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NEWS

Advancing Art Education

A Publication of the NATIONAL ART EDUCATION ASSOCIATION

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703-860-8000 ■ www.arteducators.org

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Summer News Voices

SO AS YOU RELAX AND PREPARE TO HURL YOURSELF INTO THE FRAY of teaching that is soon to come... think of ideas that are "sticky" enough to truly matter to you and your students in the upcoming school year.

—James Rees, Director,
Secondary Division, pg 8

WE ARE RESEARCHERS AND PRACTITIONERS, TEACHER EDUCATORS and theoreticians, artists and intellectuals, gathering under the umbrella of art educators working at colleges and universities. How and why do we collaborate?

—Flávia Bastos, Director,
Higher Education Division, pg 9

HOW DO WE BEST DESIGN PARTICIPATORY EXPERIENCES IN ART MUSEUMS that advance our visitors' aims and heighten their engagement with art, with our museums, and with each other?

—Jackie Terrassa, Director,
Museum Division, pg 10

IT IS MORE EFFICIENT TO MAKE POWERFUL USES of simple technologies than making simple uses of powerful technologies.

—Guey-Meei Yang, Guest Columnist,
Art Education Technology, pg 14

STUDENTS ALSO SAW SIMILARITIES between themselves and the older adults they talked to and found that they were connected by enduring themes like love, companionship, food, and humor...

—Christine Woywod, Chair,
Lifelong Learning, pg 22

Visual Arts Educators from Around the Globe Collaborated to "Draw Community Connections" at the 2013 NAEA National Convention



"This year's conference was like a creative recharge. I am returning to the classroom with renewed energy and creativity. I connected with artists and teachers and came away with a lot of new ideas."

—2013 Convention Participant



© Seth Freeman Photography 2013



The 2014 NAEA National Convention will be held in San Diego, CA, March 29-31: three FULL days of art education excitement and sharing! These dates are a Saturday, Sunday, and Monday, so plan to come on Thursday evening or Friday morning to take part in Friday Preconvention Workshops and then depart on Tuesday for a full Convention experience. Mark your calendar now! The location is the award-winning San Diego Convention Center, right on the marina of San Diego Bay. The hotel is the San Diego Hilton Bayfront Hotel, located next to the Convention Center and just steps from down-

The Crowds Gather, The Excitement Builds!

Spark! Fusing Innovative Teaching & Emerging Technologies

town's Gaslamp Quarter, PETCO Park (home of the San Diego Padres baseball team), and minutes from San Diego Airport. The Hilton Bayfront Hotel features commissioned public art throughout the hotel and grounds.

The 2014 Convention planning is well underway with teams of NAEA members from across the country helping to put exciting plans into action to make this one of the best gatherings yet. Hopefully you were one of the over 2,000 NAEA members that submitted a proposal to present in San Diego. Selected NAEA members diligently review these proposals in early summer so that the full program can be established and you can **register for the 2014 NAEA National Convention in fall 2013.**

And here is some very exciting news:
Deborah Butterfield, American sculptor,

is one of our featured 2014 NAEA keynote speakers! Her horse sculptures, made from wood and metal, have garnered her international recognition. She has continued to develop her increasingly complex approaches for creating these sculptures; and that will be, in part, what she shares with us in San Diego. She has also offered to do a smaller session for interested NAEA members, along with a book signing.

Folks, it is summer and we are just getting warmed up with 2014 Convention content! Make your plans now to come to San Diego next March. You will love the location and you will be inspired by what you learn and experience.

—Cris Guenter, 2014 NAEA National Convention Program Coordinator



Naea

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NEWS

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703-860-8000**Fax: 703-860-2960****www.arteducators.org**

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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...

Naea

**to the Summer 2013
issue of *NAEA News*!**

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

For **ADVERTISING**, visit
www.arteducators.org/advertising

Members, see **PAST ISSUES** at
www.arteducators.org/naeanews

MESSAGE FROM THE PRESIDENT

The Privilege of Writing Next Generation
Visual Arts Standards

Dennis Inhulsen

As I begin my term as President I look forward to continuing our positive trajectory of growth, support, and development for NAEA members. I am fortunate to have this opportunity and thank YOU for your trust. Our staff in Reston, Virginia, led by Executive Director Deborah Reeve, continues to amaze. On behalf of the Executive Board, we thank them for their continued service and dedication.

As a member of the National Coalition for Core Arts Standards, NAEA is a partner in writing the next generation National Visual Arts Standards for our nation's teachers. Tier 1 review has been completed and writing teams are now revising based on feedback from the field. We are on a path toward excellence. For updates, visit <http://nccas.wikispaces.com>

On behalf of the writing team and as Chair, it is a profound privilege to be writing our next generation standards. Imagine collaborating for 2 years with 10 art educators from around the country, with different backgrounds, different beliefs, and different approaches to teaching and learning about art. It has been a challenge—the greatest of our career, in many ways. Our team has tremendous stamina and cohesiveness, for which I am grateful.

Creating, Presenting, and Responding

The standards will be anchored with Enduring Understandings (Wiggins & McTighe, 2005) divided by the artistic processes of Creating, Presenting, and Responding. Teachers will be provided with Essential Questions as “discussion starters” promoting deep thinking and reflection. They represent the essential elements for transference into adulthood. They promote “meaning making” in art: that art DOES matter. Individual teaching

situations are honored within the new standards and are adaptable.

Recently, while walking our daughter's dog in West Hollywood, I took these two photographs: a pencil drawing of an owl on paper, pasted to a utility box, and—within one block away—the popular ad promoting the TV series *Mad Men*, located at a bus stop. Both drawings, one original and one reproduced, presented many questions relative to art standards: they provided a rich opportunity to imagine how I could use them with students of all ages, and provided opportunities I would not have fully understood before writing standards with our team. I am learning from them.

Here are a few questions that emerged from my walk.

Creating

- Is it important to know who created a work of art?
- Can anybody create art?
- Does art have to look like it's finished?

Presenting

- Why do some artists present their art in museums and others do not?
- When and how do artists decide how to present their art?
- Can art displayed on the Internet or a bus stop be considered “real” art?

Responding

- Do artworks mean the same thing to all people?
- Is art something that we should talk about?
- Does art help us understand how people live(d)?

Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning (www.commoncore.org). Standards help clarify *what* and *when* to teach, not *how* to teach. Our standards will be written in clear statements, easily merging concepts and supporting artistic experiences. When coupled with local county or state expectations, our standards will provide a framework for efficient unit planning at all levels. Our standards will be “teacher friendly.”

Our voluntary standards will challenge students and teachers alike to go beyond content or skills. Our standards will provide models to measure student growth with authentic, performance-based measures. Our standards will help teachers provide authentic snapshots of student growth over time, now required in many teacher evaluation systems, and will provide language for learning that educators outside of art will understand. Our standards will honor art content.

NAEA is ready to serve members with quality opportunities for professional growth. We are your primary source for learning and collegial relationships. The diversity of our members, like our writing team, is our primary asset; we will improve our teaching craft together. ■

Reference

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

Dennis Inhulsen, President. Patterson Elementary School, 3231 Grange Hall, Holly, MI 48442. 248-328-3703. dennis.inhulsen@has-k12.org

Elect: Patricia Franklin. Supervisor of Fine Arts, Newport News Public Schools, 12465 Warwick Blvd, Newport News, VA 23606. pat.franklin@nn.k12.va.us



MESSAGE FROM THE EXECUTIVE DIRECTOR

Cleansing the Palette



Deborah B. Reeve

"We declare the world as our canvas."

That's a somewhat bold declaration... spirited... anarchic... boundary-stretching. The slogan is for the Street Art Utopia website (www.streetartutopia.com), an archive of street artworks uploaded from all over the world. The works range from whimsical to profane, from provocative to heartbreaking, from socially conscious to culturally indigenous. All of the

artwork represents different ways of seeing the world by being **outside** the classroom and **in** the world; that is why they are the subject of this issue's Palette.

Every summer, I encourage you—particularly those of you whose rhythms are tied to the school year—to get out and

find what's new and different, to refresh your creative spirit, to diversify and amplify your perspectives. Especially to diversify. When Yo-Yo Ma gave the Nancy Hanks Lecture this past April at Arts Advocacy Day, he stressed a concept we talked about in a Palette more than 5 years ago: *edge effect*. Edge effect is the

phenomenon of increased diversity and creative spark that occurs at the intersection of two different entities—such as ecosystems, schools of thought, and cultural backgrounds—creating, as Yo-Yo Ma put it, "a time and place of transformation and movement" (see www.artsusa.org/events/nancyhanks.asp).

Isn't transformation and movement what we want the arts to inspire in our students? Isn't that what called us to take up a life of service to teaching and learning in the visual arts in the first place? Isn't it the opportunity to continually be moved and transformed by our profession and our students and our colleagues?

So, mindfully take advantage of summer's great opportunities to get outside. Look for the inspiration that lives in the eyes of the street artist—maybe make some of that street art yourselves. And then bring these expanded and enhanced perspectives back to your classrooms to light up the eyes of your students. The world is YOUR canvas! Have a wonderfully enriching summer!

Deborah B. Reeve, EdD, Executive Director
NAEA, 1806 Robert Fulton Drive, Suite 300
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NAEA Members to Vote to Establish Preservice Division

For more than a year, the NAEA Board of Directors has spent considerable time studying a proposal submitted by Student Chapter leaders calling for the establishment of a new Preservice Division.

Currently, members are represented on the National Board of Directors through one of four regions headed by elected Regional Vice Presidents or by one of six divisions, headed by elected Division Directors: Elementary, Middle Level, Secondary, Administration/Supervision, Higher Education, or Museum Education.

Based upon careful study that included input from state affiliates, review of current governance and fiscal impact, and NAEA policy, the Board recommended action by the 2013 Delegates Assembly. Past President F. Robert Sabol—along with Regional Vice Presidents Linda Popp, Penelope Venola, Debra Pylypiw, and Laura Milas—presented the recommendation to the Assembly; registered delegates voted unanimously to recommend the establishment of a new Preservice Division to the membership for their vote.

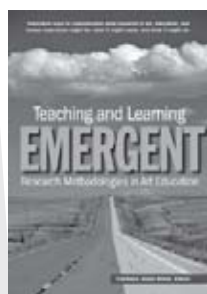
On the election ballot this fall, members will be asked to vote on the proposed new Preservice Division and related amendment to the NAEA Constitution. Contingent upon a favorable vote of the membership, the Student Chapter leadership structure will transition over this year and next to align with the NAEA Division structures. According to NAEA President Dennis Inhulsen, "such action clearly indicates the value of engaging preservice art educators [those who spend 51% or more of their time in undergraduate or graduate studies] in leadership conversations that will help shape the future of NAEA."

For more information regarding YOUR vote toward a new Preservice Division, please see the Student Chapter report on page 17.

NAEA ORGANIZATIONAL AWARENESS

Gain insight into your professional organization and the opportunities available to NAEA members! If you have questions about the following information, you can find out more by asking an NAEA Board member or NAEA staff, and by visiting www.arteducators.org

- **San Diego planning is well underway!** A record number of proposals were submitted and reviews will be completed soon. Notifications to all who submitted will be sent electronically.
- **The NAEA Board of Directors and Elects will meet July 19–21 in Reston, VA.** The focus will be Board orientation; a review of Year II Strategic Plan accomplishments; data from the member/nonmember needs assessment; and preliminary planning related to Year III priority objectives including membership growth, new standards and related professional development, NAHS summer program, and a national leadership conference.
- **NAEA Regional Leadership Conferences**—find out more and plan to participate! www.arteducators.org/conferences
Eastern: June 21–23, New Bedford, MA
Pacific: July 12–14, Vancouver, British Columbia
Southeastern: July 11–13, Nashville, TN
Western: June 21–23, Oklahoma City, OK
- **Research Commission Planning Retreat** will be held July 18–20 in Alexandria, VA. Find out more about the Research Commission, chaired by John Howell White, and how the Commission is connecting its work throughout the NAEA community: www.arteducators.org/researchcommission
- **Welcome new members! Being an active member of the state and national art education community distinguishes you** as an educator who is committed to the highest standards of excellence and continued professional growth and scholarship. The voice of art educators is growing ever stronger!
- **More than 1,002,065 site visits and 3,983,490 page views**—Have you experienced the award-winning NAEA website recently?
- **Spring NAEA Advisories**—See www.arteducators.org/advisory for "Art Teachers Need Content-Specific Professional Development" by Jessica Balsley and "Tips for Helping Students Cultivate a Relationship With the Land" by Joy Bertling.



- **New Research Book: *Teaching and Learning Emergent Research Methodologies in Art Education*.** Candace Jesse Stout, Editor. Thirteen authors offer examples of innovative student work and discuss concepts, complexities, and issues pertinent to teaching new research methodologies. See www.arteducators.org/store for other NAEA publications.

- **Get a first look at the new Visual Arts Standards! The standards are scheduled for review and vetting** beginning June 2013 and for release January 2014. Learn more about the Instructional Resources Gallery and how it will be refreshed to align with the new standards and about professional learning opportunities that support the standards—coming soon! For updated information visit www.arteducators.org/nccas
- **NAEA International Delegation to Myanmar (Burma) November 2–9!** NAEA will host an art education delegation, led by President Dennis Inhulsen, as part of a larger U.S. Education Delegation. For more information or to register, contact Professionals Abroad at 877-298-9677 or visit www.professionalsabroad.org (search "NAEA Delegation to Myanmar"). **Space is limited to 25 delegates.**
- **NAEA Next! 2011–2014 Strategic Plan!** See the many accomplishments achieved by NAEA leaders, members, and staff working together! <http://prezi.com/f-lzzwf5xv3d/mission-forward>
- **NAEA Formal Position Statements:** Find out where NAEA members stand on important issues impacting art education through position statements vetted and recommended by the Delegates Assembly for adoption by the Board of Directors. See how these positions can help you make your case for visual arts! Visit www.arteducators.org/statements

- **Looking for legislative briefs and updates on federal activities that impact arts education?** Watch for NAEA's new e-newsletter, which will keep you informed!
- **Reauthorization of the Elementary and Secondary Education Act (NCLB)**—See recommendations by NAEA and the arts education community: www.arteducators.org/esea
- **A Series of Advocacy White Papers** written by Distinguished Fellows and invited scholars to support the tenets of Learning in a Visual Age are available at www.arteducators.org/whitepapers
- **A Conference for National Art Honor Society students and advisers: Coming 2014!** There are now more than 46,000 high school and middle school art students in 1,800 chapters across the nation! Do you have an NAHS Chapter? Find out more at www.arteducators.org/nahs. Also be sure to check out the new NAHS website, NAHS Link! And be inspired by NAHS student art!
- **What is NAEA's BIG AUDACIOUS GOAL? Getting 65,000 more art educators to join NAEA!** We are committed to growing our professional community and encourage every member to get a member! **The pARTners Membership Growth Rewards Program has officially begun,** and we need your participation. Recruit a new member and be entered into a drawing to win prizes including a \$500 Blick Art Materials gift certificate, FREE 2014 NAEA National Convention Registration, and more! Find details at www.arteducators.org/partners



National Art Education Foundation Announces 2013–2014 Grant Recipients

The Board of Trustees of the National Art Education Foundation (NAEF) has announced the recipients of the next cycle of grant awards. The seven grants awarded reflect total funding of \$31,234. The NAEF grant program is highly competitive, with requests for funding totaling over \$200,000 each year. The grant awards were voted on by the NAEF Board of Trustees at the Foundation's Annual Meeting in Fort Worth, convened during the NAEA National Convention.

The NAEF Board of Trustees and reviewers were impressed with the number of proposals and the quality of materials submitted. "There is a high level of 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 Dean G. Johns, Chair of the NAEF.

Kathi R. Levin, NAEF Program/Development Officer, 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 with others, both within the NAEA community and throughout the broader national arts and education sector." To support this effort, the grant recipient list on the NAEF portion of the NAEA website contains the project description submitted with each proposal. Profiles featuring the projects of select grantees are an added feature of the Foundation's website.

The postmarked deadline for applications for the next funding cycle, for projects beginning July 1, 2014, will be **October 1, 2013**. The NAEF Grant Program Guidelines and Application are currently being updated, and will be available on the NAEA website in 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

2013 NAEF Grant Recipients

Project Dates: July 1, 2013 through June 30, 2014

Ruth Halvorsen Professional Development Grants

Carleen H. Johns, Brownwood, MO, *Watercolor Fun & Free*, \$2224

Mary McMullan Grants

Borim Song, Greenville, NC, *Exploring Artistic Innovations and Traditions through Service Learning: Bridging North Carolina Visual Arts and Korean Cultural Heritage*, \$1500

SHIP Grants

Emily Thomas, Montgomery, AL, *A Camera for a Photography Class*, \$500

Teacher Incentive Grants

There were no Teacher Incentive Grants awarded this year.

NAEA Research Grants

Aileen Wilson, Brooklyn, NY, *Art and Design Education K-12: A "placed-based" response*, \$10,000

Alexandra Overby, Huntsville, AL, *Digital 1:1 Initiative in the Art Classroom*, \$3410

Leslie Gates, Millersville, PA, *Postmodern Art Education and Student Learning*, \$7600

Karen A. Heid, Columbia, SC, *Handheld Art Assessment*, \$6000

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 2014 NAEA National Convention in San Diego, California. 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 National 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/naef.

Nominations (including self-nominations) should include complete contact information: name, work and home addresses, phone numbers, and e-mail addresses. Send nominations to: Mary Ann Stankiewicz, Chair, NAEF Nominations Committee, mas53@psu.edu. **Deadline for receipt of all nominations is September 1, 2013.**

National Art Education Foundation Convenes for Events in Fort Worth

Highlights Include NAEF Benefit Fundraising Event Featuring Jane L. Polin

The National Art Education Foundation (NAEF) held its **Annual Meeting of the Board of Trustees on March 7, 2013**, in conjunction with the NAEA National Convention in Fort Worth, Texas. The NAEF Annual Meeting provided an opportunity for the Trustees to take action on several important matters, including the 2013 grant review (see article above), which awarded seven grants from among the proposals submitted this year. NAEF Executive/Finance, Development, and Grants Committee meetings were convened as part of the Annual Meeting of the NAEF Board of Trustees.

Mac Arthur Goodwin, Chair, welcomed new Board Members F. Robert Sabol and Kim Defibaugh, who joined the Foundation Board of Trustees following the meeting. Outgoing Trustee R. Barry Shauck was thanked and acknowledged for his years of service and contributions to NAEF. Trustees in attendance at the Annual Meeting were Larry Barnfield, Doug Blandy, Thomas Brewer, Ralph J. Caouette, Robert W. Curtis, Mac Arthur Goodwin (NAEF Chair), Dean G. Johns, Stanley S. Madeja, Margaret Peeno, Bob Reeker, Deborah Reeve, Mary Ann Stankiewicz, and James L. Tucker, Jr. Dean Johns became the new Chair of NAEF following the NAEA Convention and Larry Barnfield was named Vice Chair in early April. A tribute to outgoing Chair, Mac Arthur Goodwin, in thanks for his years of

service as Chair, is posted on the NAEF website (<http://www.arteducators.org/grants/national-art-education-foundation>)

The second annual NAEF Benefit Fundraising Event, a ticketed event open to all NAEA National Convention attendees, featured remarks by philanthropic advisor Jane L. Polin, on "Advancing Art Education: A Lifelong Journey." Polin's remarks explored the "journey" each of us takes as an educator, artist, and lifelong learner.

