political drawings, artwork created for magazines, and graphic-novel illustrations.

The Library has a long history of exhibiting cartoon and caricature art, and has been collecting original cartoon art for more than 140 years. It is a major center for cartoon research with holdings of more than 100,000 original cartoon drawings and prints, spanning five centuries and ranging from 17th-century Dutch political prints to 21st-century contemporary comic strips.

LIFELONG LEARNING (LLL)

Priscilla A. Lund, Montana State University, 136 Reid Hall, Bozeman, Montana 59717. E-mail: plund@montana.edu

Creativity, Imagination, and Innovation

Spring in Seattle brought us together at the National Convention to make connections with Creativity, Imagination, and Innovation. The creative process is a vital element in lifelong learning as presentations reported on projects, programs, and events to support the Convention theme. Topics included creating intergenerational communities by drawing, installation art, and performance art; building lifelong learners by bringing together college students, members of the community, and school-age students to make art; grandparents and their grandchildren making baskets together from recycled newspapers; forming book groups with adults to read about art; and how theories of creativity inform our understanding of lifelong learning. Another perspective presented was how art teachers nurture their creative process as lifelong

learning endeavors. These presentations will be available through summaries printed in a publication: *Conference Proceedings of the Committee on Lifelong Learning*. Angela LaPorte and Pamela Lawton are collecting the manuscripts. At the business meeting we discussed ideas for an online publication in the future. Members voted new officers for 2011-2012: Priscilla A. Lund, President, and Susan Whiteland, Treasurer.

The Committee on Lifelong Learning is looking for resources and information about the visual arts as lifelong learning to share, so join our listserv and send websites, information about conferences, events, and workshops that focus on the visual arts as lifelong learning. Pennsylvania State University sponsors the Intergenerational conference every summer and offers additional information through their website: <http://intergenerational.cas.psu.edu>

Looking for Lifelong Learning in Your Community

Another location for lifelong learning may be in your local art centers, public libraries, and museums. The Reference Library at the Toledo Museum of Art in Toledo Ohio launched an Art Book Club in May 2011. The club selected *The Lost Painting: The Quest for a Caravaggio Masterpiece* by Jonathan Harr. Find more information about why this particular book was selected by visiting the reference library's link on the museum's website: <http://www.toledomuseum.org>. Reading about art maybe an appealing alternative to adults who want to learn about the visual arts and discuss their

insights about the text. These groups offer lifelong learners an opportunity to use their social skills as they nurture critical approaches to art history and aesthetics. They are often free except for the price of the book. Some local public libraries are thrilled to assist readers with lists of books about art, a place to meet and discuss the books. The key to success with these groups is for the club coordinator and members to select books that have appeal and relevance to a wide range of readers.

Why Read about Art?

Reading about the visual arts has a dark side. Some of us remember art history textbooks that seemed a chore to read. Often these reading experiences were obligations and not open to discussion and critical discussion. In most cases, these reading assignments were tasks to be tested in an exam or essay that resulted in a letter grade. Reading about art as lifelong learning has a different purpose and intent. R. C. Wlodkowski (1999) offers a more appealing perspective. He claims that adults require a culturally responsive framework for learning. This framework includes: (1) aspects of inclusion; (2) favorable attitudes toward learning; (3) finding meaning in the learning endeavor and (4) acquisition of competence with the content. Reading about the visual arts and learning about its role in society as a group provides adults with opportunities to engage visual arts content in ways that are social, self-selected, low-cost and accessible.

Early Lifelong Learning and Reading about Art

In order to nurture reading about art as lifelong learning during the pre-teen years, we can look for books by Blue Balliett. She found a way to blend mathematics and the visual arts in a series of mystery novels that feature three sixth-graders from Chicago Illinois. *Chasing Vermeer* (2005), *The Wright 3* (2000) and *The Calder Game* (2008) include adventures that take the characters into a world of historical fiction, suspense, and art history. Balliett collaborated with illustrator Brett Helquist in a unique way. His illustrations serve as active visual components for the readers since they reveal clues required to solve the mystery. She used her art history studies and teaching experience in an elementary school to develop convincing plots with historical accuracy that capture adult readers too. These books have potential to encourage art teachers to form intergenerational art book clubs in after school programs or service learning collaborative projects with senior centers. ■

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2012 NAEA NATIONAL CONVENTION!

Book your NYC hotel room today:
www.arteducators.org/news/national-convention/hotel-information

View session handouts, photos, videos, and more from the 2011 NAEA National Convention:
www.arteducators.org/post-convention-information

INDEPENDENT SCHOOL ART EDUCATION (ISAE)

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Dear ISAE Members,

I hope that this newsletter finds you well and successfully finishing your school year! I enjoyed meeting several new members at the NAEA Convention in Seattle and reflecting on current events and issues related to independent school art education. As part of my role as co-President, I attended the NAEA Delegates assembly to represent the ISAE special issues group. During the daylong meeting, I took notes on the process of the events so that you, the reader, can have a better understanding as to the relevance of ISAE representation.

As co-President of the ISAE, my role is to give voice to Independent School needs. I find this is particularly important as the Delegates Assembly works through platform statements and discusses current trends in art education. While I am one of many voices, the role of the independent school art educator is an important voice to be heard!

The first order of events was to review of policy and procedure for creating platform statements and the NAEA review process. Any member of the NAEA can write a platform

statement to be adopted by the organization. For example, the ISAE could write a platform statement on the role of charter schools in independent school education and submit this to the NAEA for approval.

How Delegates Assembly Works

(See the NAEA website: <http://www.arteducators.org/about-us/governance-structure>)

The Delegates Assembly meets annually at the National Convention. The Assembly is composed of elected or appointed representatives from all 50 states, the District of Columbia, British Columbia, and the Overseas Art Education Association, plus non-voting representatives from the Issues Groups.

The Delegates Assembly provides another vehicle for members to influence activities and policies of NAEA. It studies issues and recommends legislative and policy matters to the Board. It provides individual members yet another vehicle for influencing the activities and policies of NAEA.

- Issues are solicited from members through their state/province associations.
- Working Groups are formed to study and recommend.
- Recommendations are presented to the Delegates Assembly body.
- Assembly-passed positions/resolutions are presented to the NAEA Board.
- Board studies Delegates Assembly recommended actions.
- Board-approved positions/resolutions are incorporated into NAEA plans for action.

