



Scope

The Newsletter of the Visual Art Studies + Art Education Program at The University of Texas at Austin

Fall 2006

Summer at MoMA

Internships are an important part of the art education graduate program at UT. Because internships offer direct practical experiences in the realities of museum work, classrooms and community art programs, such positions are pursued by many art education graduate students. Kendra Curry, a second-year graduate student, interned for ten weeks in the Education Department of the Museum of Modern Art (MoMA) in New York City this past summer.

During her time at MoMA, Kendra participated in internship activities inside and outside the museum and worked closely with the coordinator of *In the Making: Summer at MoMA*, a free teen art program. In its third year, *In the Making* is a program that helps teens who are interested in art to build bridges between the MoMA collection, cultural institutions and their own studio practices. Participating students created collaborative artworks, visited artists' studios and museums in

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Conference Activities

Congratulations to graduate students, faculty and alumni who have been spreading the word about art education at conferences this fall! Education conferences are energetic gatherings of professionals and students in the field who share their research, practices, and agendas for future advocacy and research. In August Dr. Brooks attended the International Conference on the Arts in Society at the University of Edinburgh in Scotland, where she presented a paper entitled "Freud's Three Wounding Blows: Societal Reflection in Visual Art. The Texas Art Education Association (TAEA) held its conference in November in Fort Worth, Texas. At this meeting graduate students Joni Boyd, Georgia Holliday and Amy Kraeche together presented "Reinvigorating the Routine: Considerations for 21st Century Art Instruction." Michelle Kocour, a new student joining the graduate program this spring, gave a presentation entitled "Is 'Right' Always Right for the Art Teacher?: Finding Right Brain/Left Brain Balance." Many faculty members collaborated in their talks. Drs. Bolin and Ulbricht talked about "Current Trends in the Development of Art Education Graduate Study." Dr. Bolin discussed "Publishing in

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Putting Art to Work in Design Education

Looking for a fresh, new experience to complement her knowledge base within the field of museum education, graduate student Katie Solli approached her quest for a summer internship with an open mind about potential museum environments. As is so important in many aspects of museum work, one of Katie's goals for this internship was to build her repertoire of institutional affiliations. To do this she researched internships with an eye toward large, well-established organizations that offered strong programming and mentorship.

Katie found what she was looking for at the Cooper-Hewitt National Design Museum, a Smithsonian institution located in New York City. Although she had little

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Design Education *continued from page 1*

knowledge of design, Katie saw the Cooper-Hewitt as a space in which to expand her understanding of material culture studies and art of the everyday, while also gaining valuable professional skills. As Education Intern, Katie visited a wonderfully diverse selection of museums in New York City.

One benefit of working within a large institution is the range of their programming and community outreach. During her internship Katie was involved with a number of diverse education projects at the Cooper-Hewitt that targeted a variety of audiences. In one such project, Katie worked with teens who were participating in a collaborative program between the museum and MTV. After taking photos from the urban environment, the teens incorporated their images into film sets, background scenes and promotional materials for a Freedom Writers film. Another project, called the Summer Design Institute, allowed Katie to work closely with a select group of K-12 teachers from across the U.S. as they explored design as a functional application of the arts. She coordinated the complex logistical details for the Summer Design Institute. Furthermore, Katie and the school teachers generated ideas for the content of the museum's website.

The City of Neighborhoods program took Katie into the built environment of the local community. Students used primary resources such as photographs, maps, architecture, historical accounts and cultural materials to conduct a contextual study of a neighborhood. By incorporating design education and civic engagement, students made personal connections to their neighborhood and developed design plans for a more pleasing and functional built environment. It is easy to understand why this program was Katie's favorite.

Now that she has settled back into her life in Austin, Katie is continuing her work in museum education at the Austin Museum of Art and at the Blanton Museum. ■



Katie in New York City.

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the city, and met with curators within MoMA. At the end of the summer, parents, teachers and friends were invited to a glorious culminating exhibit in Harlem where student artwork displayed the creativity and hard work of teens.

Kendra shared responsibility for choreographing the *In the Making* summer program. In her work with MoMA, Kendra drew upon her previous experiences with the teen program at Arthouse in Austin. She planned field trips, managed budgets, purchased supplies, trained educators, and documented the program.

Over the course of the summer, Kendra gathered weekly with the other interns at MoMA for a full day of organized activities that ranged from gallery talks with the museum curators and administrators to field trips across the city. A few of the unique places this group visited included the art museum Dia:Beacon; the special collections library at New York University; The Drawing Center, a museum devoted to works on paper; and Creative Capital, an organization that supports artists through funding and career development. Kendra found that these activities enriched her understanding of different museums' roles in the public domain.



Kendra (second from left) with *In the Making* collaborators.

Kendra was selected to be an Everett Intern, a MoMA-sponsored public service internship position. The Everett Public Service Internship program is based on the idea of education through real experience. On a weekly basis Kendra congregated in a classroom with the other New York City Everett interns where she listened to public leaders discuss how they address their work with civic organizations and education. She heard compelling talks from Barbara Messinger, Director of the Jewish World Service; Sam Freedman, an op-editor for education at the New York Times; David Levin, Co-founder and Director of Knowledge is Power Schools; and Wendy Kopp, Founder and Director of Teach for America.