"Your journeys as art educators are all about preparing and renewing your students, and yourselves, for school, work, and life. Through your efforts, students of all ages gain visual literacy, an essential skill for success in nearly every profession of the early 21st century... So, where are we trying to go? What are the desired destinations for our lifelong journeys? I would urge you to consider all the ways your own work advances art education—along with nurturing the practical abilities and skills necessary for college- and career-readiness, career-relevance, and lifelong enjoyment of and learning in the arts."

Guests were welcomed by Mac Arthur Goodwin, NAEF Chair, and Margaret Peeno, NAEF Development Committee Chair. The benefit event was a great success—filling the room to capacity. Thanks to Margaret Peeno, Development Committee Chair, and committee members Larry Barnfield, Ralph

Caouette, Robert W. Curtis, Charles A. Qualley, Bob Reeker, Barry Shauck, Jay Tucker, and Rick Lasher for their efforts in planning and implementing this event.

Several additional NAEF activities took place in Fort Worth. Dean Johns moderated a panel featuring NAEF grantees Patty Bode and Carleen H. Johns. Ruth Halvorsen Professional Development grantee Carleen H. Johns presented her project on *Lapidary = Art + Science*, a study of cold connections and glass fusing in order to teach students how to work with them. NAEF Research grantee Patty Bode presented her *Digital Visual Culture Project*, a participatory action research project among a university art educator, a university multimedia specialist, a K-8 art teacher, and 3rd-grade students in the Boston area working with visual digital media including video production, online communication tools, animation, photography techniques, and Web building.

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, 2013 (postmarked), and updated guidelines will be posted on the website in mid-August. NAEF supports visual arts educators and promotes the teaching of art through professional development, research, and program sponsorship.

The NAEF 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 contributions of any size to NAEF in honor or memory of individuals or special events, including donations in honor of NAEA award winners.



Left to Right: NAEF Trustees Robert W. Curtis, Mac Arthur Goodwin; Featured Speaker Jane L. Polin; Margaret Peeno, Dean G. Johns, Larry S. Barnfield, James L. Tucker Jr., Kim Huyler Defibaugh, and Ralph J. Caouette.

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Be 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!

NATIONAL CONVENTION!

www.arteducators.org/convention

- **Save the Date** for the 2014 NAEA National Convention—*Spark! Fusing Innovative Teaching & Emerging Technologies*—March 29-31 in San Diego, California.
- **The 2014 Call for Presentations** online proposal closed May 15. Notification letters will be sent August 2013.
- **Online registration officially opens early Fall 2013**, but you can register now using our paper registration form. Simply download the PDF and submit your completed form to us by fax, e-mail, or mail.
- **Book your hotel rooms early!** Reserve your room online.
- **Looking for resources** from past Conventions? Visit www.arteducators.org/convresources

RESEARCH & KNOWLEDGE!

• National Coalition for Core Arts Standards (NCCAS)

The College Board released a new study on Common Core and Arts Standards alignment. "The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework" analyzes parallels between the ELA and Math Standards and the foundations of artistic literacy outlined in the "National Core Arts Standards: A Conceptual Framework for Arts Learning," the NCCAS document guiding the work of the writing teams. View the latest work and development on the forthcoming standards at the official NCCAS wikispace:

<http://nccas.wikispaces.com>

Download the new *Visual Arts Standards—Moving Forward in 2013* brochure outlining the plan for the development of updated standards and information on how you can lend your voice to the process. www.arteducators.org/news/NCCAS_Brochure_lo-res.pdf

• NEW! Research Commission Microsite

The NAEA Research Commission, formed as part of the 2011-2014 NAEA Strategic Plan, and launched at the 2012 NAEA National Convention, has created a new microsite designed to accommodate both commission-sponsored research projects and independent initiatives by individuals and NAEA groups. Visit the new site today!

www.arteducators.org/research/commission

SOCIAL CONNECTIONS!

NAEA Why Art Matters YouTube Channel

See videos created by your Board of Directors on Why Art Matters.

www.youtube.com/whyartmatters

Facebook: www.facebook.com/arteducators

Twitter: www.twitter.com/naea

LinkedIn: www.linkedin.com/groups/National-Art-Education-Association-NAEA-2006240

Pinterest: <http://pinterest.com/arteducators>

Listsers: www.arteducators.org/emaillists

Ning:

- Caucus on the Spiritual in Art Education (CSAE): spiritedu.ning.com
- Committee on Multiethnic Concerns (COMC): comc-naea.ning.com
- Elementary: naeaelementarydivision.ning.com
- Leadership Link: naeastateleaders.ning.com
- Middle Level: naeamiddlelevel.ning.com
- National Association of State Directors of Art Education (NASDAE): nasdae.ning.com
- Secondary: naea-secondary-teachers.ning.com
- Student Chapter: naeastudentchapter.ning.com

NCCAS Wikispace: NCCAS.wikispaces.com

NAEA SummerVision DC: www.facebook.com/groups/160602843997493

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.

• NEW! NAEA pARTners Membership Growth Program

You can do it! You are a creative leader who can help grow your vibrant professional community through the NAEA pARTners Program. Access resources and details to get started growing membership and working toward a chance for a BIG reward at

www.arteducators.org/partners

• NAHS Link, a new microsite dedicated to NAHS sponsors and their students. View sections on how to establish or renew a chapter, About, Sponsors, Students, Facts & Forms, and Resources. Check it out today! www.arteducators.org/nahs

• 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 funds and more at www.artsonia.com/naea/paywithfunds.asp

• Member Directory and NAHS Sponsor Directory www.arteducators.org/directory

EVENTS!

• NAEA Delegation to Myanmar



As Myanmar embarks on a Democratic transition, and embraces the West, this once secluded country welcomes the opportunity to meet with their professional counter-

parts. His Excellency U Than Swe, Ambassador to the United States from Republic of the Union of Myanmar, invites the National Art Education Association to be a part of the U.S. Education Initiative to Myanmar November 2-9, 2013.

For details, see the invitation on page 11.

If you have questions or would like to RSVP to Professionals Abroad, please call 1-877-298-9677 or go to www.professionalsabroad.org

• NAEA Cosponsored Academies

The Joan Oates Institute, offered by Partners in the Arts, University of Richmond School of Professional & Continuing Studies, Richmond, VA, June 24-28, 2013. <http://spcs.richmond.edu/arts/joi/>

Creating Pathways with the Dinner Party, Kutztown University of Pennsylvania and The Brooklyn Museum, New York, July 12-17, 2013. www.thedinnerpartyinstitute.com

RESOURCES!

www.arteducators.org/store

Discounts on books to cultivate your professional development, practice, and advocacy in your field!

• Practical curriculum resources and texts for your classes, as well as 'must-have' reference materials.

• Art Matters Advocacy Gear

Express the importance of visual arts education with these shirts, aprons, tote bags, and stickers. Order yours today in the online store!

• NAHS/NJAHs Merchandise

Order merchandise today for your local Chapter! View resources online: www.arteducators.org/community/nahs/resources.

Note: Only sponsors of current registered NAHS/NJAHs Chapters may order Art Honor Society merchandise.

ADVOCACY!

www.arteducators.org/advocacy

• NAEA White Papers

"Advocacy White Papers for Art Education" are written in response to the NAEA report, *Learning in a Visual Age: The Critical Importance of Visual Arts Education*. These essays communicate the value of visual arts education in a constantly changing educational environment and demonstrate why visual arts education is important for meeting each student's educational needs.

• View remarks by NAEA Executive Director Deborah Reeve from the 2013 Delegates Assembly. www.arteducators.org/advocacy/advocacy-resources-message

• Share the redesigned PDF, "10 Lessons the Arts Teach" from Elliot Eisner. <http://tinyurl.com/a3cm6lt>



EASTERN REGION

Hopefully by now you are reflecting on your fabulous school year and already starting to re-charge your batteries for next year. May your summer events energize and inspire you! I'll offer you a 4-Step Program to "pump it up."

Step 1: Consider attending the Eastern Region Leadership Conference (Team East Retreat 2013). Registration is now open on the Massachusetts Art Education Association website: www.massarted.com/conferences.html. Make plans to join us in the historic "Whaling City" of New Bedford, MA, on June 21–23, 2013. The summer regional sessions are where many of our NAEA position topics are developed. Topics are recommended and then shaped by expert writers into draft position statements. After much vetting, draft position statements are discussed and presented for consensus voting at Delegates Assembly for recommendation to the Board for consideration. So, you see, the cycle begins in the summer, and you can be a part of it. No secret handshake required. I envision Team East taking over New Bedford!

I was lucky enough to attend the very first Team East Retreat in 1997, and have been going ever since. Shared accomplishments and a joy of personally knowing outstanding leaders and personalities in the East are important outcomes of the meeting. Please try to join us. I look forward to seeing you.

Step 2: Consider attending The Dinner Party Institute, offered by Kutztown University and co-sponsored by NAEA. The Institute takes place July 7–12, 2013. You will join artist Judy Chicago and members of The Dinner Party Curriculum Team to explore the rich content of *The Dinner Party*. Be part of a major curriculum initiative to provide educators with materials to teach about cultural context, social issues, and women's achievements. Information can be found at www.thedinnerpartyinstitute.com



Above: Eastern Region Awards Ceremony.

Below: Linda Popp and Mark Coates, National Supervision/Administration Art Educator, at the Convention reception.

Step 3: Consider attending NAEA SummerVision DC 2013. Spend 4 art-filled days in Washington, DC, exploring permanent collections, current exhibitions, and the museum itself as a work of art. [Note: as this goes to press, only a few spots are still available for 2013. Check availability at www.arteducators.org/summervision and book early for next year!]

We are so fortunate in the Eastern Region to have all three exciting events in our backyard!



Step 4: Consider throwing your hat in the ring and run for the next Eastern Region Vice President. Nominations are due July 1. The Vice President serves a 4-year position—2 years as Vice President-Elect and 2 years as Vice President. My term as VP ends after the

Convention in San Diego. Peter Geisser will then move up to the VP position and YOU could be the VP-Elect. Your 4-year term would begin March 2014. The Nomination Vita and Consent to Serve forms can be found at www.arteducators.org/membership. If you have any questions about the process or the responsibilities of the position, feel free to contact me.

"Leadership is good work because leaders feel a strong need to express their potential and because they wish to serve the needs of others," states Max DePree in *Leadership Jazz*. You could be our next "servant leader." It's wonderful. Think about it.

So, "pump it up" this summer with NAEA! In my last article, I missed recognizing Alice Trageser as the Vermont Art Educator, 2013. Alice attended the Eastern Region Awards Ceremony (with her mother) and was celebrated along with our other Eastern Region State Art Educators and award winners, pictured above.

Fall State Conferences are still in the planning stages, but here are some dates and sites: **Connecticut**—*Journey to the Center of the Arts*,



Illustration for our Team East Leadership Retreat in New Bedford, Massachusetts.

October 30 in Cromwell; **Maine**—September in Deer Isle; **Maryland**—October in Silver Spring; **Massachusetts**—November 9 and 10 at UMASS Dartmouth; **New Jersey**—*Art is Infinite*, October 3–5; **West Virginia**—October at West Liberty University; **New Hampshire**—October 19 at the New Hampshire Institute of Art; **Washington, DC**—August 23 at a DC museum. Visit your state association website for additional information.

Have an amazing summer! ■



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SOUTHEASTERN REGION

Hello, Southeastern Region! It was exciting to see so many of you at the Convention in Fort Worth! NAEA and the local planning committee in Texas did a great job planning a Convention packed with teaching, learning, networking, advocacy, and fun! The photo here shows our award winners from the Southeastern Region—our SE Art Stars!!

Over the past year, I was able to meet with our members in Alabama at our Southeastern Region Leadership Retreat, in addition to attending fall conferences in South Carolina, Virginia, and Florida. I am currently making plans to meet more of you in the year to come. I will be at the Summer Leadership Retreat in Nashville, and am planning to attend the state conferences in North Carolina and Kentucky. It is a real honor to represent you at the national level. Please contact me with your concerns, questions, and issues that NAEA may be able to address. I also want to hear about your successes and accomplishments! How exciting it has been to attend your state awards ceremonies to see the outstanding leaders we have in art classrooms across our region!

If you are looking for more ways to communicate and network with your fellow art educators in the Southeastern Region, there are two great options: our Digication site on the NAEA page and the Southeastern Region NAEA Facebook page.

It is now time for members to start planning how they will participate in NAEA and their state associations over the next year. While the presentation proposal deadline for the 2014 National Convention has already passed, most states are still taking proposals for presentations and workshops. Think about your best



Southeastern Region Art Stars (award winners).

practices, your most successful lesson plan, your classroom management tips, and your ideas for advocacy. This valuable information should not be kept secret—share it with your fellow members!! Most states' teacher evaluations are now requiring that teachers exhibit leadership in their profession. This is a perfect way to start. What may seem obvious to you may be just what your colleague has been looking for to make his/her classroom come alive! We all benefit when art teachers rock! Special request from me: if you are going to be giving a presentation in San Diego, send me an e-mail so that I can make plans to drop by!

Speaking of leadership, have you reached a point in your career that you can begin helping teachers around you? Do you know what leadership opportunities are available? There are many ways to lead in our organiza-

tion. Besides giving presentations and workshops at national, state, and local conferences, you can start by volunteering to help at your state conference—maybe working at the registration desk, helping set up for a guest speaker, collecting tickets for an event, hanging the student art exhibit, or a hundred other jobs. Every state also has regional directors and even co-directors. We are

always looking for fresh energy throughout the Board. Additionally, leaders are sought in each division—Elementary, Middle Level, Secondary, Higher Education, Supervision/Administration, and Museum Divisions. Share your expertise with those around you!!

It is also time to start thinking about recognizing your colleagues and their hard work. Do you know an art teacher who is a rock star in the classroom? A principal who is especially

supportive of the arts? A business that comes to your rescue whenever you ask? There are opportunities to thank and recognize these individuals and groups in your state's award system. Contact your state leaders for more information.

Finally, begin making plans to attend the 2014 NAEA National Convention in San Diego, March 29–31!! The theme is "Spark! Fusing Innovative Teaching & Emerging Technologies." What a fitting theme for art educators to explore at this time of STEM and STEAM initiatives, Race to the Top, and NCLB! I hope to see you all there!

Hope you all have a great summer!! ■



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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. 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.

WESTERN REGION

The Western Region is very proud of Texas and the Fort Worth NAEA National Convention volunteers; Convention Program Coordinator, **Elizabeth Willett**; TAEA President, **Linda Fleetwood**; and TAEA's Executive Director, **Sara Chapman**. We enjoyed a variety of speakers, sessions, special events, and museums while in Fort Worth.

In the last column, we recognized our national and state award winners, and I wanted to share a photograph from the Western Region Awards Ceremony at the NAEA Convention. Congratulations to these caring and knowledgeable art educators and to their families.



Western Region Awards Ceremony, 2013.

Registration for the 2013 Western Region Leadership Forum, "Art Matters," and Western Region Leadership Conference has begun. We invite all state leaders to participate in the Leadership Forum day in Oklahoma City on June 20, 2013, and to stay for the WR Leadership Conference that follows. The Bricktown Hotel and Convention Center and

Oklahoma City Museum of Art (OKCMOA) will host us. Speakers for the Leadership Forum include: Deborah Reeve, NAEA Executive Director; Barbara Gabel, Kennedy Center Alliance for the Arts; Julia Kirk, Oklahoma Visual Arts Coalition; Bob Palmer, University of Central Oklahoma; Kim Baker, Oklahoma Arts Council; and Susan Bailey, Chandra Boyd, Bryon Chambers, and Donna Merkt, of the OKCMOA.

2013 Western Region Youth Art Month (YAM) Celebrations

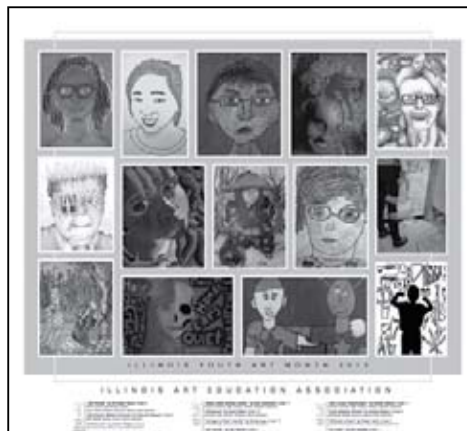
Indiana: Over 1,000 people joined Indiana Superintendent of Education, Glenda Ritz,

to celebrate over 350 exhibiting artists on March 3 at the state house. YAM Co-Chairs are Mindy Hiatt, Allison Staub, and Bev Staub and their committee includes Shannon Simmermon, Beth Siminski, Mindy Hiatt, and Kheira Adda.

Iowa: The theme for this year's YAM celebration was "Happy Birthday, Vincent." YAM Celebration was held on March 2 at the Historical

Building in Des Moines. AEI YAM Committee Chair is Susan Noonan and her committee members are Liz Lyons, Janiece Kinzle, Erin Almelen, Hollie Reilly, and Haley Nikkel.

Illinois: IAEA's Judy Krueger shared with members a poster of student work to display during YAM. Signed endorsements came from the governor, city mayors, librarians, superintendents, and principals.



IAEA YAM poster.

Kansas: Artists, teachers, and families participated in the Kansas YAM celebration on March 2, 2013, in Topeka. Shawny Montgomery is the KAEA YAM Chair.

Michigan: Marge Long, YAM Chairperson, selected 7th grader Jillian P. at Byron Center Christian School to create the official flag. Jillian says, "I love art because it allows me to capture the beauty of everything around me."

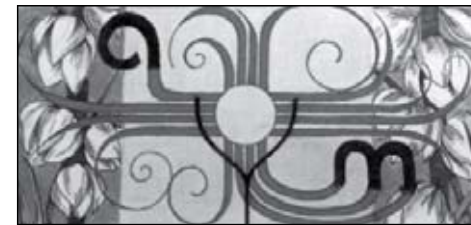
Minnesota: AEM and YAM Chair, Michael Kantor, sponsor the State Capitol Art Exhibit featuring fine student artwork from across the state. This year's show ran from March 24–30.

Missouri: MAEA celebrates YAM with art in the state rotunda. Six awards are given including: the Governor's Choice Award and Governor's Mansion Award. The exhibition ran from March 12–26 and was coordinated by Lori Bocking and Diana Mahoney.

Nebraska: The State Capitol YAM Celebration featured a K-8 art exhibition and was coordinated by Deborah Kippley. In addition to participating students, the Congressional Art Competition award winners were recognized during a reception and ceremony at the State Capitol on March 16.