Mac Arthur Goodwin spoke of the National Art Education Foundation (NAEF) work and

the role and vision of the NAEF in partnership to the NAEA. Members are invited to give to the NAEF (many members donate to the NAEF at their time of membership renewal with the NAEA). The NAEF has developed a planned giving campaign that was launched at the NAEA Convention. It is important for the membership to work with the NAEF to establish vision for the greater membership by giving and supporting the endeavors of the NAEF. The two organizations are connected and we need to continue to work together to establish possibility. See <http://www.arteducators.org/grants/national-art-education-foundation> for more details!

Barry Shauck, Outgoing President of NAEA, spoke of soul, spirit, self-knowledge, renewal, and the work that the Delegates Assembly does to reinvigorate NAEA as a place for growth and development.

Art All State—Massachusetts College of Art and Design: www.nationalartallstars.org presented their current mission: to offer HS juniors and art teachers the opportunity to participate in an award-winning, unique art education program that keeps young artists' interests in art at the highest levels by working with artists and new ideas in art.

Deborah Reeve, NAEA Executive Director, spoke of the new mission statement: *The National Art Education Association advances visual arts education to fulfill human potential and promote global understanding.*

The Fiscal Impact Committee presented on our current dues rate at the national level.

Finally, the ISAE issues group met on March 19 under the headline of *Conversations with Colleagues*. We had a vigorous conversation on

current trends that we are facing in our schools and discussed best practices and shared many, many ideas for the classroom! Three emerging trends came out of the meeting:

1. Enrollment is down in many independent schools and therefore budgets are decreased.
2. Teacher contracts are being non-renewed and it is expected that those that do have a contract will assume more work responsibilities for no extra pay.
3. Most independent school teachers have not had a pay raise in several years.

However, rather than viewing these current trends as a negative, I would challenge my independent school colleagues to look at the positive.... When enrollments were higher, many of us were also spread thin managing programs, coordinating events, and "doing more" to help our programs continue to grow. While this can be wonderful and invigorating, it can also be exhausting, as many of us across the country took on more and more to "have the best program possible." As we wind down the school year, I would challenge my independent school colleagues to look at how we can pare down. Instead of focusing on quantity, how can we take a step back to review our program and look at what is *quality*?

As summer approaches, we have all earned a well-deserved respite with much food for thought as we plan for the 2011-2012 school year. I look forward to continuing this conversation on the *Independent School Art Education (ISAE)* Facebook page. Come find us and share what is happening with you! ■

"Thank you for filling my career with valuable & inspiring concepts and conversations to share with my students and colleagues."

—2011 Convention Attendee

WOMEN’S CAUCUS (WC) <http://naeawc.net>

Karen Keifer-Boyd, Women’s Caucus President. Ph.D., Professor of Art Education & Women’s Studies at The Pennsylvania State University, School of Visual Arts, 210 Arts Cottage, University Park, PA 16802-2905. E-mail: kk-b@psu.edu

Hope, equity, emancipation, and empowerment are primary reasons for conducting feminist research. Gender equity is intertwined with social, economic, and environmental justice. Empowerment emerges from a sense of self-worth, and opportunities to be heard and to choose. There are many ways to begin feminist research. A participant, who had attended the Women’s Caucus Board meeting at NAEA 2011 Convention in Seattle, described the impact of one of the strategies.

“You may not know this yet but you saved me this year. ... The visualization you led brought me back home. You helped me remember what is important to me in my work in such a profound way. Thank you for that.”

Feminist methods examine intersections of gender, race, and socio-economic class that constitute lived experiences and are manifested in undue privilege and oppressive living conditions. Feminist researchers seek perspectives from the experiences of those whose lives are marginalized, devalued, and/or misunderstood in social institutions such as schools. Women’s Caucus members provide and continue to develop resources for research, which are accessible on our website at <http://naeawc.net/research.html>.

Ask a Mentor: The Women’s Caucus is delighted to announce that we are launching a new Mentor Program. The program is designed to provide a forum for members to easily access each other and to gain the mentoring we so often need. Whether you are a K-12 teacher wanting to chat about advocacy strategies, or in Higher Education looking for feedback on a manuscript, we hope the mentoring program will grow to offer something for everyone. Please keep in mind that we are all positioned along different points in the continuum of our professional develop-

ment. Even those of us who feel like we are at the beginning of our teaching careers can mentor those just entering the field. We hope you will consider sharing your expertise with other Women’s Caucus members. For more information, please visit our new web page dedicated to mentoring at <http://naeawc.net/mentor.html>.

Honor Others: Take a moment to think about someone who is an outstanding art educator who consistently inspires and mentors students in a cooperative, collegial, collaborative, and nurturing manner. Or, who has provided noteworthy service contributions to art education as an advocate of equity for women and all people who encounter injustice. This individual contributes outstanding service of community, state, national, or international significance that contributes to eliminating discriminatory gender and other stereotyping practices for individuals and groups. Who comes to mind when you think of someone who has made distinguished contributions to the profession of art education? Do you know someone who has made a special effort to incorporate feminist pedagogy into her or his pre-K-12 teaching? If you know someone that you would like to see honored, please send nominations by October 1, 2011 to the chairs of the five different award committees listed at <http://naeawc.net/awards.html>.

Create Art: Nourish yourself this summer with creative activity as a visual form of inquiry through artmaking. Send 1-3 images of your artwork for juried selection for exhibition at NAEA in New York City in March 2011. The deadline is earlier this year, November 1, 2011. See <http://naeawc.net/exhibitions.html> for past years’ exhibition catalogues and further information on submitting work to the Women’s Caucus annual exhibition. ■



The Women’s Caucus 2011 Lobby Session took place, as has been the Convention tradition since 2008, in the Sheraton Seattle lobby. Using prompts that began “a time when,” the 50 participants worked in small groups to translate personal experiences into possible pedagogical or political actions. Groups summarized their discussions emphasizing empowerment is in having relationships and being able to talk to others, learning from each other’s life stories, acting on what you believe, and making decisions. Transcript available at <http://naeawc.net/activism.html>. Photo by Joanna Rees.