This internship was an important experience for Kendra's professional and intellectual development. She reflects on her time in New York by stating, "From the first afternoon in the Education Department at MoMA, I worked closely with a small community of educators who shared a passion for contemporary art and education. Being surrounded by this professional group was, in and of itself, an education. I returned to Texas charged and focused!" Kendra continues to volunteer at Arthouse at the Jones Center in Austin. ■

Award Recipients

The Department of Art and Art History annually awards funding to undergraduate and graduate students in the Visual Art Studies and Art Education programs. These are the award winners for 2006-07.

Undergraduate Awards

Dean's Associates

Jean Freer and Natalie Mathis

Susan Vaughan Foundation Endowed Scholarship in Art and Art History

Rebecca Reyes

Marshall F. Wells Scholarship and Fellowship Endowment in the College of Fine Arts

Ju-Tzu Tseng

Graduate Awards

Marietta Moody Brooks Endowed Scholarship in Fine Arts

Joni Boyd

Kelly Fearing Endowed Presidential Scholarship in Art

Liz Byron

Bill D. Francis Endowed Scholarship in Visual Art Studies and Art Education

Lisa Murray

M. K. Hage Endowed Scholarship in Fine Arts

Joni Boyd, Mary Cantú, Marjorie Carter, Kendra Curry, Kristin Field, Georgia Holliday and Katie Solli

Alfred A. and Ellen U. King Centennial Scholarship in Art Education

Lisa Murray and Amanda Zamora

St. David's Healthcare Partnership Endowed Scholarship

Rachel Kuniandy Varon

Susan Vaughan Foundation Endowed Scholarship in Art and Art History

Kallie Thornberry

Marshall F. Wells Scholarship and Fellowship Endowment in the College of Fine Arts

Liz Byron, Courtney Fowles, Elizabeth Geier, Kyewon Han, Georgia Holliday, Amy Kraeche, Adria McCuaig, Raine Sasser, John Sigmund, Katie Solli and Sarah Travis

Graduate Professional Development Award

Joni Boyd, Georgia Holliday and Amy Kraeche

Conferences

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Art Education," and he and Dr. Mayer explored "Memory, Identity, and the Art Educator." Dr. Mayer also presented "When Networking Becomes Mentoring." Maintaining an active role in TAEA conferences, alumna Tiffany Asha '03 led "K-12 Lesson Plan Swap." Not far from Austin in Balcones Springs, the trio Joni Boyd, Georgia Holliday and Amy Kraeche presented their research at the Curriculum and Pedagogy conference in October. Many of UT's art educators look forward to attending the upcoming National Art Education Association (NAEA) conference that will be held in March in New York City. ■



By happenstance, Dr. Ulbricht ran into Sarabeth Smetzer, a fellow alumnus of University of Kansas, at the TAEA conference. From their conversation, Dr. Ulbricht learned that Sarabeth, then an undergraduate, vividly remembered him as a supportive graduate student who shared kind words with her during a stressful class critique of her design work.

Thesis Research Abstracts

Graduate students in art education at UT must complete a thesis research paper as part of the degree requirements. The thesis abstracts presented here give a glimpse of the various research projects of the most recent recipients of the master's degree in art education from UT. Full thesis reports are housed in UT's libraries.

Art Museum Docents and Art Criticism Inquiry Methods for Successful Art Interpretation: An Analysis of Methods and Practical Application by Mary Feldhusen, M.A., 2006

Today, the educational role of the museum is more prominent than it was at its inception. One of the most important aspects of this educational role involves the visitor's museum experience. While it is important to allow the visitor to find their own meaning in works of art, they often look to the museum to provide additional insight. This often occurs by way of docent-led tours, and because of this important role in group art interpretation, an assessment of the tours' contents and an identification of current approaches that were successful or that required improvement was necessary. This study examined and provided the results of observations and questionnaires directed to art museum docents and visitors attending museum tours in order to determine trends and techniques in presentation styles as well as the relationship of those techniques to the museum visitors' levels of overall satisfaction, personal connection to works being interpreted, and the ability to participate in the tour through questions (asking and

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receiving). The study also examined the content of the docents' tours based on techniques in art criticism and questioning strategies. It was discovered in the research that art criticism was an inherent part of docents' tours, and questioning strategies seemed to improve the visitors' engagement during the tour. The study suggested a new process of art interpretation specifically for use during docent-led art museum tours. The study also identified useful techniques based on observed tours and as questionnaires presented to practicing docents.

An Investigation of Postmodernism Research vs. Practice by Caitlin Maher, M.A., 2006

This descriptive research study examined the connection and communication between art education researchers and practicing art teachers regarding the current trend of postmodernism in art education. It was established in this study that the world of art and consequently art education has experienced a shift in trends from modernism to postmodernism. The intent of this study was to discern what art education researchers suggest for a postmodern curriculum design, and further to learn through interviews and observations what and how public school art teachers understand, interpret and implement postmodern curriculum content in the art classroom. The researcher unearthed a great discontinuity between art education theorists and practicing art teachers and concluded that this is a subject of study that needs to be rectified if art education is to establish itself as a meaningful part of schooling and students' lives.