New Mexico: A beautiful YAM flag for New Mexico was designed by student Chelsea Waite of Farmington New Mexico. YAM Co-Chairs, Vicki Breen and Janine Shafer, also coordinated the Sargent Art Contest.

Ohio: The OAEA sponsored both a YAM Flag and Graphic Design Contests through its chairs, Makiah Maxson and Megan Krieger. The Young People's Art Exhibition Show



New Mexico's YAM Flag.

was celebrated on March 16. Guest speaker, Julie Palkowski, Consultant for the Wisconsin Department of Public Instruction, quoted Charles Fowler, when she said, "the arts are the fuel that ignites the mind, sparks aspirations, and illuminates the total being." ■



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PACIFIC REGION

Many, many congratulations to the 2013 award winners in the Pacific Region. Let these be an inspiration as you aspire to do your best.

Pacific Region Elementary Art Educator,
Kristi Watson, Nevada

Pacific Region Higher Art Educator,
Rita Irwin, British Columbia

Pacific Region Art Educator,
Deborah Barten, Washington

Pacific Region Museum Education Art Educator,
Stephanie Parrish, Oregon

National Higher Education Art Educator,
Kit Grauer, British Columbia

State Art Educator of the Year awards went to:

Margaret Donat, Alaska

Pat Burdette, Arizona

Sharon Richards, British Columbia

Anne Uphoff, California

Cordelia Devine, Colorado

Deborah Barten, Washington

John Wayne Bercier, Montana

Cindy Allen, Nevada

Cynthia Schubert, Oregon

Jethro Gillespie, Utah

Deborah Barten, Washington

Susan Leonhardt, Wyoming

Awards also went to:

Laurie Gatlin, Elliot Eisner Doctoral Research Award in Art Education (Honorable Mention)

Nancy Carr, Marion Quin Dix Leadership Award

Rita Irwin, Eisner Lifetime Achievement Award

Award winners were presented with a certificate and an original porcelain apple head by artist Rebecca Love. The Pacific Region Award winner was presented with an engraved glass vase and a blown glass tumbler by artist Stuart Ableman.



University of British Columbia campus, site of the Pacific Region Summer Leadership Conference.

Plans are underway for the Pacific Region Summer Leadership Conference in beautiful Vancouver, British Columbia. This is the first conference being held in Canada, which is quite exciting. Our member provinces in Canada need to feel they are as vital to the organization as everyone else. The conference will be held on the magnificent grounds of the University of British Columbia overlooking the Strait of Georgia. Attendees will be sharing dorm suites. The dates are July 12–14. A pre-conference day to explore the highlights of this city of art will be July 11. For more information, contact Penelope Venola. ■



Penelope Venola

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Some Pacific Region members at the Convention. Standing: Nancy Andrzejczak (CA), Elizabeth Liscense (CO), Patrick Fahey (Pacific Region VP-Elect), Robin Wolfe (CO), Pat Burdette (AZ), Eileen Ryan (BC), Richard Serpa (WA), Diana McDougal (WO), Cindy Allen (NV), Christopher Shotola-Hardt (OR), Penelope Venola (Pacific Region VP), Tami Lincoln (CA). **Kneeling:** Idaho member, Stephanie Clegg (UT), Cathy Tanasee (WA), Heidi Atkinson (AK).



Some Pacific Region Award Winners: Cindy Allen (NV), Anne Uphoff (CA), Jethro Gillespie (UT), Nancy Carr (OR), Deborah Barten (WA), Susan Leonhardt (WY), Sharon Richards (BC), Kristi Watson (NV), Pat Burdette (AZ).

ELEMENTARY DIVISION

Hopefully as you read this you are lying on a beach (or in your backyard), relaxing with a cold drink. Art teachers definitely need these summer months to recover, reflect, refresh, and rejuvenate for a new school year. I'll be in the same frame of mind this summer, but thinking of NAEA!

Even though our National Convention was just a few months ago, planning for NAEA 2014 in San Diego is well underway. The 2014 NAEA National Convention theme is "Spark! Fusing Innovative Teaching & Emerging Technologies," and the Elementary Division is going to be sponsoring a number of presentations with that theme in mind.



Kirby Meng and Lorinda Rice with Bob Reeker, NAEA 2013 Elementary Art Educator of the Year, in Fort Worth.

We are planning to present "Conversation with Colleagues" at the beginning of the Convention to get acquainted, welcome new attendees, share an overview of the conference offerings, and introduce the new National Art Standards. We'll also host an awards luncheon; a presentation by **Bob Reeker**, NAEA 2013 Elementary Art Educator of the Year; and 2 carousels, one on **technology** and one on **advocacy**. In the carousels, four presenters (hopefully one from each region) will set up individual tables to give 10-minute presentations. The audience will move to a different table every 10 minutes. This process creates small groups that facilitate sharing and questioning.

What issues and ideas would you like to see the Elementary Division address in the coming year? (According to the survey taken at the Convention in Fort Worth, the most requested topics were technology, advocacy, assessment, interdisciplinary connections, and the new National Art Standards.) What kinds of lessons would you most like to see in the NAEA Instructional Resources Gallery? (The implementation of the new National Art Standards will require a revision of the existing ones.) What would be most compelling for you? What else can the Elementary Division do for you?

The best way for NAEA to know what it can do for you is to be connected with you. You may be the only elementary art teacher in your school, but you are not alone when you are a member of NAEA. There are a number of ways for you to connect with NAEA and each other to conveniently stay in touch and be up to date and supported. We invite you to join

them all, or you can pick one or two, whatever you find most appealing.

A major portal for communication is the **NAEA Elementary Division Ning**, an electronic gathering place for elementary art specialists to connect with others, communicate with educators about best practices in art education, and collaborate with teachers across the nation and world. Its URL is <http://naeaelementarydivision.ning.com>

Another is the **NAEA Elementary Division Facebook page** at www.facebook.com/NAEAElementaryDivision. Here you can share with other elementary art teachers by posting news, questions, comments, quotations, statements about art, advocacy resources, and more.

A third avenue is through the **NAEA Elementary Listserv**. A listserv allows people to create, manage, and control electronic mailing lists. It is an e-mail exchange for a group of subscribers producing an e-mail conversation/message thread showing comments related to a topic. The NAEA e-mail list will help you stay abreast of the latest news, developments, and conversations related to visual arts education. NAEA e-mail lists are currently available to members only and are moderated by NAEA National Vice Presidents and Division Directors. To subscribe to the Elementary Listserv, send an email to elementary@artedlists.org and put SUBSCRIBE in the subject box. (You can also unsubscribe at any time.)

Whatever your need or desire, please let us know. We are here for you! ■



Nancy at NAEA Fort Worth.



Nancy Walkup

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SECONDARY DIVISION

I have something to share with you. At the close of the school year, I told my students to "stick it." I'd had enough and I was really exhausted from the endless cycle of teaching that so often involves evaluating my curriculum, testing it, observing the outcomes, and then altering it. All in an attempt to be a more effective teacher and engage students on a deep level. So, I stood in front of my class and told them all to "stick it." Then I handed each of them two pieces of paper and some thumbtacks, and asked them to anonymously tell me two things: (1) What things "stuck": ideas, projects or approaches that really resonated, and (2) what "stank": things they absolutely hated.

I got their attention! The initial shock wore off of being told to "stick it," and they began writing and posting their feedback on the board at the front of the room. There were a lot of good positive and negative feedback that are right now stuck on my wall as I write this. One note that made an impression on me stated simply, "appreciate progression, not perfection." That is good feedback for me as a teacher, and for us all as educators: to continually work on progress but not require perfection. Teaching is an ongoing series of constant corrections.

This end-of-year exercise—asking my students to "stick it"—was inspired early on in my teaching from an incident that occurred: a teacher in my city had retired, and I remember

visiting the old classroom, where the new teachers were in the process of making the space their own. I vividly recall a series of art posters that were taken down that I had always seen on this teacher's walls. The posters were now faded, brittle, very dusty. The wall had become discolored by the years these posters had stubbornly occupied their place in the classroom. I doubt that the content of these posters "stuck around" as part of this teacher's curriculum. It was more likely that these ideas had long faded in students' memories. As I discussed with the new teacher how the old posters just might have needed a change or updating several years ago, we both vowed to keep our curriculum and classroom materials current, and to always rotate them. I know that in my own teaching practice updates are constantly needed to keep the students engaged and my curriculum full of vibrant energy.

As we are now quietly resting our nerves, minds, and emotions, I think about the pleasure I've had knowing some truly outstanding educators. I'm reinvigorated when I think of the work that you, my peers, are doing in the ongoing battle to better yourself and to improve your teaching methods. It was only a few months ago that I gained insights from some of the top secondary teachers by attending the Convention in Fort Worth. It takes me months to mentally unpack all the ideas from the notes I took while there. Because of your own visual insights, I altered my curriculum and plotted new direction for teaching during the upcoming school year.

I imagine that most of you are using your summertime to mentally reset, emotionally regroup, and re-energize your curriculum. I know that's what I try to do and the ideal, the overarching "sticky thought," always surfaces. I want to reach and engage students on a deep level through my teaching—to go beyond

the surface structure of the obvious and delve deeper into the foundations of the harder-to-reach big ideas.

When I visit the Secondary Ning (<http://naea-secondary-teachers.ning.com>), the NAEA Instructional Resources Gallery (www.artsonia.com/teachers/lessonplans/naea), and the NAEA Digication e-portfolios, I find valuable resources and ideas from outstanding colleagues that truly "stick" with me. I sense an overwhelming feeling that as art educators, we want to teach principles and ideas that last and stay with our students throughout their lives, and hope that these principles continue to promote a deeper understanding of the world we all live in.

So as you relax and prepare to hurl yourself into the fray of teaching that is soon to come, I ask you to think of ideas that are "sticky" enough to truly matter to you and your students in the upcoming school year. ■

*The term "stick" came from a book I had recently read, *Made to Stick: Why Some Ideas Survive and Others Die*, by Chip and Dan Heath.



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CALL FOR SUBMISSIONS

A special joint publication of *Studies in Art Education* and *Art Education Journal*

Call for Articles, Commentaries, and Media Reviews on Theory and Practice in Art Education

There is an enthusiastic devotion to certain principles of lofty theory in the abstract... and there is a school practice taking little heed of the official pedagogic creed. Theory and practice do not grow together out of and into the teacher's personal experience.

—John Dewey, *The Relation of Theory to Practice*. (1904)

Numerous fields speak of the relationship between theory and practice. Much has been written regarding theory and practice in fields as diverse as Business, Language Acquisition, and Foreign Policy). Many of these fields that are concerned by such discrepancies are service-based, such as Nursing and Information Communication Technology. When the relationship between theory and practice is analyzed, it is commonly communicated using terms such as 'gap,' a 'divide,' or a 'split.'

What is the relationship between theory and practice in the field of Art Education? This joint publication between *Studies* and *Art Education* will present current research that deals with theory in practice in its numerous varieties and conditions.

Deadline submission: October 1, 2013. Authors should submit articles to either journal. All submissions for this special issue should follow the established submission guidelines for the appropriate journal. For more information, see discussion questions and terms at: www.arteducators.org/research/call-for-submissions

MIDDLE LEVEL DIVISION

Drawing Middle Level Together

Celebrate what you've accomplished, but raise the bar a little higher each time you succeed.

—Mia Hamm

The ability to experience change, grow as a professional, and learn from other art educators around the nation has kept me involved in NAEA. I first became involved as President-Elect for Michigan Art Education Association (MAEA) in 2001. I have been fortunate to provide art education for middle level students since I first began my teaching career in 1997. It has truly become a part of me. I have been blessed to work in four very unique and supportive school districts during my tenure as an art educator. The awareness and support of administration in each school district has afforded me the opportunities to learn as a teacher, grow within my state association, and now serve NAEA. I believe that to be successful we need to be involved, supported, and willing to grow in our role as an art educator.

Our outgoing Middle Level Director, Linda Kielling, created strategic and thoughtful work that has moved our division forward. Her goals, vision, and leadership have been excellent in "Drawing Middle Level Together" over the past 2 years. The opportunities she developed for leadership roles within our division have established momentum and drawn excitement for the work that has been started. Under her direction, we have established new avenues to connect with middle level educators. Ning (www.naeamiddle.ning.com), listserv (www.arteducators.org/news/listserv), Facebook (www.facebook.com/naea.middlelevel), Twitter (www.twitter.com/naeamiddlelevel), and Pinterest (www.pinterest.com/naeamiddlelevel) have opened



Kimberly Cairy and Linda Kielling.

new pathways to learning for all of us. Now is the time to connect with the NAEA Middle Level!

As Linda completed her term at the close of the Convention in Fort Worth, we welcomed a new leader, Director-Elect September Buys. September has been teaching preK through collegiate art for 14 years (12 at Greenville Middle School in Greenville, Michigan). She earned a BA in Art Education from Western Michigan University and an MA in Art Education from the Maryland Institute College of Art. Her passion is learning new ways of engaging the difficult-to-motivate student and she is currently conducting action research in a creativity-focused curriculum. September has served as Michigan's Middle Level Division Chair; NAEA's Western Region Middle Level Director; on NAEA's *Purposes, Principles and Standards for School Art Programs* committee; and is currently serving on the NCCAS writing team, co-authoring the next generation of National Visual Art Education



Chris Grodoski, National Middle Level Art Educator of the Year, and Southeastern Region Director Aimee Burgamy.

Standards. September has been honored as 2009 Michigan Art Educator of the Year, 2010 Michigan Youth Arts Art Educator of the Year, 2011 NAEA Western Region Middle Level Art Educator of the Year, and 2012 NAEA Middle Level Art Educator of the Year.

As your incoming leadership team prepares for a successful end to our school year, we are excited for the opportunity to continue the work of the Middle Level for NAEA. Our work is just beginning. Thank you to the amazing educators and leaders that are volunteering their time: Eastern Region Director Julie Sawyer (CT), Southeastern Region Director Aimee Burgamy (GA), and Pacific Region Director Pamela Valentine (WA). **Our Western Region Director position is currently open.** If you are in the Western Region and are looking to become more involved with NAEA and be a part of something special, this leadership opportunity is for you! In addition to our Regional Directors, we have a new Social Media Director, Janine Campbell (MI), and

e-News Editor, Lisa Marie Jorgensen (IA), who will work closely with both September and me.

At the Convention in Fort Worth, we celebrated our NAEA Division Award Winners. The award luncheon was a fantastic opportunity to talk with middle level educators, work on visual journals, and hear about the amazing work our award winners are doing in their school districts and art rooms. The Middle Level honored Chris Grodoski (IL) as our National Middle Level Art Educator of the Year. Our Southeastern Region Middle Level Art Educator of the Year is Aimee Burgamy (GA). The NJAHS Middle Level Art Sponsor of the Year was Cappie Dobyns (IA).

It is an exciting time to be involved in NAEA. You can feel it at the Convention, read about it in *NAEA News*, follow it through social media, and experience it by becoming involved. No job is too small, and you will get much more in return. I know I have! I look forward to the exciting work ahead, serving the Middle Level. ■



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HIGHER EDUCATION DIVISION

To participate is not to create homogeneity, to participate is to generate vitality.

—Emilia Giacomini,
Reggio Emilia educator, 2011¹

Participation and art were the cornerstone of a graduate seminar I just finished teaching. Grades in, I sit to write my first column as Director of the Higher Education (HE) Division considering meanings of participation in our context. We are researchers and practitioners, teacher educators and theoreticians, artists and intellectuals, gathering under the umbrella of art educators working at colleges and universities. How and why do we collaborate? What are the motivations, challenges, and rewards that shape our relationship? How can the HE Division support the process of connecting our experiences, respecting our differences, and creating a nuanced kinship?

Embracing the possibilities of participation, I work with a variety of communities that include poor inner city and economically privileged private Brazilian schools, public schools in rural Indiana, urban schools in Ohio, and community organizations that provide arts enrichment and art-focused education to kids in Cincinnati. These practices are organized around notions of collaboration and transformation that affirm possibilities of art education to energize community. In fact, there is a compelling affinity between the collaborative nature of much of our art education work and the increasingly evident engagement of contemporary artists with *social practices*. There are a myriad of ways in which social practice work can be described, and it often encompasses works of art that are created in the *public interest* (Raven, 1993), and conceptualized within a *relational aesthetic*

(Bourriaud, 2002) that underscores *participation* (Bishop, 2006). In art, participation has many layers, from a nominal contemplation of the work by the viewer or participant, to a creative relationship when the participant expands and interacts with a structure predetermined by the artist. A more intertwined relationship supports collaboration, or a sharing of responsibilities for developing the structure and the content of the work (Helguera, 2011). I am inspired by the meanings of collaboration and wonder how it could be supported and become more integral to our division's life.

In addition to the Director, our leadership structure involves a Director-Elect, a Past Director, and four Regional Directors. This core leadership team is responsible for steering the life of the Division for the next 2 years. **James Rolling**, our Past Director, is now engaged in an advisory capacity, providing much needed information as we learn the ropes. Director-Elect **Sara Wilson McKay** is Chair & Associate Professor of Art Education at Virginia Commonwealth University. Sara is interested in knowing more about the concerns of the HE Division membership and believes that typical HE issues such as research and preservice education intersect with various political and socioeconomic factors in ways that become critical for the ongoing work of HE professionals.

Eastern Region Director **Jessie Whitehead** is a Professor at Southern Connecticut State University, New Haven. Her work is committed to issues of social justice and art education. She received the 2012 Eugene Grigsby, Jr. award for her work's commitment to multi-ethnic communities. Southeastern Region Director **Jeff Broome** has spent most of his life living and working in the southeast. He

is Assistant Professor of Art Education at Florida State University where his dual roles as Coordinator of Teacher Certification and in teaching doctoral seminars have contributed to his understanding of the needs of both future K-12 art teachers and professors of art education. Jeff's interests include multi-age art education, cultural diversity, classroom management, and humanistic approaches to art curriculum. Western Region Director **Kim Cosier** is a faculty member in Art Education in the Peck School of the Arts at the University of Wisconsin—Milwaukee. She is interested in HE policy, particularly where it impacts teacher education and the arts. She is deeply concerned about the future of public education in K-12 settings as well as in the academy. Pacific Region Director **Julia Marshall** is a Professor at San Francisco State University. She is actively engaged in art education not only in the United States, but also in South Korea, Taiwan, China, and Greece. Her primary scholarship is in curriculum development, arts integration, the uses of contemporary art in art education and the intersection between creativity and cognition.

Our team is engaged in developing initiatives that energize and support collaboration among the members of our division. We have launched a series of membership "pop surveys" that will enable a greater understanding of our constituents' demographic profile, interests, and needs. These will be distributed through the HE Division electronic distribution list on an on-going basis. Also, we are planning an HE forum during the upcoming NAEA Convention in San Diego in which we will communicate our surveys' initial findings and create opportunities for members to engage with each other. Taking cues from socially engaged art practices, we seek to promote

communicative action, "a type of social action geared to communication and understanding between individuals that can have a lasting effect" (Helguera, 2011, p. 7). We look forward to collaborating with you! ■

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Endnote

- ¹ Cited in Helguera, P. (2011). *Education for socially engaged art: A materials and techniques handbook*. New York, NY: Jorge Pinto Books.