The Women’s Caucus awards event is filled with joy in celebrating and supporting each other. Left to right: Flavia Bastos, Enid Zimmerman, Melanie Davenport, Jennifer O’Connor, Deborah Smith-Shank, Kim Cosier. Photo by Joanna Rees.

Embodied Sculpted Analysis. Based on Augusto Boal’s *Image Theatre* techniques, *spect-actors* at a 2011 NAEA Women’s Caucus session performed and directed each other to form body poses from their interpretation of constellations of survey data in response to the question “What is the image of a feminist in the field of art education today?” A premise of *Image Theatre* techniques for embodied sculpted analysis is that individual transformation incites and mobilizes action toward societal change. Photo by Joanna Rees.



RETIRED ART EDUCATORS AFFILIATE (RAEA)

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Dean Johns, RAEA President-Elect. E-mail: deangjohns@gmail.com

The membership of RAEA was well represented at the Seattle Convention. We had 40 members in attendance at our Annual Luncheon and Business Meeting.

At the luncheon we recognized our award winners for 2011: the Brigham Young Student Chapter (Utah), the Retried Art Educator Distinguished Service Award recipient

Elizabeth (Liz) Smith-Cox (South Carolina), and the National Retired Art Educator recipient Madeline Milidonis Fritz (Michigan). Madeline delivered a very powerful message concerning continuing involvement in retirement, not only with professional involvement but also with the production of art.

The Retired Art Educator Distinguished Service Award is new and is awarded to RAEA members exemplifying the highest standards of leadership and contributions to the advancement of REA programming. It is given for revise that goes beyond committee involvement and presentations. Nominees must have been retired for a minimum of three years to be considered. This is not an annual award but is given at the discretion of the RAEA Executive Committee.

For information on application procedures for the Retired Art Educator and the National Student Chapter Awards go to www.arteducators.org and follow the directions to “awards.” Deadline for applications for the National Art Educator Award is October 1 and for the National Student Chapter Award, November 1. An informal survey was taken at the luncheon. Of those in attendance (20 respondents) we found that the average years in education was 35—with Jean Schulman (Alabama) reporting 50 years; that the attendees represented 116 retirement years—401 years attending convention; and that 14 have presented at NAEA conventions and 10 would like to

present at NAEA conventions. Thanks for facilitating the RAEA programming at convention go to Annita Shaw (Washington) and Jean Schulman who hosted the RAEA table at registration and Carl Claussen (Washington) who acted as the Seattle receiver of art auction artwork.

The annual business included the election of Dean Johns (North Carolina) as RAEA President-Elect and Marty Rankin (South Carolina) as Treasurer. It was decided that the RAEA would have an informal gathering in New York rather than a luncheon because hotel meal costs keep increasing.

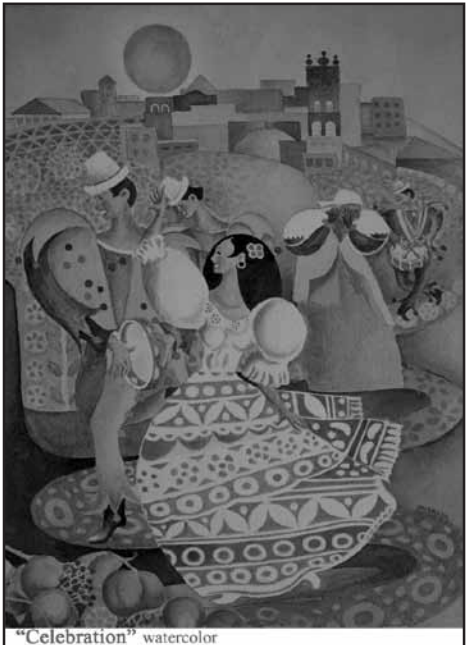
The RAEA Art Auction is always an important event at NAEA Convention. This is the only fundraising that RAEA does to support programming. This year’s auction was a great success due to the able leadership of Michael Ramsey (Kentucky). This year all work was purchased, and we can thank the following for their contribution of high quality art: Jill Carter, Karen Brannen, Annita Shaw, Tacoma Glass Blowing Studio, Woody Duncan, Dean Johns, Jackie Ellett, Deborah Wilson, Maggie Wilmhoff, Jean Schulman, Vidabeth Bensen, Dennis Winston, Duane Sabiston, Dan and Mary Defoor, Dr. Verle Mickish, Liz Smith-Cox, Diane Hopkins-Hughs, Robert W. Curtis, Gretchen Ebersol, Patricia Schifano, Dr. Crickette Todd, Rebecca Guinn, and Michael Ramsey. On behalf of al RAEA members and program recipients, thank you. Now is the time

to plan on participating in the art auction in New York. Contact Mike Ramsey (janeandmichaelramsey@hotmail.com) for information.

The RAEA works with the National Student Chapter on a Mentoring program. RAEA members work with individual student chapters with the goal of retirees and students learning from each other. Contact Liz Smith-Cox (lizscx@nctv.com) for more information.

Dr. Verle Mickish, Professor Emeritus, Georgia State University, had a one-man show at the University of Northern Colorado James A Michener Gallery. The show was a 60-year retrospective featuring paintings, published illustrations, and cartoons. The opening reception was attended by over 100 former college, hometown, and long-time friends from throughout the US. Included in the exhibit were six *Wyoming Wildlife* watercolor magazine covers painted during the 1950s and 1960s. The current *Wyoming Wildlife* editor, who has his office in Cheyenne, Wyoming, attended the reception. He was delighted to see the covers and came back after the show to take the illustrations to be on permanent display in the Wyoming capitol.

Liz Smith-Cox (South Carolina) was the featured artist in the Clemson City Hall’s Debut Exhibit. Her exhibit consisted of 18 watercolor paintings, with figure subjects predominant. Please send me any information you wish to share with our members. ■



Cover of the program for the Dr. Verle Mickish exhibition.