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MUSEUM EDUCATION DIVISION

When do co-creative approaches support the learning goals of our audiences and when do they fail? How do we best design participatory experiences in art museums that advance our visitors' aims and heighten their engagement with art, with our museums, and with each other? You asked these and other questions during the Museum Education Division Preconference in Fort Worth. Your evaluations show that you appreciated the opportunity to experience three wonderful museums—the Modern Art Museum of Fort Worth, the Kimbell Art Museum, and the Amon Carter Museum of American Art—as well as meet new colleagues, reconnect with peers, and reflect on your work. You also valued the diversity of perspectives featured, especially hearing from three cultural leaders during the morning panel—Melora McDermott-Lewis of the Denver Art Museum, Rob Stein of the Dallas Museum of Art, and Josephine Ramirez of the James Irvine Foundation. Learning how the Denver Art Museum and the Dallas Museum of Art are approaching visitor engagement and seeing the level of innovation and evaluative thinking taking place at both institutions was a highlight for many.

We experimented with co-creation as one strategy to advance visitor engagement during morning gallery sessions focused on experiences with works of art and during afternoon break-out sessions focused on practice. This definition guided us and served as an impetus for discussion:

At its best, co-creation in museums is a mission-aligned collaborative process through which multiple stakeholders—including museum visitors—identify a need, define the challenge, articulate congruent goals, and then generate ideas, objects, expressions, or

solutions that yield new or deeper benefits for the co-creators, the institution, and the public.

Responses demonstrated the benefits and pitfalls of participatory models. Many welcomed the interactivity of the small-group sessions: “Both morning and afternoon sessions really activated participation. I felt more engaged myself.” | “The best part of the Preconference was the break-out sessions. It was great to meet different educators from different institutions and talk concretely about practice.” Others raved about the ways their morning or afternoon facilitators led their groups, moving participants outside of their comfort zones.

Overall results from the co-creative experiments were mixed. Many felt these lacked sufficient clarity, structure, or purpose. Some would have preferred to use the time to learn about current research and best practices from peers and experts: “Even as museum educators, it became clear that we wanted to be guided more and have more direction.” | “I appreciated that the [afternoon] session topics came from real-life scenarios, but the emphasis on co-creation felt a bit forced, in that it was a given in all sessions that co-creation should be the goal of programs, when in some instances perhaps it needn't be.”

The Preconference experiments showed that participatory programs can require more structure, preparation, and flexibility than conventional guided experiences. A shared understanding of goals and expectations of how each person can contribute are essential to success. Aligning goals with the facilitative models we adopt enables participants to meaningfully pursue their own aims. This principle applies to co-creative or more directed program formats and teaching methods. We

gathered documentation from the day in an e-portfolio: https://naea.digication.com/2013_naea_museum_education_preconference/Home

A great resource to reflect on this and other topics related to our practice is Art Museum Teaching, <http://artmuseumteaching.com>. Collaboratively produced, it was initiated by Mike Murawski of the Portland Art Museum.

Your feedback is informing the 2014 Preconference in San Diego, scheduled for Friday, March 28. Educators in the city have enthusiastically joined us in the effort to craft a fantastic day focused on collaboration, organized by Director-Elect Emily Holtrop. If you have great examples of collaboration between museums or between museums and other organizations, please contact Emily at emily.holtrop@cincyart.org.

We launched the Peer-to-Peer Initiative during the Preconference and Convention to address the desire you have expressed to continue to learn from each other during the year. We will be using Google Hangouts as a tool for self-organized, small-group discussion. I thank the task force who has been leading this effort: Michelle Grohe, Brigid Globensky, Chelsea Knight, and Elena Goetz. For information, visit www.arteducators.org/community/museum-education.

The vibrancy of the Museum Education Division is palpable. In 2010, we counted with 529 members; today membership totals 758! As Development Committee members reviewed proposals for the 2014 Convention during June, we were impressed by the level of innovation in our field. I thank Anne Manning, who stepped down from her role as Division Director in March, for galvanizing museum educators across the United States with her vision and strong leadership. Her contribution

to NAEA continued the important work of her predecessor Lesley Wellman and directors who came before them. I also thank Will Crow, Kate Rawlinson, Emily Holtrop, and Elizabeth Gerber for their service as Regional Representatives on the Museum Education Division Development Committee. I look forward to working closely with Emily as our new Director-Elect, along with Regional Representatives Michelle Grohe (Eastern), Wendy Wolf (Southeastern), Stacy Fuller (Western), and Ben Garcia (Pacific), and with Regional Representative-Elects Barbara Bassett (Eastern), Juline Chevalier (Southeastern), Amy Kirschke (Western), and Mike Murawski (Pacific). It is an honor to lead such a remarkable Division. ■



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SUPERVISION AND ADMINISTRATION DIVISION

Every memorable act in the history of the world is a triumph of enthusiasm. Nothing great was ever achieved without it because it gives any challenge or any occupation, no matter how frightening or difficult, a new meaning. Without enthusiasm you are doomed to a life of mediocrity but with it you can accomplish miracles.

—Og Mandino

Those of you who know our two award winners are familiar with their enthusiasm for their staff, their profession, and art education. Mark Coates, Coordinator at Fine Arts of Howard County Public Schools in Maryland, received the NAEA Eastern Region Supervision and Administration Art Educator of the Year Award and the NAEA Supervision and Administration Art Educator of the Year Award. Nancy Childs, Visual Art Curriculum Specialist for Lincoln Public Schools in Nebraska, received the NAEA Western Region Supervision and Administration Art Educator of the Year Award.

Mark Coates began his career as a secondary art educator. He was named the Visual Arts



Coordinator for Anne Arundel County Public Schools. He then advanced to the Visual Arts Instructional Facilitator for Howard County Public Schools, and is currently the Coordinator for all the arts in Howard

County Public Schools. Mark also is the current Maryland Art Education Association Supervision and Administration Director and has served as both NAEA Supervision and Administration Division Director and the NAEA Secondary Division Director.

Mark continues to work as a painter and exhibits his landscape paintings regularly throughout Maryland. He shares his enthusiasm for creating with his staff and facilitates opportunities for them to produce art and exhibit. Mark says, “Making art keeps me grounded. I paint more now than as a teacher.” He credits partnerships with other administrators, like Barry Shauck, who share the value of teachers as artists. Besides practicing his art, he demonstrates his leadership and professionalism by consistently presenting at state and national conferences since 1990. Mark is described as a teacher, mentor, facilitator, educational leader, collaborator, coworker, colleague, friend, and fellow artist. Our sincere congratulations to Mark Coates!

Our other award winner, **Nancy Childs**, has been in art education for over 32 years, the last



18 being the Visual Art Curriculum Specialist for Lincoln Public Schools in Nebraska. Nancy also strongly believes that teachers and administrators should be working artists; she received her Bachelor of Fine Arts over 37

years ago and has consistently been creating and showing ever since. Her list of exhibits and awards is endless. Her work includes printmaking, papermaking, polymer clay, and jewelry. Her most recent accomplishment is being published in *500 Paper Objects: New Directions in Paper Art* (500 Series).

Barbara Jackson, EdD, Director of Curriculum for Lincoln Public Schools, describes Nancy as an advocate for art education. She is constantly trying to find avenues to speak about the importance of art in students' lives. She was an integral part in Lincoln's development of the 7 Core-abilities of Art and the subsequent curriculum development around these 7 major themes bringing consistency across the district. Nancy has worked with Sheldon Art Gallery to establish an outstanding outreach program for Lincoln Public Schools 4th–6th-grade students. She and her teachers have presented at several state and national conferences. She is a true inspiration to art educators in Nebraska and

across the United States. Congratulations Nancy on all your accomplishments!

Please consider nominating an outstanding leader from your school, district, community, or state. Award nominations are due October 1, 2013, and all forms and more information can be found at www.arteducators.org/awards ■



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Know a Super Art Teacher?

NAEA Award nominations for 2014 are due **October 1, 2013.**

View award categories and other details at www.arteducators.org/awards



Research Commission Update

By John Howell White, Chair

During its first year, the NAEA Research Commission mapped a communications infrastructure designed to foster a research-responsive professional organization. This work will reach a milestone in July 2013, when its second retreat will take place in Alexandria, VA. At that meeting the Commission will formulate the initial elements of its Research Agenda.

The following work will contribute to the retreat:

- Stakeholder Survey:** Research Commissioners serving as liaisons with NAEA Issues Groups, Board Members, and publications editors requested that a representative from each group respond to a series of questions designed to understand both the broad interests of the membership and the particular interests of different constituencies. The results of this survey contribute to the development of the Commission's Research Agenda. The questions were:
- What kinds of research is your membership involved with? Any projects as a group?
 - What broad research topics do you think would serve the greater NAEA? Why is this a pressing need? What issues do they address?
 - What focused research **topics and methods** would serve the particular interests of your group? What issues does this address and why?
 - What internal structures do you have in place that would facilitate communication about research within your group and with the Research Commission?
 - What opportunities for professional development around research would be most useful for your members? What research methods would members of your group like to be know about?
 - How might the research commission best inform you about opportunities for engaging in research initiatives?
- Website:** Visit the new Research Commission website at www.arteducators.org/research/commission. It is envisioned as the go-to place for art education related research questions, conversations, opportunities, and findings. The site architecture has been developed around seven main pages. They include:
- Commission: This section profiles the purpose, structure, and services of the Research Commission.

- Publications: This section links to NAEA publications including journals, books, newsletter articles, and reports from NAEA divisions and affiliates. Enid Zimmerman and Randi Korn (Eds.)
 - *Studies in Art Education*
 - *Art Education*
 - Translations
 - Advocacy
 - NAEA Books
 - Other publishers: books and journals
 - Findings and Resources: This section shares links to resources including unpublished research reports and white papers that illustrate the value of art education. Randi Korn and Melody Milbrandt (Eds.)
 - Research Reports
 - Government Documents
 - Policy Statements
 - Advocacy Statements
 - Opportunities: This section serves as a location for posting current information on funding opportunities, conference and publication calls for papers, and professional meetings, workshops, and symposia. Mary Hafeli and Diane Scully (Eds.)
 - Calls for Papers
 - Conference Presentations
 - Research Projects
 - Research Funding Sources
 - Employment
 - Graduate Programs
 - Initiatives and Collaborations: This section is centered on research endorsed by the Research Commission and informed by the needs and suggestions expressed by the membership and/or leadership of NAEA. Melody Milbrandt and Ralph Caouette (Eds.)
 - Commission Endorsed Topics & Projects
 - Endorsed External Projects
 - National Art Education Foundation Grant Awards
 - Posting and Submission Information
 - Professional Learning through Research: This section provides postings of professional learning opportunities oriented toward improving and initiating research in art education. Kelley Berwager and Enid Zimmerman (Eds.)
 - Narratives
 - Discussion Forums
 - Workshops
 - Conferences
 - Courses
 - Research Café (launch date TBA): The Café is a place where discussion of topics can foster new communities for bettering practice, conducting research, and raising issues for the field. Chris Grodoski and Mary Hafeli (Eds.)
- Professional Learning:** The previous Cross Division Professional Development Committee is being reconfigured as the Professional Learning through Research (PLR) Working Group. The group will initiate and foster professional learning opportunities for art educators (pK-12 and museum) interested in learning about and being involved in research initiatives. In addition, the Seminar for Research in Art Education will continue to target research methodologies and the fostering of research by graduate and early professional researchers. SRAE will work closely with the Research Commission to develop useful initiatives that both align with the SRAE goals and stay abreast of the Commission's Research Agenda. Kelly Berwager is the liaison to the PLR, which is chaired by Amy Pfeiler-Wunder and Diane Jaquith. Mary Hafeli is the liaison to SRAE, which is chaired by Kim Sheridan. ■

You're Invited! Historic NAEA Delegation to Myanmar



It has been called the Land of Immortality, the Land of the Gems, and the Golden Land. Yet Rudyard Kipling may have captured the essence of Myanmar best when he described it as “unlike any land you know about.”

Torn by civil conflict since its independence in 1948, the fascinating country of Myanmar (also known as Burma) is now transitioning toward democracy. In 2012, President Obama made a historic visit there, with an eye toward expanding the ties between the two countries and their peoples, including helping to advance education. As part of the U.S. Education Initiative to Myanmar, Professionals Abroad—in partnership with NAEA—will send a delegation November 2–9, 2013, to build upon the groundwork now laid.

Led by NAEA President Dennis Inhulsen, NAEA members and guests will participate in one-on-one meetings, roundtable discussions, and classroom observations focusing on: establishing and applying educational policy; planning curricula, selecting content, and establishing standards; examining environments for teaching; assessing teaching and learning; and preparing teachers.

Aung San Suu Kyi, chairperson of the country's National League for Democracy and Nobel Peace Prize Laureate, said, “Human beings the world over need freedom and security that they may be able to realize their full potential.” Education is surely the path toward that goal and **you are invited to be part of this exciting opportunity to help advance education in Myanmar.**

Professionals Abroad, a division of Academic Travel Abroad, has worked with NAEA to facilitate successful delegations to India and Cuba in the past 2 years, where participants gained valuable perspectives about Art Education and shared U.S. practices through meetings with counterparts to connect and identify common challenges.

The delegation is limited to a diverse group of 25 art educators and spaces are filling quickly! For more information or to register, contact Professionals Abroad at 877-298-9677 or visit www.professionalsabroad.org

Thank You! To Our Wonderful 2013 NAEA National Convention Exhibitors and Sponsors

Your support of the arts and of this Convention made Fort Worth a wonderful experience for the thousands of participants who enjoyed sessions, hand-on opportunities, major speakers, new products, and new experiences. We thank you.



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Fort Worth, Texas ■ 2013 NAEA National Convention ■ It was BIG!



"We often feel like we are on a desert island, isolated at school with no one who speaks the same language or reads our lips, which was not the case in Fort Worth. The unspoken language coming from the heart of artists who help develop future artists is universal and the hope for their future is in capable, gifted hands."

—2013 Convention Participant



"I don't get an opportunity to create on the job. I'm usually managing or facilitating for others, so the three days at NAEA allow me to be a 'kid in a candy store' when it comes to demos."

—2013 Convention Participant





"I love the variety of artist speakers. They all had something interesting to offer, and points of view that I had never considered. I think hearing artists was my favorite part of the whole event."
—2013 Convention Participant



"I am thrilled that I saved my pennies for my first trip to the national conference!"
—2013 Convention Participant



For resources from this and past Conventions, visit www.arteducators.org/convresources

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

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At the National Convention in Fort Worth, AET members met, presented, and shared ideas about the use of digital technologies in art education. We all enjoyed the opportunity to connect with other teachers and artists who use digital technologies of all kinds in their work and classrooms. In this issue, I would like to introduce AET stalwart Guey-Meei Yang, who brought her iPad and green screen to Fort Worth and amazed us with her use of inexpensive apps to do some serious art education.

The iPad Stop Motion Green Screen Studio

Guest Columnist: Guey-Meei Yang, Associate Professor of Art Education, Art Department, Eastern Michigan University. gyang@emich.edu

Art educators are creative folks who constantly search for innovative ways to meaningfully engage students with art. Many art educators prefer digital technology to create engaging learning because youngsters gravitate toward digital options for entertainment and information and are motivated by them. Limited contact time with students (especially K-8) means that art teachers tend to shun technologies that are complex and have steep learning curves. Being an avid technology user for teaching and an instructional technology presenter since the mid-1990s, I found that it is more efficient to **make powerful uses of simple technologies than make simple uses of powerful technologies**. With that said, I am not advocating for the abandonment of complex technologies such as Second Life, Maya, or After Effects. Complex technologies have their place in art education. They enable the creation of sophisticated

virtual environments, interaction, and visual effects. Comparatively simple technologies, in contrast, including but not limited to Web 2.0 social and mobile technologies, have the advantage of being embraced by many more art teachers to develop creative curriculum for art education.

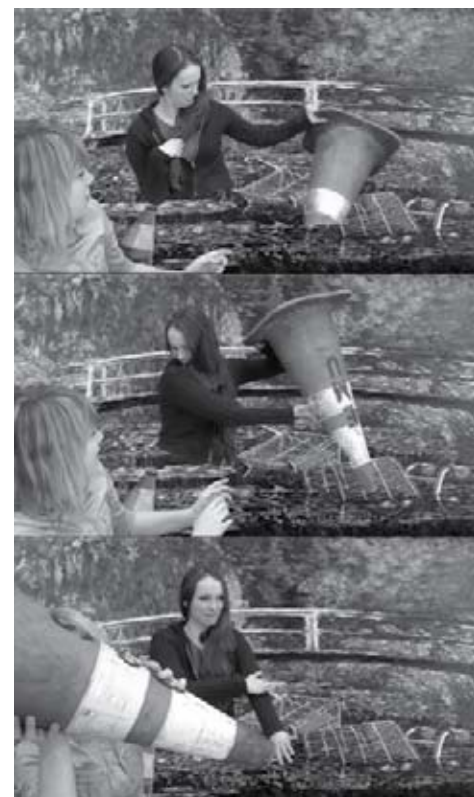
Judging by the popularity of the 10 presentations that featured Apple iPads at the 2013 NAEA National Convention, the iPad is being used more and more in art classrooms across the United States and world. The iPad's popularity stems from its **simplicity**. When teachers and students spend less time learning how to use iPads, it allows more time for meaningful exploration and creation of art. Second, the iPad is **powerful** because it is an all-in-one device featuring versatile, affordable apps combined with a computer, camera, camcorder, audio recorder, and much more. It is small, and makes technology integration in the art room appear seamless and natural. Third, iPads are **friendly and appealing to children**, and have endless edutainment possibilities. Its touch-screen technology is inviting and takes away the intimidation and distance from digital technology.

During the Convention, art educators showed how they used iPads to create and facilitate drawing, painting, printmaking, pottery, sculpture, video, and animation art. They also demonstrated using iPads to prepare students for responding to art in museums, while others developed iBooks and interactive media for self-guided gallery tours. In addition, iPads were used in the art classroom to help students with autism. If you missed the iPad sessions in Fort Worth, you can still

check out the NAEA website for summaries and resources.

For now, I would like to share with you a use for iPads I developed to allow college and K-12 students to **enter artworks and interact with the subjects and objects inside an artwork**. Students are divided into groups of 3 to 4 and each group is given an iPad. They choose an artwork to describe, analyze, and interpret. Students then decide how they will enter the artwork to add to the intended message by the artist or to re-contextualize the objects and subjects in it. Finally, students consider the use of props to aid their stop motion performance.

The iPads are equipped with the **Stop Motion Studio** app (\$0.99) and its in-app **Green Screen tool** (\$0.99) for this activity. The Stop Motion app allows the user to insert artwork images into the scene wherever the green backdrop exists, like a portable TV studio. An economical option for setting up a life-size green screen is to purchase 6 yards of neon green felt (\$11–17) from JoAnn Fabrics. Simply tape or tack one end of the fabric about 8-feet high on a wall and let it drape down to the floor and roll out from the wall 6–10 feet to form a backdrop. Additionally, you can use part of the 6 yards or purchase more green felt to make a mask, arm sleeves, or body suit that can make (part of) your body disappear in the video. The still images here show student outcomes from their stop motion performance. In the image (right), two students enter into Banksy's *Show me the Monet* to clean up the trash. Both appear to be partially immersed in the deep water because



their lower torsos, covered by green felt, disappeared!