COMMITTEE ON MULTIETHNIC CONCERNS (COMC)

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The COMC Second Annual Social Justice Art Education Fall Plan Book

Our column opens with a celebration of two dynamic COMC presentations that occurred during the Seattle NAEA Convention. **Geneva Gay**, University of Washington professor of education, scholar, researcher, and author in the field of education, gave an outstanding COMC research lecture on "Building Bridges in Art Education through Culturally Responsive Teaching." Our 2011 COMC luncheon speaker, **Patricia Banks**, a sociologist at Mt Holyoke College, presented her groundbreaking research on the art collection practices of in African American middle class families. During the luncheon we enjoyed the participation of NAEA Executive Director **Deborah Reeve**, president **Barry Shauck**, and President-Elect **Robert Sabol**.

COMC is proud to present our second annual fall resource column focusing on bringing our



readers a **COMC Art Education Electronic Plan Book**. The intention of this special column is to highlight an array of art education professional development opportunities and resources that are accessible to our NAEA members as they plan for instruction. **Paulette Spruill-Fleming** (2011) asserts that a straightforward reduction in racism and prejudice in our country requires the development of a more sophisticated cognitive process that interfaces with contemporary art education curriculum design and implementation. **What would this look like in planning for instruction? What professional development opportunities exist that might advance such goals?**

Are you interested in developing interdisciplinary learning experiences for your students? One of the first resources we mention here is in conjunction with the **International Review of African American Art**. Hampton University researcher and **SPARK** project director **Toni Wynn** is coordinating **Jam Session**, a Motorola-funded project that is coupled with the recently published exciting Spring STEAM issue of the **International Review of African American Art**. This issue, entitled *Innovation*, spotlights a number of artists who are working in the areas of science, technology, engineering, and math. Here's the link for the art + STEM project that the journal is co-sponsoring with Hampton's School of Engineering and Technology: <http://set.hamptonu.edu/jam-session/>. Take some time to connect to the *You Tube* resource that has potential to engage students with the work of **John Sims**, entitled *Math, Rhythm, and Poetic Structure* <http://www.youtube.com/watch?v=XFULScioM7M>. Visit the COMC member Ning network site to

obtain a listing of artists featured in this special *IRAAA* issue.

30 Americans <http://rfc.museum/index.php?option=com_content&view=article&id=13&Itemid=156> is an upcoming national exhibition of contemporary African American art opening at the **Corcoran Gallery of Art** October 1, 2011. This exhibition is made possible through the **Rubell Family Collection/Contemporary Arts Foundation** in Miami, Florida, and will showcase major African American artists who are a part of the contemporary art scene. There has been a concerted and much welcome effort to transcend the temporal nature of a traveling exhibition into a 21st-century model for museum programming, leaving a community legacy encompassing curriculum design, community dialogue, and scholarly exchange. The public programming schedule offers exciting forums including an educators' night, October 4, 2011, and visiting artist lecture series featuring **Nick Cave**, **Nina Chanel Abney**, **Kalup Linzy**, **Shinique Smith**, **Iona Rozeal**, **Mark Bradford**, and others. On November 3, 2011 The Corcoran College Art and Design Newman lecture will be given by **Carrie Mae Weems**. Another event slated in conjunction with this exhibition will include **Inner Visions: Full Circle Symposium**. The symposium will take place January 20-22, 2012 in partnership with **Howard University, Washington DC**. For more information on all events and future access to the microsite for this exhibition, please visit <http://www.corcoran.org/30americans/index.php>. Howard University's **Porter Colloquium on African American Art**, has established a longstanding tradition of providing a forum for bringing

together art historians and scholars focusing on African American art and culture. Connect to the upcoming fall event by visiting <http://portercolloquium.com/>

Have you considered the inclusion of art and architecture in your curriculum plans? The **National Memorial honoring Dr. Martin Luther King** will be unveiled this August 2011 on the National Mall in Washington DC. The development process for this memorial from its inception to its full realization has involved phases of mobilization, infrastructure, artwork, and landscaping. Designed to honor four fundamental themes of Dr. King's lifework—embracing democracy, justice, hope, and love—the website brings insight to how landscape features are used to represent these ideas. For example, water, stone, and trees are used to represent justice, democracy, and hope. Support for incorporating these aspects into the curriculum can be accessed by visiting http://www.mlkmemorial.org/site/c.hklUL9MVJxE/b.1191509/k.48EE/Quick_Facts_About_the_Memorial.htm

Why not join COMC today to access the expanded version of our social justice electronic curriculum plan book? Please visit our online COMC NAEA store at http://www.arteducators.org/community/membership/Instructions_-_Renewing_NAEA_membership_online.pdf ■

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ART EDUCATION TECHNOLOGY (AET) (formerly EMIG) www.niu.edu/artedu/AET

Joanna Black, AET Chair and Column Editor, Associate Professor, Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2. E-mail: blackj@cc.umanitoba.ca

Guest columnist: Kathy Browning, School of Education, Laurentian University, Sudbury, Ontario, Canada.

The business meeting held in Seattle had the best attendance I am aware of in the history of Art Education Technology (AET), formerly EMIG, a group dedicated to technology in visual arts education. There was a discussion regarding issues concerning technology in arts education—specifically, AET's progress, bylaws, accomplishments, and ideas for next year. Chair Joanna Black presented the AET ByLaws. They were completed by Lilly Lu, Guey-Meei Yang, and Joanna Black with input from Diane Gregory and Kathy Browning. In AET Bylaws the roles of the elected and appointed officers were clarified and were accepted for next year. It was agreed that there would be membership dues for next year to

support a variety of new ideas. This will be \$10 for regular members and \$5 for students.

There were many exciting presentations at the NAEA 2011 Convention in Seattle.

Sherri Kushner and Ching-Chiu Lin presented "Teaching Media Arts in Public Schools: What You Need to Succeed." They discussed issues surrounding media arts education in public schools, including challenges and opportunities for using digital media in art education classrooms. The audience was able to view student productions and explore pedagogical approaches and resources. Lilly Lu and Matthew Etherington discussed how a 3-D virtual world technology can help artists and art educators expand and embrace their creativity, imagination, and innovation in virtual spaces in "3-D Virtual Worlds as Virtual Art Playgrounds: Embracing Creativity

and Imagination in a Virtual Age". Kathy Browning presented "Digital Applications in Elementary Visual Arts: A Case Study in Northern Ontario Schools." This included interviews of six elementary digital Visual Arts teachers and observations of their classes that were compared and contrasted to inform Art Education curriculum theory. Elementary students' creative digital projects were also shared.