Special thanks to EMU students, Rachel Tucker, Debra Ennis, and Lyndsay Richards, for their brilliant stop motion performance and production. ■

Opportunities for creative growth

SUMMER EDUCATOR PROGRAMS AND WORKSHOPS

SCAD offers a variety of programs for all educators seeking creative rejuvenation or higher-level teaching credentials, including Advanced Placement Institutes, Educator Summer Seminars and the SCAD Educator Essentials Conference. Programs are available in Savannah and Atlanta. Learn more at scad.edu/summer.

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DESIGN ISSUES GROUP (DIG)

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

The 2013 National Convention in Fort Worth was a great success with some noteworthy high points for the Design Issues Group. The Classroom Design Workshop was held for the second year. Participation was doubled from the first year, with close to 120 people who circulated among the eight stations, which ranged from consultations by interior and industrial designer to classrooms of the future. The workshop was held as a service to NAEA members who got advice on redesigning their classrooms and lesson ideas. Kim Cisneros, educator at the Cooper-Hewitt National Design Museum, gave her account of the activities at her station. She explained that:

Teachers flowed in and out, and at any given time there were about eight teachers at my station for a duration of 15 minutes before they were encouraged to move on to another station. [At my station] they were provided with several examples of K-12 lesson plans, and then participated in a quick design challenge that Cooper-Hewitt uses to introduce people to the design process. I enjoyed facilitating the center as the teachers quickly brainstormed about their given challenge and then prototyped a design solution. Each team was given a bag of simple materials that included a fastener, surface, and a structure such as rubber bands, foam pieces or craft sticks. With limited time of about 5-8 minutes, each team quickly got engaged and excited.

You can read her full blog at www.cooper-hewitt.org/conversations/2013/03/12/cooper-hewitt-presents-national-line-resources-naea-conference.

The Design Issues Group annual meeting and reception was also well attended. We continue to grow and put more structure in place. Our website was unveiled at the



Participants at the Classroom Design Workshop.

meeting. Donna Murray-Tiedge worked very hard to get this website working. Check it out at <http://digarted.weebly.com>. If you have any announcements, student work for the gallery, or other information that you would like to have represented on the DIG website, please contact me. We will add it to DIG and the design-ed.org site. Barbara Nikoo-Manesh, teacher at Olathe High School in Kansas, has posted some very impressive student work currently.

Amy Migliore, Chair of the Design Issues Group of the Pennsylvania Art Education Association, announced the launch of Project Innovate, a nationwide design challenge sponsored by the NAEA DIG Group. Interested teachers will present digital submissions and a LIVE Runway at the 2014 NAEA Convention. Anyone is invited to create a digital community of student designers from around the nation and have them submit their final recycled fashion designs in a digital format to create a

virtual gallery (and possibly do live interviews via Skype from satellite locations during the runway show in California). If interested in joining the party and helping to move ideas forward, contact Amy at amigliore@qcsd.org. Visit www.project-innovate.net.

Announcement: K-12 Design Education Conference

You are invited to be part of a historic event to bring together design educators and designers to shape the future of pK-12 design education on Friday, June 28, and Saturday, June 29, 2013. This hybrid conference/ un-conference will provide speakers as well as a forum to allow discussion groups to evolve. During the conference segment, speakers will present on topics such as the STEM to STEAM initiative, Kevin Werbach on gamification, Steven Heller on design history, a preview screening of the PBS documentary by Ralph King of the Stanford school "Extreme by Design" projects,

Kevin Henry on drawing for designers, Pam Pease on Paintbox Press—The World of Design to design thinking. There will be workshops on design thinking, model making, video production, the Visioneer competition, and how to create a design-based school or program, among others. During the un-conference portion, time and meeting space will be provided for by like-minded individuals to hold a discussion community on topics of similar interests, to share experiences and knowledge, and to be inspired by creative ideas. In addition, there will be a writing team who will initiate the writing of design education standards and curriculum for pK-12 education. The conference will be held in Philadelphia, at the University of the Arts, Gershman Hall. We would love to have you join us. If you are interested in attending, please contact me for details. ■

INDEPENDENT SCHOOL ART EDUCATION (ISAE)

Rebecca A. Stone-Danahy, *Co-President*. Visual Arts Coordinator, Ashley Hall, 172 Rutledge Avenue, Charleston, SC 29403. Tel: 843-722-4088. E-mail: stone-danahyr@ashleyhall.org

Barbara Nueske-Perez, *Co-President*. Arizona Association for Independent Schools Tesseract School Middle School/Upper School Visual Arts/Visual Literacy Educator, 3939 Shea, Phoenix, AZ 85028. Tel: 480-385-3673. Fax: 480-385-3673. E-mail: bperez@tesseractschool.org

Greetings! Old and new members of the ISAE Issues Group met at the NAEA Convention in Fort Worth and much was accomplished! For starters, we would like to introduce our new President-Elect, **Dolores Eaton**. Dolores is the Director of the Silva Gallery of Art and Instructor of Upper School Ceramics at The Pennington School in Pennington, NJ. Dolores will assume the role of ISAE President at the 2014 NAEA Convention in San Diego. We welcome our new ISAE Secretary, **Caroline Hall**, Middle and Upper School Visual Arts Instructor, also from The Pennington School. Caroline will be working to help us organize our membership and track our progress as an Issues Group. We also would like to welcome our new ISAE Historian, **David Ingenthron**, Upper School Visual Arts Instructor, at Beaver Country Day School in Chestnut Hill, MA. David will work with us to track where we have been as an organization, ensure that we are following our adopted constitution, and help us create archives for future ISAE leaders. Finally, we have a new Web Manager, **Linda Wheat**, Middle School Visual Arts Instructor, All Saints Episcopal School in Tyler, TX. Linda will manage our Facebook page and build a Web presence for the ISAE Issues Group (please "like" our Facebook page!). We are thrilled to have new leadership stepping up into the Issues Group and welcome everyone aboard! While we are

a small Issues Group, we have the potential to be mighty!

As stated in our constitution, the goals of the ISEA are to promote art education through professional development, service, advancement of knowledge, and leadership in the independent school setting. This can only be accomplished through communication and relationships built between independent school educators and NAEA.

As adopted during the Business Meeting, our goals for the 2013–2014 school year are to:

- Connect independent school art educators across the country.
- Highlight effective independent school art education programs and best practices through our Web presence and *NAEA News* articles.
- Develop a blog.
- Create a strategic plan that will further the work for future independent school and all art educators in the field.
- Grow our membership and encourage others to join the NAEA and us!

At the Fort Worth Convention, our annual Conversations with Colleagues was a success! An engaging conversation between Madeleine Stern, Jeff Miller, Christina Hendershaw, Barbara Weinstein, Dolores Eaton, Michael Hearn, Sarah Harlow, Justine Chapura, Susan Sanders-Rosenberg, Christina Brandt, Nancy

Langston, Caroline Hall, and Joy Lia revolved around contemporary independent school issues. The group discussed at length effective art education practices and program highlights. We spent time evaluating who we are as a group and discussed goals that will continue to further the work for future independent school art educators.

And, for those of you that couldn't make it to the Conversations with Colleagues, we still want to hear from you! As a member (or future member) of the ISAE, please participate in a short member survey by answering the following questions:

- What do we want the NAEA to know about us?
- What do we contribute to the profession?
- How are we reflective of the membership?

The survey is located at <http://tinyurl.com/csxnqvl>

Join us today! Your opinion, your work, and your dedication to the profession matters! You can find us on Facebook (www.facebook.com/pages/Independent-School-Art-Education-ISAE) and two Ning sites (<http://naea-secondary-teachers.ning.com> and <http://isenet.ning.com/group/independentschool-arteducation>). There is a listserv group that any NAEA member can subscribe to by sending an e-mail to: ISAE@artedlists.org with the word "subscribe" in the subject line. Finally, if you

would like to join the ISAE, please complete our membership form at <http://tinyurl.com/d20xb94>

We appreciate your time, dedication, and inspiration to the field of art education! ■



EARLY CHILDHOOD ART EDUCATORS (ECAE)

Angela Eckhoff, Assistant Professor of Teaching and Learning, 243 Child Study Center, Old Dominion University, Norfolk, VA 23529. Tel: 757-683-6263. E-mail: aeckhoff@odu.edu

The Early Childhood Art Educators Issues Group enjoyed a successful and inspiring Convention in Fort Worth. Thank you to all of our new and returning members for your involvement and support in making our sessions well attended. The Convention theme, Drawing Community Connections, was particularly salient to our membership as many of the ECAE sessions and ECAE Business Meeting focused on sharing our work within and outside of our communities. I would like to extend this focus and ask our membership to explore the many ways we can serve as advocates working to promote rich, engaging arts experiences for young children.

Opportunities to Take Action

Working Group for ECAE Advocacy: During the ECAE Fort Worth Business Meeting, our present members decided to form a working group to support advocacy between NAEA ECAE and other various Early Childhood professional organizations. I will be posting more about this on the ECAE listserv, so please look for that over the next few months and consider joining in a capacity that allows you to share your work and strengths with the larger Early Childhood community.

Publishing Opportunities: Below are upcoming possibilities for ECAE members to publish their work about young children.

Bankstreet Occasional Papers invites contributions to a special issue on art and learning. Children's artistic explorations have become an area of increasing interest in a contemporary landscape marked by visual saturation and rapidly changing technology. Once viewed as an activity primarily affording emotional

release, making art is now also understood as a critical activity that enriches children's thinking and sense of agency.

The special issue, *Intersections of Art & Childhood*, will provide a forum for examining the role that artmaking plays in the lives of young children and its potential implications for curriculum and pedagogy. This special issue of *Occasional Papers* is designed to address the questions: How can the visual arts contribute to children's self-understanding? What role can they play in children's appreciation of the broader spaces in which they live, learn, and play? The issue will be organized around four interconnected themes, each with a guest editor:

- art & play (Christine Marmé Thompson: cmt15@psu.edu)
- art & literacy (Kristine Sunday: kes150@psu.edu)
- art & digital lives (Marissa McClure: mam1068@psu.edu)
- art & ecological perspectives (Christopher M. Schulte: cschulte@uga.edu)

If you have questions or would like to discuss your ideas, please contact the guest editor most closely associated with the topic of your inquiry. Manuscripts should be double-spaced and formatted in APA Style. Text manuscripts may be between 1,000–6,000 words. Only unpublished manuscripts that are not under review by other publications are eligible for consideration. Send manuscript as Word document, subject line OP Special Issue Submission, to Kristine Sunday at kes150@psu.edu. More information can be found at: <http://bankstreet.edu/occasional-papers/call-for-papers-31>.



bankstreet.edu/occasional-papers/call-for-papers-31. **Due Date: September 1, 2013.**

SchoolArts magazine invites contributions featuring early childhood classroom experiences. *SchoolArts* magazine is in immediate need of ClipCards for early childhood. These are short, about 200 words, and require just one high-resolution image. The format headings are The Art Problem, Objective, Materials, Procedures, and Assessment. You can look at examples in the free digital edition of *SchoolArts* at www.schoolartsonline.com.

Please include the grade level, school name, and home address in your submission. You can email submissions to walkup@davisart.com.

This is a great way to start out as an author and an early childhood art education advocate. In addition, article submissions at the early childhood level are always welcome.

Please continue this conversation during the summer through the ECAE listserv or Facebook group. If you are not a member of the listserv, you can join at: www.arteducators.org/community/committees-issues-groups/ecae. We encourage members to consider using the listserv as a means to share your news, questions, and viewpoints on the issues of interest to our community. The ECAE Facebook group can be found at: www.facebook.com/groups/132203104747.

I wish all ECAE members a summer filled with playful, engaging arts experiences. ■



CALL FOR PAPERS

JOURNAL of CULTURAL RESEARCH in ART EDUCATION (JCREA)

Mini-themed issue (Volume 34, 2014) on Space, Place, and Time in Art and Visual Culture Education

How do space and place affect the way we experience the world and create art? How do they affect the politics of who we are and how we teach? The *Journal of Cultural Research in Art Education* invites submissions for a mini-themed issue on Space, Place, and (or) Time in Art and Visual Culture Education, to be published in Summer 2014.

Submissions from a broad range of perspectives are encouraged. A variety of formats are also welcome—including traditional academic essays, visual essays, or alternative formats—that fit the purposes of the journal to address issues of art, education, and culture. Image-based submissions should be accompanied by explanatory text or an artist statement. Short manuscripts are generally 1,000 to 2,000 words, longer manuscripts 3,000 to 4,000 words.

For a longer prospectus on the theme, or to submit, please visit www.jcrae.org.

Submissions on other topics are always welcome!

Preferred deadline: November 1, 2013

UNITED STATES SOCIETY FOR EDUCATION THROUGH ART (USSEA)

<http://ussea.sdstate.org>

Steve Willis, USSEA President. Professor of Art Education and Coordinator of Foundation Studies, Missouri State University. E-mail: stevewillis@missouristate.edu

In this first contribution to NAEA News as USSEA President,

I am delighted by the level of commitment, fresh initiatives, and enthusiasm of USSEA members as we look forward to the future. To highlight a few exciting opportunities, I refer to our online publication, *The Journal of Cultural Research in Art Education* (JCREA), which has a new website and will introduce the first digital publication late this summer. Thank you to Jorge Lucero (University of Illinois, Urbana-Champaign) for the Web design. The Senior Editor of JCREA is Elizabeth Garber (University of Arizona) and the Associate Editors are Karen Hutzler (Ohio State University) and Ryan Shin (University of Arizona). The editorial board, current and past editions, and the submission process are available on the JCREA website: www.jcrae.org. JCREA will be publishing a mini-themed issue on Space, Place, and (or) Time in Art and Visual Culture Education in Summer 2014. Please see our Call for Submissions to the left.

The USSEA website (www.ussea.net) is growing and will soon reflect changes. Thank you to our Web directors Ryan Shin (University of Arizona) and Marissa Sweeny (Penn State University), who continue to work diligently for the organization. In addition to the current website, new connections for the stimulating online juried members' USSEA/InSEA gallery and information our about our third annual Members' Exhibition at the NAEA Convention in San Diego will soon be available. Both of these exciting opportunities are chaired by Fatih Benzer (University of Minnesota—Duluth). Additionally, there will be a curricular Resource for Diversity and Multicultural instruction. Submissions for this database and for the USSEA Newsletter should be sent to Nancy Lampert (Virginia Commonwealth University). To unite our scholars, there will be a Database for Research Mentors tab that connects authors in areas of similar interests. An author might choose a colleague to review and comment on a manuscript prior to submission to publications. Other opportunities for collaboration included a Database for

Research initiatives and a Database for videoconferencing (Skype, Adobe Connect, Google Hangout). These initiatives are being developed for our members.

We hope to see you at the 2014 NAEA National Convention in San Diego and at the 34th World Congress of the InSEA, July 7–11, in Melbourne, Australia.

To those highly active and engaged members, I send a sincere Thank You, especially for the USSEA committee members who tirelessly work for the betterment of our students and communities. For those members who have not been active in USSEA recently, we invite you to return to engage in conversation, collaborate in new ways, share your expertise, and help USSEA grow. An open invitation is extended to anyone interested in joining USSEA; we are diverse, active, and committed.

A heartfelt welcome to our new USSEA leaders: President-Elect Alice Wexler (SUNY New Paltz), Vice-President for Membership Allan Richards (University of Kentucky), Associate Treasurer Borim Song (East Carolina University), Archivist/Historian Margie Cohee Manifold (Indiana University), and Voices/Newsletter Editor Nancy Lampert (Virginia Commonwealth University). A list of all current officers, with contact information, can be found at www.ussea.net (under Contact Us). ■

SPECIAL NEEDS IN ART EDUCATION (SNAE) www.artsspecialied.org

Lynne Horoschak, *SNAE President*. Professor, Moore College of Art & Design, Philadelphia, PA. E-mail: lhoroschak@moore.edu

BIG! IT'S GOING TO BE BIG! That's what the NAEA promised and delivered at the 2013 National Convention in Fort Worth and we kept pace with BIG.

SNAE presented over 20 sessions with most filled to capacity: participants stood against the wall and sat on the floor. The presentations included "Motivating Incarcerated Youth," "Community Collaborations, the Use of Photography," "iPads to Connect with Students," "Findings of Research Conducted with Art and Special Needs Students," and "Meeting the Challenges of Teaching Art to Students with Autism." All sessions generated invigorating dialogue among the participants, who are anxious to improve the learning of their students with special needs. Coming together to share our successes and challenges sets a tone of resolve to better serve our students by building on their ability, and to continue to communicate with each other.

A debt of gratitude goes to Adrienne Hunter, our outgoing SNAE President, who continually works to build SNAE and to ensure that its membership increases. Always an effective conference presenter, Adrienne has set the bar as she continues to speak on teaching at-risk and incarcerated youth, on which she is an expert. Thank you, Adrienne, for your remarkable work with people with special needs and SNAE!

At the second and final SNAE Business Meeting, the gavel was passed from the outgoing President Adrienne Hunter to the President-Elect Lynne Horoschak. Juliann Dorff was elected as the new President-Elect



Juliann Dorff.



Peter Geisser, NAEA Eastern Region Vice President-Elect, with Mary McMurtery, RI Teacher of the Year and RI Special Needs Art Educator of the Year, and Linda Popp, NAEA Eastern Region Vice President.

with Joe Parsons continuing in his role as Secretary. In addition, Doug Blandy, member at large of the NAEA Research Commission and liaison to SNAE, introduced the commission's mission and goals. He also discussed current commission initiatives and invited members of SNAE to communicate with the commission about research priorities and how they can assist in advancing those priorities. This year the commission will 1) launch an interactive website, 2) initiate a research agenda, 3) create working groups devoted to specific initiatives, and 4) reach out to related interest groups beyond NAEA. Juliann Dorff, SNAE President-Elect, will serve as the SNAE liaison to Doug Blandy and the NAEA Research Commission. Our membership will be contacted by Juliann to provide information on ways they can support us so be sure to speak up!

A Communication Committee was formed to research and implement the best means

to stay in touch with our members. Thanks to Adrienne Hunter and Lynne Horoschak for co-chairing the committee. The listserv has been updated by Nancy Lampert, who has generously agreed to e-mail any announcements or information to our members. Please let me know what is hot in your region so I can pass it on to all of our members!

The Awards Ceremony honored two outstanding art educators. Julia Kellman received the 2013 NAEA, Council for Exceptional Children (CEC) and VSA Beverly Levitt Gerber Special Needs Lifetime Achievement Award; and Heather Ryerson Fountain received the NAEA, Council for Exceptional Children (CEC) and VSA Peter J. Geisser Special Needs Art Educator of the Year Award.

Congratulations to Past SNAE President Peter Geisser, who is the NAEA Eastern Region Vice



President-Elect Lynne Horoschak accepts the gavel from outgoing President Adrienne Hunter.

President-Elect and to Mary McMurtery, who was honored as the Rhode Island Art Educator of 2013 and received the Rhode Island Special Needs Art Educator Award.

Speaking of Special Needs State Winners— in addition to Mary, we congratulate Julie Sawyer from Connecticut, Lolly Lincoln from Massachusetts, Heather Fountain from Pennsylvania, Frances Anderson from South Carolina, and Kathi Zamora from Nevada. We hope that more state organizations will honor the art educators who are dedicated to improving the life and learning of our special needs students. Please keep SNAE up to date with your plans for a Special Needs Art Educator Award. We look forward to hearing from you! ■

STUDENT CHAPTER (SC) www.naeastudentchapter.ning.com

Kayla Gale, *Student Chapter President*. K-8 Art Educator, Chicago Public School District. E-mail: kgale.naea@gmail.com

The Historic Student Chapter Experience

The 2013 NAEA National Convention was a historical endeavor for the Student Chapter. Our members shared, networked, lead, and created while experiencing NAEA on a national level. Our members carried forth the vibrancy of the organization's future through their presentations.

As of June 2012, 2,633 members classified themselves as students and testified to the need for an active voice in the organization. The NAEA Student Chapter leadership team has been working hard for the past few years on a proposal that would transition the Student Chapter to a Division. This would allow the leadership from the Student Chapter to be represented as a recognized Division of NAEA and have a vote on the National Board.

At the beginning of the 2013 NAEA Convention, Past President F. Robert Sabol addressed the Delegates Assembly with our proposal to establish a new Preservice Division that would include members of the Student Chapter. Sabol stated,

For more than a year, the NAEA Board of Directors has been studying the proposal to establish a Preservice Division that was brought forth by the Student Chapter leadership team who worked closely with the board and NAEA staff. Over the conference, the NAEA Board took historic action to recommend the establishment of this new division to the Delegates Assembly for their review and recommendations.

The 2013 Delegates Assembly voted unanimously to accept the Board recommendation to ask the membership to amend the Constitution to establish a new Preservice

Division. The amendment will be on the ballot next fall calling for a vote by members. Contingent upon a favorable vote of the membership, the Student Chapter leadership structure will transition over this year and next to align with the NAEA Division structures. It was inspiring to be a part of this accomplishment, which was founded upon the work of many great Student Chapter leaders that came before us and will surely continue to be a historic, positive change as NAEA grows.

Accomplishments in Fort Worth

At our Student Chapter round tables, students shared their graduate research, teaching experiences, lesson demonstrations, and much more. This was a great experience to learn about what other members are working on in the field. The 20-minute format and option to present with peers granted our members an opportunity to present for their first time in a format that will hopefully ease them into feeling more confident presenting in the future. These presentations were very informative and well put together. Congratulations to the members who presented!

On the last evening of the National Convention, we had our annual Student Chapter Reception. The reception was a wonderful celebration of the accomplishments made by student leaders and advisors from around the country. It was a night full of great energy, giveaways from our favorite vendors, and a collaborative art challenge. The collaborative challenge began by allocating a randomly donated assortment of art materials to each table. With the materials, the table teams were challenged to create one collaborative artwork that addressed the following essential question: "How does the NAEA SC create community connections?" This activity

resulted in performance pieces, quilts, sculptures, and even the participation of national Board Members! Beyond the inspiring work created, the challenge gave our members an opportunity to have a dialogue about the influence that our national Student Chapter can have on the organization and arts education community.

The Leadership Team

The reception also held our election of the next President-Elect. Four strong leaders showcased what they could bring to the Presidential team as the next SC President-Elect. Our members voted, and Carla Majczan was elected for the role. Carla is from Bethlehem, PA. She has a BFA from Tyler School of Art. Carla is a post baccalaureate/certification and master's student at Kutztown University. She is currently student teaching and will have her certification in May of this year, at which time she will continue working on her Master's in Art Education. Carla's focus and desire within her role in the NAEA Student Chapter is on communication and collaboration. She plans to work together with the team to gain voices from various grade levels and within a range of educational settings to bring new ideas to the leadership team. Carla is excited to meet with and help student chapters grow and be a resourceful contact for Art Education majors. This will help them succeed in their professional growth and path to success.

Look for Carla's new E-bulletin! As Carla enters this position, I will transition to the role of President and Melissa Righter will move into the role of Past President. I look forward to working with our membership and leadership team to ensure NAEA Student Chapter's bright future ahead! ■

The Summer issue of *Studies in Art Education* will be the first online edition! Log in for your **FREE** dynamic edition at www.arteducators.org in mid-July.

Subscribers will receive e-mail notifications for future editions.



Member Benefit: Studies Issues Online

NAEA members can access back issues articles of *Studies in Art Education*—NAEA's quarterly scholarly journal—online at: www.arteducators.org/research/studies

Fall 2007 through Summer 2011 issues and Tables of Content are now archived as PDFs.

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

Elizabeth Delacruz, Co-President. Adjunct Assistant Professor, University of Florida Online MA Program; Professor Emerita, University of Illinois. E-mail: edelacru@illinois.edu

Joanna Rees, Co-President. PhD student, University of Illinois; Technology and New Media Instructor, Campus Middle School for Girls, Urbana, Illinois. E-mail: jrrees2@illinois.edu

Shaping Our Community of Practice

Members of the Women's Caucus (WC) had a great time at the NAEA Convention in Fort Worth—sharing our research, learning from one another and other NAEA members, and promoting a vision of art education as a community of practice dedicated to equity for women and all people. This issue's column highlights 2013 Convention events and shares some of our plans for the 2014 Convention.

Highlights from the 2013 Convention

On Thursday, March 7, 2013, approximately 75 individuals joined the WC at our increasingly popular **Lobby Session**. Working in groups, gathering around tables, and sitting on floors, we explored through artmaking and dialogue the question "What is our personal responsibility and our collective responsibility to end violence?" Our **2013 Juried Women's Caucus Art Exhibition** brought together new works from current WC members, presented by each artist in an exciting session! The **2013 Art Exhibition Catalogue** is available at <http://naeawc.net>. We were honored to have Dallas Sculptor **Linnea Glatt** as our

juror for our 2013 Art Exhibition. In a moving presentation, Glatt also shared her fiber arts and mixed media sculptures at our annual **Breakfast with the Artist**. Glatt's art may be seen at www.barrywhistlertgallery.com/artists/linnea-glatt. On Saturday evening, we celebrated this year's **Women's Caucus Awardees**: Carrie Nordlund pre-K-12 Feminist Pedagogy Awardee Stephanie Pickens; Mary J. Rouse Awardee Karen Hutzal; Kathy Connors Teaching Awardee Craig Roland; June King McFee Awardee Christine Ballengee Morris; and Maryl Fletcher de Jong Service Awardee Debbie Smith-Shank. WC and NAEA members presented a variety of provocative and timely **conference sessions**, including but not limited to Experiences of Voice in the Academy; Community Planning for Collective Action and Social Justice; Gendered Narratives of Teacher Identity; Undoing Barbie; Becoming Visible; A Memorial Tribute to Frances Thurber; Advancing a 21st Century Feminist Agenda; M/otherwork; Moving Mountains and Building Bridges; the Clothesline Project; Performing Disidentifications; and Girls Comics.

Looking Ahead

Plans are already underway for the 2014 Convention. Karen Keifer-Boyd, Sheri Klein, and Marissa McClure are working on the theme for our **2014 Women's Caucus Lobby session**. Contact Karen at kk-b@psu.edu to participate in planning the Lobby session. For our **2014 Annual Women's Caucus Awards** we seek nominations of outstanding art educators who exemplify the vision of the WC. Nominations are due to award committee chairs on October 1, 2013. Nomination information and award committee chairs' names and email addresses are found at <http://naeawc.net/awards.html>. We seek submissions of original art for our **2014 Women's Caucus Art Exhibition**. See instructions for submissions at <http://naeawc.net>. Submissions are due by October 1, 2013. Nominations are due to Elizabeth Garber by October 1, 2013 for a regional artist to serve as the WC 2014 **Art Exhibition Juror and Guest Artist** for our 2014 Breakfast with the Artist. In keeping with our tradition, we seek an artist from the region in which the National Convention is held, which in 2014 is San Diego. Artist nominations may be sent to Elizabeth Garber at

elizabethjessiegarber@gmail.com. Finally, the WC seeks nominations for **officer positions on the Women's Caucus Executive Board**: President-Elect, Treasurer, Membership Chair, and Conference Coordinator. Nominations are due to the chair of the nominating committee, Sheri Klein (kleinsheri353@gmail.com), by January 1, 2014. Voting by WC members will take place in February 2014, and new officers will be inducted at the 2014 NAEA National Convention.

The WC works toward **equity for women**, and we support an educational system that provides **parity for all people**. We believe that women and men, girls and boys, regardless of race, class, ethnicity, sexual orientation, religion, age, native language, country of origin, or differing ability must have equitable opportunities to participate in and benefit from the arts, from education, and in teaching professions. In our own special ways, each member of NAEA is involved in shaping our community of practice as art educators, and we cordially invite you to join the WC (<http://naeawc.net/membership.html>) in this shared endeavor! Find us at our website <http://naeawc.net>, our blog <http://naeawc-voices.wordpress.com>, on Facebook www.facebook.com/groups/177480239379, and in San Diego in 2014! ■



Left and above: Women's Caucus members and friends examine the issue of violence at our 2013 Lobby Session. Artmaking and dialogue were part of our process as we considered problems of violence at our 2013 Lobby Session.

Left: The WC was honored to present this year's Women's Caucus Awardees: (from left to right) Stephanie Pickens, Christine Ballengee Morris, Craig Roland, Debbie Smith-Shank, and Karen Hutzal.

CALL FOR ARTISTS Fusion: 2014 Women's Caucus Exhibition

Members of the NAEA Women's Caucus are invited to submit artwork entries for the 2014 Women's Caucus Exhibition, "Fusion." Fusion is energy, coming together, creating sparks. It refers to ideas, cultures, art media, music, chemistry, physics, food. Entries are due to the Women's Caucus 2014 Picasso website no later than **November 1, 2013**. To upload images:

1. Please make sure that your Women's Caucus membership is current, or that you join WC before you submit. You may renew or join by visiting www.arteducators.org, clicking on "join," and scrolling down to and clicking on the Women's Caucus logo (please follow directions from there).
2. You need a Gmail address to submit. Please send your Gmail address to Elizabeth Garber at NAEAWCgallery@gmail.com with the subject line reading "2014 Women's Caucus Exhibition Submission."
3. Wait to receive an invitation e-mail to submit photos.

CAUCUS ON THE SPIRITUAL IN ART EDUCATION (CSAE) www.csaе-naea.org

John Derby, CSAE Chair. Assistant Professor, University of Kansas. E-mail: johnderby@ku.edu

David Gall, CSAE Publications Coordinator. Area Coordinator, Art Education, UNC Charlotte. E-mail: dvdgll52@gmail.com or davidgall@unc.edu

Although we are now in summer, and hopefully rejuvenating to some extent, this column is the first to officially follow the NAEA National Convention in Fort Worth. For those of you who missed it, I hope you are able to make it next year. For those of us who attended, especially those who joined us for the annual CSAE Business Meeting, it was a joyous occasion.

CSAE Board: Congratulations and Thanks

I want to first congratulate and welcome the recently elected and appointed CSAE Board Members. In compliance with CSAE bylaws, I, as former Assistant Chair, assumed the Chair position. Diane Gregory was elected as Assistant Chair/Chair-Elect, a 2-year position followed by 2 more years as our next Chair (2015–2017). Pattie Chambers was reelected to another term as Membership Coordinator. Patricia Rain McNichols was elected to serve as Elementary Division Representative. In

addition to the elected positions, I appointed several Board Members: Cam McComb is our new Secretary; Jodi Patterson will continue as our Web Publications Coordinator; Nancy Brady will be our Delegate to the NAEA General Assembly; Ginny Freyermuth is our new Higher Education Representative; Jane Dalton is an Eastern Region Representative for a 1-year term (along with Lorraine Poling, who was elected last year), and our former Chair, Susan Nakao, was elected to serve as Archivist. I am fortunate to serve with such a diverse group of art educators who recognize the importance of spirituality in our field.

I also want to thank the following outgoing Board Members for their service: Susan Bello, former Secretary; David Gall, former Print Publications Coordinator; Barry Shauck, former Archivist; Jean Regier, former Middle School Representative; Peter London, former Higher Education Division Representative; and Deborah Snider, former Museum Division Representative. Your service has been invaluable to the Caucus, and I thank you for your continuing participation as members.

Future for the Caucus

A couple months ago, I sent an e-mail asking CSAE members for feedback on the direction of the Caucus. Many thanks to those of you who responded. If you didn't respond, please send me an e-mail and tell me what you think. I want to know generally what members feel we should strive for in the next 2 years.

Specifically, I want to know what members think about:

- (1) The possibility of having a summer retreat;
- (2) Ideas for NAEA, including possibly having a show of CSAE art in San Diego (2014) or New Orleans (2015);
- (3) Increasing our digital presence on Facebook, Ning, and other social media sites; and
- (4) Your interest in writing a CSAE column for *NAEA News*.

Future NAEA News Columns

To that end, I want to share my plans for utilizing this column during my tenure over the next 2 years. I have plans for two different cycles. First, I hope to invite three or four CSAE members to write about their artwork, research, or teaching on spirituality. Several people expressed interest in doing this at Fort Worth, and I am in the process of narrowing down who will contribute and when. My second idea is a bit unorthodox. In the spirit of the Super Session in Fort Worth, in which different NAEA Interest Groups rallied together, I would like to host three or four representatives of other Issues Groups to share how their interest intersects spirituality. I am currently in the process of soliciting commitments from executive members of other Issues Groups for this project. If you have any suggestions, or if you fit into either category, please contact me at johnderby@ku.edu. ■

Join & Visit CSAE Online

Join CSAE (free!)—contact Pattie Chambers: pattiechambers@gmail.com
CSAE home page: www.csaе-naea.org
CSAE Facebook: www.facebook.com/CaucusfortheSpiritualinArtEducation
CSAE Ning site: www.csaе-naea.org/Community-Site.html

COMMUNITY ARTS CAUCUS (CAC)

Ross Schlemmer, *President*. Faculty in Art Education at Edinboro University of Pennsylvania. **Meaghan Brady Nelson**, *Vice President*. Assistant Professor of Art Education, Middle Tennessee State University. **Natalia Pilato**, *Communications Liaison*. Student and Executive Director of the Community Arts Collective in State College, Pennsylvania. **Krista Robinson**, *Past President and Columnist*. Program Manager at Downtown Aurora Visual Arts in Aurora, Colorado. E-mail: outreach@davarts.org

The Community Arts Caucus is NAEA's newest Issues Group, and we celebrated our first anniversary together in Texas. After an energizing Convention, we are underway with plans, activities, and brainstorming toward promoting community arts. In this column, we introduce our newly elected CAC Executive Committee, outline our next goals, and refresh our membership drive. Our group is diverse and growing. Many of us support CAC work with youth and/or adults during out-of-school and service-learning programs, most of us emphasize social awareness and change within our teaching, and all of us see the projects/programs we offer as actively listening to and strengthening our communities. We hope your interest is sparked by the incredible work being done by our leadership and members, and that you will consider joining our group!

Meet the Officers

Our new **President, Ross Schlemmer**, is currently teaching Art Education at Edinboro University of Pennsylvania, where he has helped to revitalize their field experience courses through collaborations with public schools, museums, and community organizations. With an emphasis on service-learning and community-based art education, he has been able to provide alternative perspectives on teaching and learning for his students and

as a means to balance the appeal of personal reward with social good. Our **Vice President, Meaghan Brady Nelson**, is focused on providing opportunities for historically under-represented students and participants while striving to deepen students' understandings of social justice and its place in education and the arts. As an arts- and community-based researcher, Brady Nelson's methods are grounded in the cooperative and collaborative processes of Social Interdependence Theory and service-learning. Her research investigates students' critical social understandings of inequity issues dealing with gender, race, age, education, and socioeconomic status. The CAC **Communications Liaison, Natalia Pilato**, is currently earning her PhD in Art Education at Penn State. She is also the Executive Director of the Community Arts Collective where she has facilitated several major community-based murals. Prior to her current study, she was the Director of Arts and Education at the Campbell Street Community Center in Williamsport, PA, where she directed after-school art education programs for youth. **Past President, Krista Robinson**, is a Program Manager and Art Educator at Downtown Aurora Visual Arts (DAVA), a community arts center with year-round out-of-school arts programming for youth in Aurora, CO. DAVA

provides unique opportunities for kids in a high-risk community, offering access to high-quality arts learning, current technology, and interdisciplinary, hands-on projects. **What's Next?** In our effort to increase the visibility of art education sites outside of schools, plans are already being made to partner with a local community arts center in San Diego to offer a tour exploring their facility and programs during the NAEA Convention next March. Meanwhile, the CAC is responding to discussions during our annual Business Meeting in Fort Worth that called for a Digication portfolio on the NAEA website to help members share exciting community arts projects. A second benefit to this portfolio is that it will continue to help us define successful community arts practices occurring in neighborhoods around the country and even world. Please stay tuned for how you can post your work and be inspired by others. Looking forward, our columns this year will highlight exciting community arts projects and explore issues particular to our field, such as evaluating and funding out-of-school arts programming. We hope to gather input from supporters through our Facebook page (www.facebook.com/groups/325319077516100). Please join to add your two cents!