"Integrating Social Media into Studio Arts Curricula: Practice-Based Model" was presented by Sherry Mayo, in which she explored and exchanged project designs that incorporated social media in studio art education. She discussed arts technology integration strategies, focusing on creative expression and resources used widely in an online follow-up forum. Tiffany Pierce gave a presentation entitled "Digital 3-D Architectural Renderings: Using Technology to Integrate the Arts and Middle School Math Concepts," in which she explored how to effectively integrate technology with Visual Arts and Math through "Sweet Home 3D." Participants created their own digital 3-D model while applying basic middle school math concepts, discussed best practices, and how to personalize the software. Best practices were described regarding the teaching of video/new media in Joanna Black's presentation, "Best Practices in Model New Media/Video Programs". She outlined schools' programs, educators' approaches, and exemplary students' works in secondary schools. "Creative Construction in the Age of the Info-Aesthetic" was presented by Matthew Sutherlin, Rina Kundu, Andres Peralta, and Dawn Steinecker. These presenters spoke about re-conceptualizing the art classroom

based on a contemporary culture of creativity emerging out of cultural forms of an information society, including bricolage, hypertextuality, and polyvocality.

The hands-on workshop studio ticketed event, "Decoding Pixels to Pigments," was given by Mahbobeh Ghods, in which he allowed participants to use a newly developed graded system to separate colors of a digital image for multi-color printing. Each layer was then transferred to linoleum or wood to be printed with colors.

Finally, I would like to mention Guey-Meei Yang's presentation called "Flip Video, Fieldwork, and Scaffolding Pedagogy" wherein she demonstrated the use of Flip Video to document field experiences and its use in an effective learning model that scaffolds course content, field assignments, and feedback.

I would like to personally thank the AET Executive Committee for their work in making this the most successful NAEA convention for AET with a record number of presentations and participants at the AET meeting. The AET Executive consists of Joanna Black, Chair; Kathy Browning, Chair-Elect; Diane Gregory, Immediate Past-Chair; Guey-Meei Yang, Secretary; Lilly Lu, Vice-President Technology; and Debra Plypiw, Delegate. I would particularly like to thank Chair Joanna Black for her leadership and for encouraging a variety of authors to write for *NAEA News Art Education and Technology (AET)* column. AET looks forward to new members and the new presentations next year dedicated to technology in visual arts education. See you in New York! ■



AET Members at the business meeting in Seattle, March 2011.

CAUCUS ON THE SPIRITUAL IN ART EDUCATION (CSAE)

Susan Nakao, Retired Professor. 785-242-4262. E-mail: sunakao@hotmail.com

"What can we gain by sailing to the moon if we are not able to cross the abyss that separates us from ourselves? This is the most important of all voyages of discovery, and without it, all the rest are not only useless, but disastrous..."
—Thomas Merton

Two summers ago, eleven university students and I wandered down a small road near Tenryuji Temple in Higashiyama, Kyoto, Japan. Rounding a curve, we saw a garden in which there were 40 small statues, each approximately 4 feet in height. They were wonderful characters—apparently monks seeking enlightenment, or serving the world within various stages of enlightenment. We could not be sure because we could not read the small Japanese inscription on a nearby sign. What struck us, however, was the richness of the lifelike personalities created in these small stone statues by an unknown artist in an unknown time—the captured moment reverberating in our 21st-century world, revealing to us something of the mysteries, struggles and celebrations of a contemplative life. Fascinated by these small, yet powerful beings, we all stopped to examine the minute details of these amazing sculptures. While most of the students were busy snapping photos and discussing various aspects among themselves, a graduate student called me over to another area in the "fabulous monk garden," as my students named it. There, she asked for an explanation of the meaning of one of the statues. This monk appeared to be peeling off a mask, but the features visible inside the



former mask appeared to be the same as those on the mask he was removing. The other students soon gathered 'round and we talked about the possible meanings, arriving at the idea presented in the Thomas Merton opening quote. Transcendence, we determined, is a spiritual awakening, realization, and/or action which allows one to cross the "abyss which separates us from ourselves." Transcendence is also an important aspect of the relationship between the spiritual and art. Who among us has not had a transcendent moment, or a transformational experience, while creating an artwork that seems to flow from deep within? We spoke of enlightenment, generally rather than specifically, as a change in the heart that washes over the soul and creates a new perception of a former reality. We discussed the idea that this new reality (new percep-



tion), changes something deep within us, but doesn't change our outer appearance. It is like peeling away or abandoning one's old self to be born anew. Yet the change may not be immediately obvious to those around us. As we talked, I sensed an awakening within the students—a desire to grow, from a spiritual perspective, into artists and teachers who touch and enrich the lives of their students in both seen and unseen ways. The Caucus on the Spiritual in Art Education is progressing steadily with the work of the caucus. By the time this article reaches your mailbox, we hope to have our new website linked to the National Art Education Association website at www.arteducators.org. Jodi Patterson, CSAE online publications board member, and author of a recently released book, *BraveART and Teens A Primer for the New High School Art Teacher*, has been working

enthusiastically to bring our group online where we can share not only our missions as a caucus, but also the various goals, artworks and activities that engage us both individually and collectively. Peter London, the current representative for Higher Education on our board, has initiated work on an annotated bibliography of the relationship between art and spirituality. When completed, this work will be an important resource for those who want to join us in developing art methodologies and curricular content that support the teaching of the relationship between art and the spiritual. We also have a speakers bureau, which includes several members who are available for presentations and workshops at your state art education meetings, or in your communities or classrooms. Please check our website for more information and help us reach art educators in your state or region. And, if you find that you are a kindred soul—that our missions and activities are of interest to you—please download the membership application and join us in this work. You can also ask for a membership application by e-mail from the membership coordinator, Patti Chambers Tripunitara at ptripunitara@yahoo.com. Let's welcome the coming academic year with a firm resolve to promote the study of the connection between art and the spiritual! ■

DESIGN ISSUES GROUP (DIG)

Robin Vande Zande, Coordinator of Art Education, Kent State University, School of Art, PO Box 5190, Kent, OH 44242. 330-672-7866. E-mail: rvandeza@kent.edu