Membership Drive Please consider becoming a member of the CAC for \$10 per year—especially as you renew your NAEA membership. Members help to foster a diverse and inclusive national network of Community Arts practitioners, artists, educators, students, and researchers that work to represent and advance the concerns of the field. Tell your friends and colleagues to join and add them to our Facebook page. A strong membership helps ensure that community-based art educators have a voice on a national level. Payment of dues entitles you access to communication and activities that support the mission of the CAC. Membership dues will eventually support members of nonprofit community arts organizations with travel stipends to attend and participate in the NAEA National Convention. You can join the CAC online by going to the NAEA online store at www.arteducators.org. Once you've logged in, simply click on the "SHOP" logo to proceed, and then search for "CAC" or "Community Arts Caucus" in the Search box. You will be able to renew your annual NAEA and CAC memberships at the same time. Your credit card will only be charged once for the total amount of your NAEA membership plus any Issues Groups. Thank you, and please share this with friends and colleagues interested in supporting community arts. ■

SEMINAR FOR RESEARCH IN ART EDUCATION (SRAE) www.uiowa.edu/~srae/glance/overview.htm

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

SRAE had a strong presence at the NAEA Convention in Fort Worth. What follows is an overview of sessions and topics that showcase the variety and plurality of research approaches in and for art education. In addition, I report on our Elliot Eisner Doctoral Research Award in Art Education winner, runner-up, and honorable mentions. This year, SRAE sponsored 17 sessions, including its annual standing sessions: an open **Business Meeting**; The Elliot Eisner Doctoral Research in Art Education **Award Lecture** (co-sponsored with Visual Arts Research); the SRAE **Past-President's session**; the **President's Salon session**; Then and Now, a **President-Elect panel session**; and The Graduate Research Marilyn Zurmuehlen **Working Papers in Art Education**, a session that features the work of doctoral students who have been nominated to present their research. In an effort to connect SRAE to the mission of the NAEA Research Commission, SRAE sponsored several sessions that focused on specific research methodologies, methods,

and theories pertaining to research: a/r/tographic inquiry (Rita Irwin, Anita Sinner, Elizabeth Delacruz); the Past-President's session on mentoring classroom-based research (Sara Wilson McKay); research methods for public spaces (Laura Trafi-Prats, Rina Kundu, Kimberly Powell, Valerie Triggs); narrative inquiry for museum education (Rina Kundu); aesthetics as transformation (Richard Siegesmund); collaboration in qualitative inquiry (Julie Slivka, Mary Elizabeth Meier, Kevin Slivka); the President's Salon session on relational practices in research (Kimberly Powell, Nadine Kalin, Daniel Barney); the President-Elect session, Then and Now, on art learning and assessment from the learning sciences (Kimberly Sheridan, Thomas Brewer, Read Diket, Lois Hetland); and re-theorizing research as performative event (Donal O'Donoghue, Charles Garoian). Several presentations focused on research studies both nationally and internationally, exploring issues such as racial counter-narratives in preservice teaching, (Amelia Kraehe), peer mentoring (Amanda Fry), generalist educators' views of

art education (Lara Lackey, Dianna Huxhold, Hallie DeCatherine Jones, Sarah Willcox), girls' comics (Masami Toku, Brent Wilson, Mary Stokrocki, Jin-Shiow Chen), and Nordic national curricula (Kevin Tavin). **I was pleased to announce and present the 2013 Elliot Eisner Doctoral Research Award in Art Education**, sponsored by both SRAE and Visual Arts Research. The award recognizes the value of doctoral research in art education and fosters continued support of doctoral research. This year, we had a number of high-quality dissertations and recognized two honorable mentions and one runner-up in addition to the dissertation award winner. The two honorable mentions were **Laurie Gatlin** for her dissertation, "A Living Thing: Towards a Theory of Sketchbooks as Research," and **Justin Sutters** for his dissertation, "Taking Place and Mapping Space: How Pre-Service Art Education Students' Visual Narratives of Field Experiences in Urban/Inner-City Schools Reveal a Spatial Knowing of Place." The runner-up was **Christopher Schulte** for his dissertation, "Children Through Art: Deleuzoguattarian Embodiment, Subjectivity, and the Production of Difference." The award winner was **Natasha Reid**. Reid earned her doctorate at Concordia University in 2012, where she worked with dissertation supervisors Paul Langdon and Linda Szabad-Smyth. As part of the awards session, Reid gave a research lecture based on her dissertation, "The Contemporary Identities of Art Museum Educators as Told Through Their Life Histories." I wish to thank all of the presenters and look forward to another productive Convention in San Diego, in which we continue our dialogue about research in art education. ■

NAEA Advisory
Members! Access Spring NAEA Advisory at www.arteducators.org/research/naea-advisory
"Art Teachers Need Content-Specific Professional Development" by Jessica Balsley
"Tips for Helping Students Cultivate a Relationship With the Land" by Joy Bertling



SRAE president Kimberly Powell (left) and Elliot Eisner Doctoral Research Award in Art Education winner Natasha Reid.



Left to right: Justin Sutters (honorable mention); Christopher Schulte (runner-up); Natasha Reid (winner); and Laurie Gatlin (honorable mention).



Member Benefit:
Past Issues Online
Access past issues of NAEA Advisory too!

NATIONAL ASSOCIATION OF STATE DIRECTORS OF ART EDUCATION (NASDAE)

<http://nasdae.ning.com>

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NASDAE Membership News Updates

from: Argy Nestor, Visual and Performing Arts Specialist, Maine Department of Education

Three members of the Maine Arts Assessment Initiative (MAAI) leadership team attended the NAEA National Convention in Fort Worth and presented a session called "Maine Arts Teachers Lead the Way: Toward Exemplary Teaching and Learning in the Arts." The session provided a look at the grass-roots, collaborative approach to the professional development model that has led to exciting growth in teaching and learning, fostering reflection, and bridging the gap between theory and practice in art classrooms across Maine.

As the MAAI moves into its third year, it will incorporate the work of the National Coalition of Core Arts Standards to provide meaningful opportunities for teaching and learning in standards-based visual and performing arts classrooms!

NAEA provided the opportunity to share the MAAI and to connect with National Association of State Directors of Art Education (NASDAE) and State Education Agency Directors of Arts Education (SEADAE) colleagues from across the country.

NASDAE Membership News Updates

from: Glen Henry, Director, Fine Arts & Physical Education, Oklahoma State Department of Education

Oklahoma has just joined the "Partnership for 21st Century Skills" network of states. In becoming a P21 State, Oklahoma has committed to implement and support the 4 Cs of Communication, Collaboration, Critical Thinking, and Creativity, along with content knowledge and the additional P21 skills, throughout the state's education system. Oklahoma's vision and action plan for this initiative outlines strategies to improve learning outcomes for all students through 21st-century skill development, active engagement in multiple learning pathways, and flexible learning environments. Creative Oklahoma is spearheading the state partnership in collaboration with the Oklahoma State Department of Education. The acquisition of 21st-century skills will provide unique opportunities for learning that align very well with the Common Core and STEM initiatives currently underway nationally.

NASDAE members enjoyed networking at the NAEA 2013 National Convention.

A Very Special Thank You to Wyatt Wade and Scott Benson with Davis Publications for their wonderful hospitality and graciousness in supporting the NASDAE meeting and receptions. Photos taken by **Robert Duncan** (Kentucky) and **Glen Henry** (Oklahoma). ■



Top left: Vicki Breen (New Mexico) and Jay Tucker (Maryland).

Top right: Nancy Carr (Oregon) and Argy Nestor (Maine).

Above: Joyce Huser (Kansas), Nancy Carr (Oregon), Argy Nestor (Maine), Doug Herbert (US DOE); **Standing:** Scott Benson (Davis Publications) and Limeul Eubanks (Mississippi).

LESBIAN, GAY, BISEXUAL, AND TRANSGENDERED ISSUES CAUCUS (LGBTIC)

www.wix.com/khsieh/naea-lgbtq

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Deaf Schools: We Respect Students No Matter Who They Are

"Go ahead and teach! You never know what effect you're having on others!" Twenty-five years ago my grandmother, Mamma Rae, would attach this declaration to the end of her gently persuasive arguments for keeping my summer camp teaching job. One day in Fort Worth during the NAEA National Convention I had to say to myself, "Mamma Rae, you were right! Who would believe this work could reach people even at a deaf school in Indiana!?"

At the 2013 Convention our Lesbian Gay Bisexual Transgender (LGBT) Issues Caucus executive board and general membership meetings were smoothly conducted. We had lively exchanges, established useful connections with senior Caucus members, welcomed 12 new educators into the group, and explored several opportunities for networking with other groups and committees across the Association. You can visit the Caucus website to review the minutes from the general session meeting, <http://khsieh.wix.com/naea-lgbtq#>! For me, however, the single most significant encounter was meeting a particularly dynamic new Caucus member. Scotty Zwicker is an art teacher and second-generation deaf. Scotty has been teaching 6th–12th-grade art at Indiana School for the Deaf (ISD) for 16 years. He has won the *Deaf Life* magazine Deaf Person of the Month award, www.deaf-people.com/dp_of_month/zwicker.html, and received national recognition for his public artwork, American Sign Language and Nature, www.csoinc.net/?q=outdoor-sculpture-project-ribbon-cutting.

Scotty shared energizing, timely, and helpful suggestions during our Caucus meetings.



Scotty Zwicker, American Sign Language and Nature, 2009. Monon Trail Deaf Plaza sculpture at Monon Trail; near Indiana School for Deaf, Indianapolis, IN.

He volunteered to be one of two Caucus representatives at the Research Commission's Speed Dating Session, and I am personally indebted to him for agreeing to help write the *NAEA News* editorials for the Caucus! Scotty's deep interest in our issues group grabbed my attention, and since the Convention I've been wondering, "How exactly does a gay deaf teacher use our group?" Last month I decided to call and ask that very question.

Patiently, Scotty explained there are 355 deaf K-12 students at ISD. Deaf schools are unique; typically there are just one or two schools for a state, and most are residential facilities. The majority of a state's deaf students study, play, eat, sleep, and essentially grow up together at the same institution. On weekends and holidays, 90% of the students return to homes with parents who are not deaf. In most cases these parents, guardians, relatives, and family friends have considerable trouble communicating with and understanding these children. Outside school many deaf students spend days at home isolated and depressed. The faculty and staff at ISD are more than *just* teachers! They are in loco family and confidants for their pupils. The faculty and staff at Scotty's school strive to provide their students with opportunities to see that they are respected no matter who they are! Yet, even in a progressive institution like ISD, the shifting ground of identity politics makes tolerance a lifelong learning lesson.

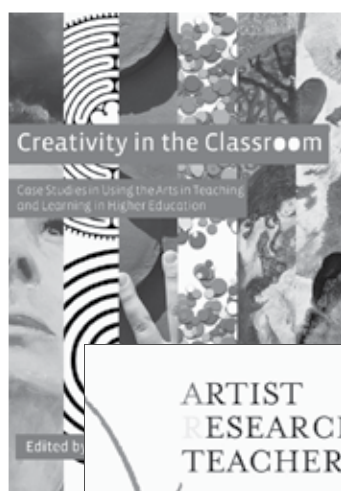
In fall 2012, the school district accepted two students who had nontraditional gender identifications. This challenge presented unexpected and shocking problems for ISD. One student was a high school youth who appeared to be female but identified as male. Predictably, this student used the boys' restroom, which was one of several "issues" for his peers and teachers. That same year, a male student who started elementary school insisted upon wearing female clothing. Needless to say, the ISD faculty, staff, and students were in a roar over these challenges to previously unquestioned gendered traditions at the school. However, instead of uncritically retreating to convention, school officials sought guidance from the Indiana

Youth Group, the same group that helped ISD high school establish the Gay-Straight Alliance (GSA) organization, <http://gsanetwork.org>. Eventually, ISD officials realized these assumed-to-be "problematic" situations presented an opportunity to celebrate and critically re-engage with its progressive bilingual bicultural statement of inclusion.

Of course, LGBTQ issues still present a host of vexing complications for ISD. Scotty expressed deep concern for lesbian, gay, and transgender deaf students who are still waging heart-breaking battles every day against depression, suicide, bullying, abuse, and substance additions. For some, the double challenge of being gay on top of being deaf feels almost fatal; many students struggle to hide who they are. An advantage that deaf schools have to offer deaf gay students is that their struggle will only be about coming out as a gay person whereas in a mainstreamed setting, there would be two struggles: that of their identity as a deaf person *and* as a gay person.

Scotty intends to bring the fight for queer deaf students to the LGBT Issues Caucus and all of NAEA! Will we respond? Can NAEA help provide real support to show *all students* that, yes, we respect them no matter who they are? Today I'm glad I kept that summer teaching. Teaching is a profession that effects changes! ■

The LGBTIC always welcomes guest column submission and ANY type of response and feedback. Please email GE Washington at garnellwashington@yahoo.com



From **intellect**

Creativity in the Classroom

Case Studies in Using the Arts in Teaching and Learning in Higher Education

Edited by Paul McIntosh and Digby Warren

This volume contests the current higher educational paradigm of using objectives and outcomes as ways to measure learning. Instead, the contributors propose approaches to learning that draw upon the creative arts and humanities, including cinema, literature, dance, drama, and visual art.

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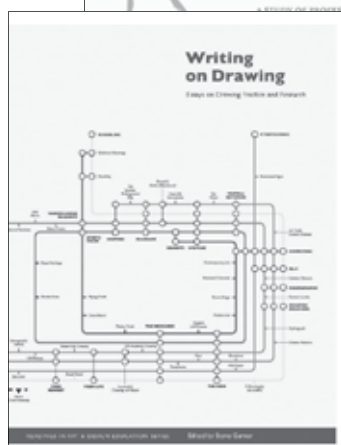
Artist, Researcher, Teacher

A Study of Professional Identity in Art and Education

Alan Thornton

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Perspectives on Artistic Research and Academia

Henk Borgdorff

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Columbia PRESS

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Nick Jaffe, Becca Barniskis, and Barbara Hackett Cox

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Paper \$19.95

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CAUCUS ON SOCIAL THEORY AND ART EDUCATION (CSTAE) <http://cstae.org>

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CSTAE Member News

At the NAEA Convention, as **Patty Bode** became CSTAE Past Coordinator and uber-adviser, **Aaron Knochel**, Assistant Professor and Graduate Coordinator of Art Education at SUNY New Paltz, NY, nimbly stepped into the Coordinator-Elect position. Aaron's research interests follow the complexities of engaging digital visual culture in the K-12 art classroom and community-based media production. Aaron, **Clayton Funk**, and **Ryan Patton** make up our Web team. **Lisa Hochtritt** is now Treasurer. Lisa is a Visiting Professor in the Department of Art Education at the School of the Art Institute of Chicago. Lisa's research interests include popular and contemporary art education and artist-educators as researchers. We also welcome **Beth Thomas** and **Ross Schlemmer** as our columnists. Beth's research centers on psychoanalytic theory in art education. Ross's research interests include community arts and pedagogy.

CSTAE Online

CSTAE Facebook group: [CSTAE@groups.facebook.com](https://www.facebook.com/CSTAE@groups.facebook.com)

CSTAE website: www.cstae.org

JSTAE: www.jstae.org

CSTAE Twitter handle: @cstaenaea

CSTAE Digication website (coming soon): naea.digication.com

CSTAE lesson plans on Digication: <https://naea.digication.com/CSTAE/Welcome/published>

JSTAE Volume 33 & 34

The *Journal of Social Theory in Art Education* (JSTAE) is the official journal of the CSTAE. After this summer's publication of Volume 33, PreOccupy/Maximum Occupancy, **Kryssi Staikidis** passes the journal Editorship to **Sharif Bey**, while **Melanie Buffington** becomes Associate Editor. The Volume 34 theme, Assassination, asks contributors to consider the importance of educational assessment alongside an uncomfortable question: might learning be the innocent victim of the violence of the accountability movement? Check cstae.org for a full Call for Papers; deadline for submissions is November 15, 2013. Questions or concerns? Contact Sharif Bey at shbey@syr.edu

CSTAE Awards

Congratulations to Ohio State doctoral students Bee Kim Koh and Verónica Betancourt, recipients of the CSTAE Graduate Research Award. Bee Kim presented her research addressing racial, cultural, and epistemological inequalities in K-12 art curricula in postcolonial Singapore, while Verónica presented her analysis of Latino art museum visitors' experiences and preferences. We also congratulate Rosannette Rivera, art teacher at Roosevelt Middle School in New Bedford, MA, who received our inaugural CSTAE Theory-in-Practice Award based on her presentation, "Never Again Project: Teaching Students the Holocaust in Art Class." Awardees receive \$300 to support their travel to present sessions at the NAEA Convention. We encourage CSTAE members to apply who are graduate students

and/or pK-12 teachers presenting NAEA sessions drawing on social theory. Go to cstae.org for details, downloads, and deadlines.

CSTAE e-portfolio Lesson and/or Unit Plans

Our CSTAE e-portfolio Digication site is up and running, accessible through arteducators.org, offering practitioner expertise in projects that embody social theory. Art teachers from all sites of art education practice are invited to submit lesson or unit plans that intertwine social theory and hands-on practice. Contact CSTAE site coordinator Jennifer Combe at Jennifer.Combe@mso.umt.edu to submit.

Engaging With Issues for Social Change

Twenty-one years ago Henry Giroux and Roger Simon argued for "schools as sites of struggle and for pedagogy as a form of cultural politics" (1992, p. 218). Twenty years before Giroux and Simon wrote those words, teacher Salvador Castro lived them through his teaching and work with Chicano students in the Los Angeles Unified School District (LAUSD) where, during the 1960s, Chicano students' educational needs and potentials were largely ignored in LAUSD. In 1968, after years of working toward change in the system, Castro led high school students in a walkout of classes. The walkout quickly spread to six other East L.A. high schools, eventually including nearly 15,000 students and lending energy to the growing Chicano movement in the Southwest United States.

Sal Castro died on April 15, 2013. He is being remembered in LAUSD and across the country

for his engagement with issues of his day, which helped reshape policies regarding educational equality for all students. The last issue of this column called on us to engage with the issues of our day through critical interdisciplinary art education practices to help reshape the worlds we live in. CSTAE presentations at this year's NAEA Convention provided an opportunity to witness how art educators and students are doing that in a variety of ways, as has John Derby's thoughtful writing of this column over the past year.

Please join us as we continue to advocate for art education's engagement with the significant issues of our time for a just future by **joining or renewing your membership in CSTAE**. Go to www.arteducators.org and click "store" on the far right menu tab. In the "Search For" bar type CSTAE. Add CSTAE to your cart.

In the next issue, Ross Schlemmer will reflect upon social theory in educational research as a means to describe the broad range of perspectives shaping contemporary conversations regarding education. ■

Reference

Giroux, H., & Simon, R. (1992). Schooling, popular culture, and a pedagogy of possibility. In K. Weiler & C. Mitchell (Eds.), *What schools can do* (pp. 217-236). Albany: State University of New York Press.

LIFELONG LEARNING (LLL)

Christine Woywod, *Chair*. University of Wisconsin-Milwaukee. E-mail: woywod@uwm.edu

Liz Rex, *Columnist*. Northern Illinois University. E-mail: erex@niu.edu

The 2013 NAEA Convention provided a variety of sessions with inspiring examples of lifelong learning in the arts.

As we work toward the 2014 Convention, we will post several of these examples in our LLL Digication portfolio. This column features one of the first contributions, an intergenerational experience created by Wisconsin art teacher Jessica Breske. In this project, her digital art students at Whitnall High School collaborated with older adults with memory loss living in a nearby care center.

Symbiosis

During this school year, Whitnall art teachers chose the theme of *symbiosis* as a way to develop curriculum around a meaningful idea, the results of which were featured at a culminating art show. With this theme the art teachers aimed to engage students in artmaking that was collaborative in nature and to help students consider a diverse range of cooperative relationships. Several collaborations occurred within classes and between different grade levels. The opportunity for an intergenerational collaboration with community members presented itself when Jessica was approached about doing an art project with older adults residing at Kindred Transitional Care Facility.

The Art Lesson

Jessica challenged her 2D Digital Art students to use digitally manipulated imagery to illustrate a story inspired by a conversation with one of the elders. To facilitate conversation with a limited amount of time, the students and older adults utilized magazine images to collaboratively create collages, though several

intergenerational pairs were delighted to chat without this shared task.

When students returned to their classroom they used found and personal images to respond to or capture the stories discussed with their intergenerational partner. The students were very invested in the representations they created. Jessica was impressed by the care her students took in creating images and remaining flexible as they collaborated with others.

In addition, students completed a writing assignment related to the digital image they created. There was some creative license to this written statement and students wrote from a variety of perspectives, sometimes retelling the older adult's story and sometimes weaving a new story in response to the image inspired by the intergenerational conversation. Jessica stated, "The stories are in the perspective of the high school student, but have clear connections to the older adult they met."

The Importance of Intergenerational Connections

Reflecting on the project, Jessica mused, "human connection brings complex values to our lives. We learn from others' experiences and insight, and we learn together by pursuing new experiences alongside those we befriend." Prior to meeting the older adults, students expressed both nervousness and excitement. They had prepared for this meeting, but were unsure how the conversation would unfold. Jessica reported that in the end, students overwhelmingly voiced that this project had a positive impact on them and provided a way to connect with people they would not have met prior to this collaboration. Jessica noted that students felt the experience

had changed their perspective and provided them with insights into aging. Students also saw similarities between themselves and the older adults they talked to and found that they were connected by enduring themes like love, companionship, food, and humor, which are important to teens as well as aging adults.

The full gallery of artworks and stories is on display at: www.whitnall.org/art.



Daydream by Brooke Berglund. Inspired by Thomas.

"Mom!" the young girl playing in the other room wailed. The woman looked tired. Under her eyes were heavy, dark shadows that hinted lack of sleep. She had weariness in her walk as she grabbed for the pan of pie and opened the oven. She seemed to ignore the sounds of the children running in the other room. She took a deep breath, wiped her hands on her apron and sat down in a wooden chair at the table where her children's half eaten breakfast was still sitting. She rested her head in her hand propping her elbow onto the table. Her mind wandered off into a memory. The man had broad shoulders and a kind smile.

When I first met him my heart fluttered. I couldn't contain my feelings and I had this feeling like it was just meant to be. His eyes sparkled and I couldn't stop looking at them. This moment could last forever.



My One and Only by Kaylie Kopp. Inspired by Judith.

He walked over to me like it was no big deal, "What's your name, beautiful?" he asked as though he was really interested. "Judith" I replied blushing. My head and heart were saying two different things. My heart was saying "He might be the one!" while my head was saying I was crazy for thinking this. I had just met him. But in that moment I knew we were going to be together. Just two years later we were married. ■

COMMITTEE ON MULTIETHNIC CONCERNS (COMC)

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A Tribute to Vesta Daniel, 2013 Elliot Eisner Lifetime Achievement Award Nominee

This year Vesta Daniel, The Ohio State University, was nominated for the Elliot Eisner Lifetime Achievement Award. The nomination was initiated by COMC Past Chair Debra Ambush, with support from current Chair Zerric Clinton. While Daniel was not presented with the Award, COMC deems it necessary to recognize how Daniel's professional achievements have advanced art education in various ways. We would like to dedicate this column to Daniel by highlighting her achievements in art education, as she has been a trail-blazer in the field for over 4 decades.



Vesta Daniel

Daniel began her art-teaching journey in Urbana, Illinois, in 1969 as a 5th-grade art teacher at Prairie Elementary School.

Through the years, Daniel sought out multiple dynamic art teaching positions inside and outside of school walls, including working as an art teacher at a women's correctional facility in Dwight, Illinois. In 1977, Daniel began teaching at Northern Illinois University (NIU) and diligently worked up the ranks from

Assistant Professor to Full Professor. After approximately 11 years of teaching and dedication to NIU art education, including acting as department chair for about 4 years, in 1989 Daniel moved to Columbus, Ohio, to accept a position as Professor of Art Education at The Ohio State University (OSU). From the start, Daniel was a true leader, taking on administrative responsibilities and trailblazing new programs to make the art education program internationally significant. For example, Daniel pioneered the OSU study abroad experiences in Jamaica and Brazil, which have facilitated dialogue about art education internationally among students and art teachers. These experiences, and others that Daniel has been involved in, communicate art education as an essential component in schools for children of all ages, backgrounds, and ability levels.

Daniel's scholarly work considers the process of artistic growth and development, particularly as marked by race, gender, and socioeconomic backgrounds of children and their families. Daniel's body of research focuses on ways children thrive when their learning is in harmony with their cultural backgrounds. Her work professes that multicultural art education is essential both in schools and in community-based settings. This understanding of Daniel's body of work in art education is nationally and internationally known. Daniel has a noteworthy writing record, as she has copious publications in peer-reviewed and

editor-reviewed journals, books, and conference proceedings. Daniel has hundreds of conference presentations under her belt, as she has been consistently active at the NAEA National Convention for over 20 years. Her international exposure is just as significant: she has given presentations in many other countries including Australia, Brazil, Hungary, Japan, and South Africa. As evident in her activity in the field, Daniel's research in multicultural art education and community-based art education has touched art educators worldwide. This reputation resulted in Daniel receiving numerous invitations, nationally and internationally, to serve as a resource to art education faculties as a facilitator of professional development workshops, as a consultant or project evaluator, and as part of international, national, and state-level policy forums.

Daniel has advised many students not only through dissertations and theses, but also as a life mentor to students. As a student at OSU in 2010, I reached out to Daniel multiple times for both professional and personal guidance. I looked to her for her compassionate voice of reason when I needed support outside of my studies. She was always attentive, respectful, and showed authentic concern for my well-being. This was invaluable to me, as it modeled the kind of well-rounded educator I wanted to be. In addition to advising students, Daniel has been a steadfast mentor to her university colleagues. Karen Hutzel, Daniel's colleague

at OSU, describes Daniel as a strong leader, genuine mentor, and an inspirational and thoughtful educator. Deborah Smith-Shank, current Chair of the Department of Art Administration, Education and Policy at OSU reports,

"One of the most exceptional facets of Dr. Daniel's character aside from her extraordinary teaching and research is her inherent generosity of ideas, support, and spirit. While she is a natural leader, she is also a team player. She encourages collegiality and promotes an atmosphere of collaboration and cooperation. She listens well, facilitates the solution of professional problems, encourages professional endeavors, and regularly serves as a sounding board for members of the profession throughout the world."

Vesta Daniel is an incomparable art educator whose spirit and dedication to the field should be recognized. COMC would like to congratulate Daniel on a superior career in art education, and offer a sincere good luck with her endeavors after retirement from The Ohio State University at the end of summer 2013. Thank you, Vesta Daniel, for paving the way for junior art educators around the world. ■

PUBLIC POLICY AND ARTS ADMINISTRATION (PPAA)

Amanda Alexander, Assistant Professor of Art Education, Art + Art History, University of Texas at Arlington, Fine Arts Bldg, Box 19089, Rm. 296, Arlington, TX. E-mail: amandaa@uta.edu

Post-NAEA Convention: PPAA Highlights

Recently having moved to the Dallas/Fort Worth area, I would like to say Thank You to the 2013 Fort Worth Planning Committee for tirelessly working to make the 2013 National Convention a success. Thank you to everyone who was involved! You did a fabulous job bringing artists, art educators, museum educators, policy-makers, and more from across the country to share in all that the NAEA Convention has to offer.

I am also happy to report that the PPAA Business Meeting was successful in accomplishing many items on the agenda as well as setting goals for the future. PPAA is working to update its internal structure as well as rebrand the issues group to attract new members. This year new bylaws were adopted, a logo developed and implemented (pictured here), and a Facebook page was created. To be a part of the PPAA Facebook page, please friend us at: www.facebook.com/groups/517077064982926 or e-mail me.

For the future, PPAA plans to continue its branding, developing incentives for membership such as awards and scholarships, as well as looking for art education policy-interested individuals to participate in the group. It can be through membership only, or it could be as a Board Member. We are looking for roles to be filled and individuals to become involved and partake in the dialogue not only during NAEA Business Meetings, but also through e-mail and Facebook.

Another PPAA priority this year is working with the NAEA Research Commission. As a group, we are excited to support the development of research questions and topics for the Research Commission. Recently, I posted on our PPAA Facebook page a space where individuals could write down those art education policy topics, issues, and/or questions that they feel should be considered by the NAEA Research Commission. If you are interested in contributing to the discussion, please check out the Facebook page and write down your topics or contact me directly by e-mail.

In conclusion, I would like to include the purpose of the PPAA SIG (established in 1985):

To promote study, research, and teaching of issues in public policy and arts administration as they affect and are affected by arts education in schools, arts organizations, and community settings. In so doing, PPAA draws on theoretical concepts and research methods from the visual and performing arts, arts education, law, public administration, and the social, political, and administrative sciences; it thus seeks to widen the pedagogical and research bases of art education, cultural policy, and arts administration.

Thank you to all who participated in this year's NAEA PPAA Business Meeting and to those who have supported us in other ways. We look forward to making PPAA stronger and continuing the dialogue about policy issues, research, and the effects on pedagogy. Any feedback on this topic is welcome as I am interested in hearing your comments. Membership to the PPAA group is free, and

I encourage anyone who is interested in becoming a member to please contact me at amandaa@uta.edu ■



New PPAA logo.

RETIRED ART EDUCATORS AFFILIATE (RAEA)

Dean Johns, RAEA President. E-mail: deangjohns@gmail.com
Linda Willis Fisher, RAEA President-Elect. E-mail: lmwfis@ilstu.edu

Retired? According to the dictionary, the definition of retired is: "having left one's job and ceased to work; a retired teacher."¹

I would imagine that there ARE retired art educators who have left their jobs and ceased to work for any number of reasons: health, family situations, or because working is not an interest or issue. And that's fine! I'm certainly not knocking it! I may decide that way of retirement is for me at some point in the future, and that will be fine, too! I have been most fortunate to meet and work with and definitely be inspired by a group of art educators who most certainly have left their jobs but HAVE NOT ceased to work! They have just changed the way they work or their focus of work.

- At the Convention in Fort Worth, there were prime examples to illustrate my point:
- **Lorraine Poling** and **Theresa Walton**, both National Board Certified Teachers, shared best practices, creative inspirations, and presented sample lessons suitable for middle and secondary levels. Two "Crazy Crones of the Classroom" provided 21st-century resources via Dropbox.
 - **AnnRene Joseph**, retired Arts Program Supervisor for Washington State, shared and discussed her article, "The Value of the Arts to the Community and Education."

- The annual joint session of RAEA and NAEA Student Chapters, "Blending Our Voices," facilitated by **Linda Willis Fisher**, was an illustrated summary of the NAEA Student Chapter's aims and activities and how RAEA members play a part in the mentoring of student chapters.
- Outstanding RAEA members **Madeline Milidonis Fritz**, **Sally Babin**, and **Sharon Christman**, with Past President **Bob Curtis** facilitating, shared their active art education involvement since retiring. Each highlighted significant contributions in their communities and encouraged individual legacy building by others.
- Studio Artist and retired Director of Arts Education **Dean Johns** explored "Creating Surface Design" in paper quickly, easily, and fairly inexpensively. He focused on approaches to developing and shaping 2-D design aesthetics and the craftsmanship needed to achieve success in using papers as media.
- **Jackie Thomas**, 2013 RAEA Art Educator of the Year, in her presentation at the luncheon, described her formula for success and also led luncheon participants in a weaving



Jackie Thomas, 2013 NAEA Retired Art Educator of the Year.

exercise on small cardboard looms. The woven pieces are to be used as part of a larger group artwork.

E-Bulletin

To my delight (and also much relief on my part!) Bob Curtis continues as co-editor (Copy Editor) of the RAEA E-Bulletin, which is published and distributed in months that *NAEA News* is not received. We also publish special editions from time to time. **If you don't have an e-mail address associated with the Retired Division on file with the National Office**, you are missing out on a wonderful opportunity of staying in touch with other retired art educators across the country and learning about issues that affect those of us who are retired from our "regular jobs" but continue to work in art education in some capacity.

If you've missed any of the issues you can access archived E-Bulletins, which are on the RAEA page of the NAEA website. The E-Bulletin has grown in size and scope and covers many substantive issues! **Send news about what you're doing or about retired art educator happenings in your state to Bob for the E-Bulletin** (rcartguy@aol.com). We anticipate your input and it is most welcomed! Digital images too!

RAEA Mentoring Program

Liz Smith-Cox (lizsc Cox@nctv.com) is always eager to have contact with retired art educators who want to offer their expertise and guidance to NAEA Student Chapters and get involved. **Please contact her and let her know of your interest and she will pair you with a student chapter.** It's a great way to help our future art teachers by offering insight from your own APP (Artistic, Professional, and Personal journey in the classroom).

Artistic, Professional, and Personal Journey

Being retired, each one of us has an APP in the field of art education in some capacity. **Please continue to submit your APP journeys and "Legacy" statements to Bob Curtis for inclusion in the E-Bulletin.** Your stories build our collective legacy to art education and NAEA! ■

Endnote
¹ From www.dictionary.com

Getting the RAEA E-Bulletin?
Why Not?
You're Missing...
Retired Art Educator Issues...
Student Chapters Mentoring Information...
Professional Activities Involvement...
and just plain Staying Up to Date!!



SUMMER READING! www.arteducators.org/store
or call 800-299-8321 for shipping/handling and to order.

Congratulations to NAEA 2013 Award Winners!

National Art Educator
Renee Y. Sandell, MD

National Elementary Art Educator
Bob Reeker, NE

National Middle Level Art Educator
Chris Grodoski, IL

National Secondary Art Educator
Karen A. Popovich, IL

National Higher Education Art Educator
Kit Grauer, Canada

National Museum Education Art Educator
Brigid Globensky, WI

National Supervision/Administration Art Educator
Mark A. Coates, MD

Eastern Region Art Educator
Kim Huyler Defibaugh, NJ

Southeastern Region Art Educator
Cheryl L. Maney, NC

Western Region Art Educator
Ronda Sternhagen, IA

Pacific Region Art Educator
Deborah Barten, WA

Pacific Region Elementary Art Educator
Kristi K. Watson, NV

Southeastern Region Elementary Art Educator
Jennifer Johnson Keith, LA

Western Region Elementary Art Educator
Tricia Fuglestad, IL

Southeastern Region Middle Level Art Educator
Aimee Burgamy, GA

Eastern Region Secondary Art Educator
Sheila L. Tetler, MA

Southeastern Region Secondary Art Educator
Marjorie L. O'Shea, NC

Western Region Secondary Art Educator
Donna R. Barnard, OK

Eastern Region Higher Education Art Educator
Carrie Y. Nordlund, PA

Pacific Region Higher Education Art Educator
Rita L. Irwin, Canada

Southeastern Region Higher Education Art Educator
Sara Wilson McKay, VA

Western Region Higher Education Art Educator
Jean D. Detlefsen, NE

Eastern Region Museum Education Art Educator
Suzanne Wright, MD

Pacific Region Museum Education Art Educator
Stephanie L. Parrish, OR

Southeastern Region Museum Education Art Educator
Andrea W. Steele, TN

Western Region Museum Education Art Educator
Jennifer Beradino, TX

Eastern Region Supervision/Administration Art Educator
Mark A. Coates, MD

Western Region Supervision/Administration Art Educator
Nancy K. Childs, NE

Connecticut Art Educator
Marie Ringquist

Delaware Art Educator
Toniann Degregory

Maryland Art Educator
Eleni Dykstra

Massachusetts Art Educator
Christopher Whitehead

New Hampshire Art Educator
Maryanne Swegles

New Jersey Art Educator
Gene Neglia

New York Art Educator
Margaret Johnson

Pennsylvania Art Educator
Melissa Gallagher

Rhode Island Art Educator
Mary Wayland McMurtery, MA

West Virginia Art Educator
Maribea Barnes, OH

Alaska Art Educator
Margaret Donat

Arizona Art Educator
Pat Burdette

British Columbia Art Educator
Sharon Richards

California Art Educator
Anne Uphoff

Colorado Art Educator
Cordelia (Lia) Devine

Montana Art Educator
John Wayne Bercier

Nevada Art Educator
Cindy Allen

Oregon Art Educator
Cynthia Schubert

Utah Art Educator
Jethro Gillespie

Washington Art Educator
Deborah Barten, WA

Wyoming Art Educator
Susan Leonhardt, WY

Alabama Art Educator
Larry Gibson

Florida Art Educator
Marilyn Traeger Polin

Georgia Art Educator
Diana Gregory

Louisiana Art Educator
Margaret Holt

Mississippi Art Educator
Carla Nations

North Carolina Art Educator
Cheryl L. Maney

South Carolina Art Educator
Dianne Bagnal

Tennessee Art Educator
Rosalind Martin

Virginia Art Educator
Margaret Bowen

Arkansas Art Educator
Sue Anne McCoy

Illinois Art Educator
Karen A. Popovich

Indiana Art Educator
Patricia Cummings

Iowa Art Educator
Ronda Sternhagen

Kansas Art Educator
Angelia Perkins

Michigan Art Educator
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Jackie G. Thomas, PA

Outstanding National Junior Art Honor Society Sponsor
Cappie Dobyns, IA

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Michael Bell, MD

Higher Education Student Achievement Award
Kelsey Long, NJ

Rising Stars Secondary Recognition Program
Cat Allen, MD

Rising Stars Secondary Recognition Program
Erin Discordia, MD

NAEA, The Council for Exceptional Children (CEC), VSA Peter J. Geisser Special Needs Art Educator
Heather Leah Ryerson Fountain, PA

NAEA, The Council for Exceptional Children (CEC), VSA Beverly Levett Gerber Special Needs Lifetime Achievement Award
Julia A. Kellman, IL

Student Chapter Sponsor Award of Excellence
Cindy L. Todd, MI

Elliot Eisner Doctoral Research Award in Art Education
Natasha S. Reid, Canada

Elliot Eisner Doctoral Research Award in Art Education Runner-Up
Christopher M. Schulte, GA

Elliot Eisner Doctoral Research Award in Art Education
Honorable Mention
Justin Peter Sutters, MO

Elliot Eisner Doctoral Research Award in Art Education
Honorable Mention
Laurie E. Gatlin, CA

Distinguished Service Outside the Profession Award
Stuart and Maxine Frankel, MI

Distinguished Service Within the Profession Award
Susan J. Gabbard, OK

Lowenfeld
Christine Marme Thompson, PA

Manuel Barkan
Juan Carlos Castro, Canada

Marion Quin Dix Leadership Award
Nancy J. Carr, OR

Eisner Lifetime Achievement Award
Rita L. Irwin, Canada

Newsletter Award Category II
Florida Art Education Association

Newsletter Award Category II Honorable Mention
Louisiana Art Education Association

Newsletter Award Category III
New York State Art Teachers Association

Newsletter Award Category III
Honorable Mention
Retired Art Educators Interest Group

Website Award
California Art Education Association

Website Award
Honorable Mention
Texas Art Education Association

NAEA Award nominations for 2014 are due October 1, 2013!
View details at www.arteducators.org/awards

NAEA
Advancing Art Education

National Art Education Association
1806 Robert Fulton Drive, Suite 300, Reston, VA 20191



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For more photos and resources from this and past Conventions, visit www.arteducators.org/convresources