Thank you to our guest writer this issue, Barbara Nikoomanesh. Barbara is a Visual Arts teacher who team teaches The 21st Century Environmental Design program at Olathe East High School in Kansas. In this column she describes a highly successful interdisciplinary lesson:

I was moved and inspired to address the issue of the global potable water crisis with our Environmental Design students, after reading the article "Creative Responses to Social Issues: Ceramic Water Filters and Receptacles," in the November 2010 issue of *Art Education*. In the 21st Century Environmental Design program at Olathe East High School, in Olathe, Kansas, we strive to introduce students to as many real world problems as possible, dealing with the built and natural environment. It's so important to help students understand that they can make a difference and have an impact on the environment in which we live, by encouraging them to create design solutions to help resolve some of the many environmental issues we encounter. With the recent devastation from natural disasters and subsequent catastrophes that occurred in Japan, the potable water crisis was one of the many issues surfacing in that disaster ridden country. In discussing this current event, the article describing potters making ceramic water filters was shared with the students. We arranged a collaborative project with our ceramics teacher, Sherri Hanna, and her advanced students. Sherri brought to light that Mark Cousino, one of our former graduates, who went on to study ceramics at Alfred University, was actually working on a water filtration project in Haiti. After contacting Mark, he graciously volunteered

to come in as a visiting artist to assist our students in designing and creating ceramic water filtration systems. This is an ongoing project that was started in March and is still in progress at this point, but will be completed by the end of the school year. Students began by researching the demographics of Japan, natural resources, typical water sources, diseases caused by contaminated water, methods of water filtration and materials used to create water filtration systems. Each student was responsible for a research paper that addressed all the information listed above, and clearly stated the problem and possible solutions. After their research was finished, Mark presented his own experiences with creating water filtration systems in Haiti. At that point, under Mark's guidance, the students started design drawings to convey their ideas for water filtration systems and later refined their drawings, taking in account suggestions Mark shared with the students. Students addressed this problem as a firm simulation, where they were divided into teams of three environmental design students and one ceramics student to collaborate with. The positions in the firm were Lead, CAD Inventor operator, Graphic Designer, and Potter. Students shared their individual ideas with their firm and decided on their final design concept. The Lead refined the information gathered on the problem and solution, communicated with the Potter, created the Powerpoint, and will assemble the completed vessel with the Potter. The CAD operator worked on dimensions and rendering, while the Graphic Designer worked on refined perspective drawings,

materials list, information gathering and condensing, collecting images from other team members for their board presentation. The ceramic students met with the environmental design students to discuss their design ideas and make sure they conveyed their design concepts clearly to the ceramic students. Clay preparation will begin, which will consist of the proper amount of sawdust being added to the clay before the ceramics students begin creating the vessels, which will be coated with silver acetate after the first firing and then be fired again. Measurements and pre-tests for shrinkage will be completed by the ceramics students before creating the actual vessels. Once the vessels are completed, the students will work collaboratively to assemble the vessels to complete the water filtration system. Students will then present their final projects to the class. It is our hope to get a sponsor to help with funding, so we will be able to send the completed vessels to Japan. Making the connection with real-world problems through classroom projects helps students visualize how the design process can affect all of us and can relate in a positive way to the built environment. You may visit Olathe East's Environmental Design website at: www.envdesign.org Kansas City's local Fox4 news station did a segment on this project which can be viewed at: <http://www.fox4kc.com/wdaf-olathe-east-students-hope-to-change-the-world-20110405,0,5206068.story>

Barbara teaches with Lee Sappingfield, a Technology Education teacher. The two have co-written a book titled *Environmental Design*, available through the authors, CUBE and Amazon. ■



Student Water Filtration Board Presentation



Student Inventor Rendering

SEMINAR FOR RESEARCH IN ART EDUCATION (SRAE)

<http://www.uiowa.edu/~srae/glance/overview.htm>

Kimberly Powell, The Pennsylvania State University, College of Education, 168 Chambers Building, University Park, PA, 16802. (office) 814-865-7318. E-mail: kap17@psu.edu

Crafting Research in and for Art Education

As the new president of SRAE, I'd first like to extend my thanks to outgoing president Sara Wilson McKay, whose hard work and leadership produced instructive panels and Division meetings that pushed beyond traditional associations of research with higher education toward an inclusion of teachers as researchers as well as an inclusive vision of research traditions and methods. I also want to thank Gail Purvis for her long-term service as a delegate to NAEA on behalf of SRAE who has brought more public awareness and voice. As a means to showcase some of these visions, the column for this issue highlights some SRAE sponsored sessions from this year's Convention.

SRAE remains committed to supporting graduate research through providing round-table sessions for graduate students to present their research and also by means of the "Marilyn Zurmuehlen Working Papers in Art Education." SRAE has also recently established the Elliot Eisner Doctoral Research Award in Art Education given to an outstanding dissertation. This award allows SRAE to recognize emerging, promising scholars in the field of art education. This year's winner was Dr. Juli B. Kramer, a former student of Dr. Bruce Uhrmacher. Dr. Kramer presented her research at the convention. Her dissertation, "Closer to the Heart: An Exploration of Caring

and Creative Visual Arts Classrooms," demonstrates how secondary visual arts classrooms facilitate learning environments that help develop student autonomy, creativity, and caring for others and for the world around them, addressing ways of thinking about arts education as a means of developing positive individual and social development. SRAE held a couple of interesting sessions concerning methodological approaches to and for art education research. The annual SRAE President's Salon was entitled "Crafting Art Education Research that Creates Conversation Inside and Outside the Field," presented by Kimberly Sheridan, Mary Ann Stankiewicz, Lois Hetland, and Sara Wilson McKay. The panelists addressed the various methodological and theoretical ways in art educators might craft research studies that hold value for those within and outside of the field of art education. One concern addressed the risks involved in advocacy-based research, as when findings for the value of arts education are negative or when positive findings advocating for the arts generate skepticism among a general audience. A second concern addressed the nature of art education research that might be perceived as disconnected from concepts, measures, and methods valued by those outside the field of art education. A third issue focused on practitioner researchers who might wish to engage in research in order to advocate for their job positions or

to improve their own practice. Other topics addressed include the need to clarify use of terminology and definitions across research, the importance of clear alignment among research goals, questions, and dissemination, the importance of including research methods in teacher preservice programs, and the ways in which art education research could connect and contribute to growing contemporary educational trends (e.g. digital learning, new media literacies). The panel audience then divided into groups with each of the panelists to discuss the topic in order to generate ideas and direction.

In "Then and Now: A Discussion About Research in Art Education," an annual panel focusing on established and emerging scholars around a central theme, I facilitated a presentation and discussion with Kristin Congdon and Marit Dewhurst, who shared their research interests, methodologies, findings, and recommendations for future research in art education with respect to such issues as creativity, folk art, community art, and social justice. The panelists focused on the following: whether community art, by definition, is involved with social justice issues, and if so, the function it might serve to change a community for the better; the particular aesthetics that community art reflects that might be different from other art; and the ways in which community-based settings influence ways in which art educators

might approach research. Dewhurst discussed three lenses in which to examine community settings for art: intentions, and the types of art forms these produce, such as when the focus is on solving societal symptoms; processes involved in activist-oriented art that involves a balance between aesthetic aims and community purposes; and decisions about who makes art (e.g., outsiders, students) and through what types of community collaborations. Congdon argued that, as art educators and researchers, we must extend our concept of art educators to include those outside of formal art spaces and places, recognizing those who do not call themselves artists who nonetheless engage in aesthetic play.

As we continue forward, it is my hope that SRAE explores such critical dimensions of research that extend into various sites—schools, communities, museums—as well as into various academic disciplines—the arts, humanities, and social sciences—that inform our research practices in art education. Reconceptualizing art education research for the 21st century, we might think about the ways in which methodologies and methods from the arts, humanities, and social sciences might complement, converge, or blend as needed in order to address the research questions that matter to art educators. ■

EARLY CHILDHOOD ART EDUCATORS (ECAE)

Marissa McClure, University of Arizona, 520-626-0419. E-mail: mam3@email.arizona.edu

The Early Childhood Art Educators enjoyed a successful Convention in Seattle. We would like to thank all our returning and new members for their support, enthusiasm, and involvement!

As we began post-Baltimore in 2010, we organized our NAEA News columns (as they now lead toward New York) around questions posed by members during our ECAE Panel Presentations, our Speak Out Session, and our Business Meeting. Questions included:

- How can you address children's fixation on fantastical violence? There is healthy exploration, but where do we draw the line?
- How do teachers talk to children when they draw disturbing images?
- Censorship limits children's validation and understanding. How do we reconcile (adult discomfort) with children's need to understand and our cultural needs to understand others' suffering, and experiences?

- How can we best collaborate with early childhood educators to ensure the avoidance of the "flat space" of didactic, teacher-directed "School Art?"
- What is a brief history of art in early childhood education?
- How might we use technology in early childhood education in authentic ways?
- How might we bring teachers of older students into the conversation of how arts exploration can be continued into the older grades?
- How could we incorporate our principles into inner-city at-risk schools?

In each column, we'll address these questions from the framework of our Position Paper, which is available at: <http://www.arteducators.org/community/committees-issues-groups/ecae>. We encourage members to join our listserv and to contribute news, views, questions, and responses throughout the year.

In this column, we begin a conversation about the questions, "How do teachers talk to children when they draw disturbing images?" and "How can you address children's fixation on fantastical violence?" from the perspective of the first two core beliefs in our Position Paper:

- Every child is innately curious and seeks to construct personal knowledge and understanding of the world in all of its complexity.
- A child constructs knowledge in meaningful social contexts with peers and adults.

In response to this, Tina Thompson proposes, When children draw scenes of real or imagined violence, I think of Carlina Rinaldi's explanation of the contingency we accept when we undertake a pedagogy of listening: "Listening means giving value to the other. It does not matter if you agree." When we accept children's drawings of mayhem as legitimate subjects to draw and to think and to talk about, we validate their experiences and their concerns, allowing them to feel safe in exploring what they do not understand and ideally to realize that there are many things that we continue to struggle with, no matter how old we are!

Likewise, an undergraduate preservice educator in our Saturday school program at the University of Arizona wrote in her final reflection,

Over the weeks I have learned a lot about my teaching style and beliefs. I was also confronted with a lot of awkward, difficult questions (...) In our third grade class we had a child who drew a bunch of violent images. He had older brothers and played a lot of video games so I found that he was just mirroring his everyday environment. The best advice I got about this was to ask him about his drawings. It was such a simple suggestion but I never thought about it. Once I started talking to him about his

drawings and his life he really opened up to me.

Vicky Grube shares,

When children question the dominant culture through authorship of disruptive discourse, (as seen in violent performances and images), the children seem to be taking a position. This stance is either breaking out of or making a cultural moment. As adults listening to children, perhaps it is not the drawing that is importance, but the relationship that takes between people?

Drawing from these insightful responses, I would like to propose that we reconsider what we define as 'violence' in children's artmaking. This reconsideration would examine both the myth of media violence and consider forms of symbolic violence (as Pierre Bourdieu conceived of it): the everyday, often hidden, violence that social structures and participants maintain and perpetuate. In this case, an adult's censoring response to a child's drawing could, itself, perpetuate symbolic violence. This lessens possibilities for both adults and children to endeavor to understand the world around them in its complexities, and the relationships we share, maintain, and sever with one another through multiple forms of symbolic communication.

Conversations about children's art and collaboration with adults will continue at the 4th International Art in Early Childhood Conference, held from June 6-8 at the University of Toledo's Center for the Visual Arts and the Toledo Museum of Art. The theme is "Art...Play...Children...Wonderment!!!" A children's art exhibit, Listen to the Children: Conversations in Visual Form, complements the conference and features work from children ages 2 to 8 who participate in the University of Toledo Children's Art Workshop. Each child is partnered with a university student for a 6-week period. During this time, the child takes the lead in exploring different art media. ■

CALL FOR NOMINATIONS
2012 USSEA EDWIN ZIEGFELD AWARDS

USSEA's Annual Edwin Ziegfeld Awards honor distinguished leaders who have made significant contributions to the National and International fields of art education. Two Ziegfeld Awards will be presented during the National Art Education Conference to be held in New York, March 1-4, 2012.

- One national award to honor an art educator from within the United States.
- One international award to honor a colleague from outside the United States, who has made contributions of INTERNATIONAL significance to art education.

ELIGIBILITY: Nominees should be persons who have brought distinction to International aspects of art education through an exceptional and continuous record of achievement in scholarly writing, research, professional leadership, teaching, professional service, or community service bearing on international education in the visual arts.

NOMINATIONS: Nominations may be submitted by any member of USSEA, InSEA, or NAEA. Forms are available at the USSEA website <http://ussea.sdstate.org/>.

DEADLINE DATE: Nomination materials are due by November 1, 2011 or as soon as possible (some flexibility). Letters of nomination, acceptance, and support must be written in English.

MAIL NOMINATIONS to: Patricia Belleville, Art Department, Eastern Illinois University, 600 Lincoln Ave, Charleston, Illinois 61920.

ANNOUNCING


A CALL FOR PROPOSALS

The Art Education program at Edinboro University of Pennsylvania is excited to extend an invitation to educators of all fields, from the K-12 spectrum and higher education, for 50-minute session proposals for the 27th Biennial Art Educators Conference. This year's conference will be in the form of a webinar through Wimba.

If you have dealt with social learning issues in your classroom, art works, or research, we would love for you to share these experiences with other educators participating at the webinar. The conference will be held on March 31st, 2012. Proposal forms and further conference information can be found at www.artedbiennial.org.

Proposal submissions are due **September 1st, 2011**.

Small stipends will be available for accepted proposals.



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Kansas City is alive with art, from First Fridays in the Crossroads Art District to the \$400 million Kauffman Center for the Performing Arts, opening this fall, to the Nelson-Atkins Museum of Art, where all three panels of Monet's "Water Lillies" will be on view through Aug. 7.



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Call for Nominations for NAEF Board of Trustees

The Board of Trustees of the National Art Education Foundation is seeking nominations for new trustees who will take office at the conclusion of the 2012 NAEA convention in New York. Potential trustees should have a strong commitment to advancing the cause of art education and insights on foundations; they should be willing to work and to make financial contributions to NAEF.

Trustee responsibilities include:

- Attending all annual meetings, usually held during the NAEA annual convention, at their own expense;
- Actively pursuing contributions, including work with the association to help create proposals (corporate, foundation, etc.);
- Sharing committee work and participating in board meetings;
- Reviewing grant proposals;
- Acting as a communicator/ambassador within the NAEA membership and externally.

To learn more about the National Art Education Foundation, visit www.arteducators.org/grants/national-art-education-foundation

Nominations (including self-nominations) should include complete contact information: name, work and home addresses, phone numbers, and email addresses. Send nominations to: Mary Ann Stankiewicz, Chair, NAEF Nominations Committee, mas53@psu.edu. The deadline for receipt of all nominations is August 15, 2011.

Call for Authors and Artists: The Neuro-Arts Movement

We are in the midst of a developing neuro-culture, encouraged and created from findings in neuroscience and cognitive neuroscience, as they are applied in popular culture. In the arts, this movement has included the development of neuro-art history, neuro-aesthetics, and neuro-arts education. Hence, the time is ripe for an edited book on these transdisciplinary topics: The Neuro-Arts Movement. Submissions are invited from practitioners in the visual arts, music, theatre, and dance, as well as art educators, art therapists, brain researchers, and neuroscience professionals.

This book is conceptualized as a primer on the brain which leads into a more in-depth coverage of neuroscience findings related to various arts disciplines, then distilled to a focus on applications in the arts (e.g. neuro-aesthetics, neuro-art history, neuro-arts education, etc.), as well as presentation of artists working in a neuro-framework/paradigm.

For details and submission guidelines, please visit <http://neuro-artseducation.com/page1.html>

Call for Papers! Visual Culture & Gender

Visual Culture & Gender (VCG) is an international, freely accessed, online journal available at www.emitto.net/visualculturegender. The journal's purpose is to encourage and promote an understanding of how visual culture constructs gender in context with representations of race, age, sexuality, social units, (dis)ability, and social class, as well as to promote international dialogue about visual culture and gender. VCG also is concerned with the learning and teaching processes and/or practices used to expose culturally learned meanings and power relations that surround the creation, consumption, valuing, and dissemination of images, and involves issues of equity and social justice in the learning, teaching, and practice of art.

Submission of Manuscripts: September 15 is the deadline for submission of articles, images, and reviews of books, video/films, performance/actions, websites, visual culture, and exhibitions for the autumn issue. Published annually since 2006, VCG will consider for publication manuscripts that address gender issues in the context of visual culture and arts education. To be considered, manuscripts should be no more than 5,000 words in length, with an abstract of 150 words. Images are encouraged with manuscripts and should be sent in digital format (jpg, gif, or png) with copyright permission provided. Visual research is encouraged, but images must be accompanied by text. Original manuscripts should be prepared according to the APA (6th edition) style. Include in a cover letter that the manuscript is original, not previously published, and not under consideration elsewhere. Please place your name only in the accompanying cover letter, and not in the manuscript, to facilitate anonymous review.

Send the manuscript electronically as an email attachment with .doc extension and your name to Karen Keifer-Boyd at kk-b@psu.edu and Deborah Smith-Shank at smith-shank.1@osu.edu.



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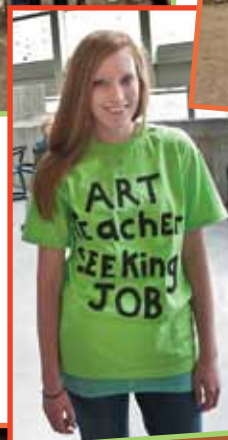


SEATTLE 2011—NAEA Members on the Move!



“The NAEA convention is the best time and money I spend on myself each year! As an elementary art teacher on a cart I feel isolated and often unappreciated. The convention gives me contact and material that feed the soul. Thanks from the bottom of my cart (heart)! ”

—2011 Convention Attendee



Photographs © Brad Edelman 2011.
Gum wall photo by Jacquelyn Speare.



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NEWS

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