Interactive Art Educational CD-ROMs: Recommendations for Future CD-ROM Development by Jacquelyn Kiley Shipley, M.A., 2006

In this research, the opinions of elementary school art teachers and their students were used to investigate three interactive art educational CD-ROMs. These three CD-ROMs included: *With Open Eyes: Images from the Art Institute of Chicago*, *Mystery Museum*, and *The Louvre Art for Kids*. Data was collected by conducting interviews with 14 elementary school art teachers and 28 of their students, ranging from third to fifth grade, within the Austin Independent School District in Texas.

This study utilized interviews with teachers and their students to explore the use of CD-ROMs in the classroom and to evaluate the current state of interactive art educational CD-ROMs, making recommendations for future production. Teachers and students were asked questions that included: Have you used CD-ROMs before? Have you used them in the classroom before? What qualities do you like and dislike about these three CD-ROMs in this study? What qualities would you change or create in a program to better suit your needs? What qualities in a CD-ROM do you feel are most important for a teacher and for a student? Would you like to use these CD-ROMs in the classroom? Through these interviews, the CD-ROMs were evaluated to make suggestions for CD-ROM production in the future that would better suit user expectations, interest, and engagement and help to integrate newer technology into the art classroom. ■

Big Changes = Big Opportunity

In addition to hosting Dr. Adejumo's "Now and Tomorrow" summer youth program, UT's Creative Research Laboratory (CRL) is an exhibition space that holds art shows year-round and offers programming for the students and faculty of the Department of Art and Art History. This fall the CRL welcomed its new director, Jade Walker, who earned her M.F.A. from UT in 2005. Under Jade's leadership, the CRL is moving in new directions with more open call and theme-based shows, particularly in the fall semesters. This unique space is a valuable resource for those Visual Art Studies (VAS) and Art Education (AED) students who are practicing artists to display their work.

Besides being a supportive exhibition space for our students, the CRL is an environment for innovative educational practice and outreach through internships. Jade has expanded the CRL's internship program to include five positions. Laura White, a

senior VAS student, is one of the five interns selected for the spring semester. In her careful selection process and internship program design, Jade not only has pooled the talents of students from various disciplines, but she also has provided each one with an opportunity to grow professionally and creatively. Currently the interns are a mixture of graduate and undergraduate students from communications (advertising), art history and visual art studies as well as one non-UT student. Jade hopes to devote one position to an art educator each semester.

An enthusiastic collaborator, Jade welcomes VAS and AED students' ideas for the CRL. She is particularly open to students doing independent studies in conjunction with the CRL and additional internship possibilities. Keep the CRL in mind as summer and fall registration rolls around in April 2007! ■

Spring Course Offerings in Art Education

Multicultural Art Education (new course)

Dr. Christopher Adejumo, Mondays 9 a.m. - 12 noon

This course will introduce students to the subject of multicultural art education. The course will focus on the genesis of multiculturalism as a paradigm, the definition of multicultural art education, and the proposed methods of implementing multicultural art education. Scholars have written and said much about the need to diversify the art curriculum through multicultural art education. In this course, students will explore the benefits of multicultural art education and examine various academic assumptions and contradictions on the subject. ■

Contemporary Issues in Art Education

Dr. J. Ulbricht, Tuesdays 6 – 9 p.m.

Throughout the history of art education in the U.S., researchers have pursued a variety of related issues. In this course, we will explore the issues that have caught the attention of many contemporary art educators since 1965 when Penn State University hosted one of the most influential conferences that changed the direction of art education from what it had been in the past. At the Penn State Conference "experts" from art history, studio art, philosophy, psychology, and sociology presented their diverse perspectives on the future of art education. In this course, students will explore a range of contemporary issues that began in the conference. The course will lay the groundwork for future studies in art, museum and community-based art education. By the end of the semester, students will be able to trace the history and see the significance of current concerns of art education and related fields. ■

Museum Education: Practice & Application (new course)

Dr. Melinda Mayer, Wednesdays 1– 4 p.m.

This course is a continuation of the previous theoretical AED 383J museum education course. In this course, students will explore, through direct experience, the practice and application of museum education within the context of contemporary art museums. Practical assignments in museums will give students the opportunity to investigate new directions in museum education. ■

Thesis Proposal and Preparation

Dr. Paul Bolin, Wednesdays 6 – 9 p.m.

This graduate course provides the opportunity for students to initiate and complete work on a thesis proposal in art education. In so doing, much of the course centers on discussion of the work students undertake as they engage in the process of writing a thesis proposal. Specific near-weekly assignments help students complete a thesis proposal by the close of the semester. Small group discussion and class conversation aid in the development of each student's research direction and thesis proposal. Guest speakers contribute to the students' understanding of expectations necessary for writing a thesis and conducting scholarly research. ■

Objects, Spaces, and Meanings

Dr. Paul Bolin, Thursdays 1 - 4 p.m.

Objects and spaces are central to people throughout the world. Given the importance of these "things" and environments in our lives, participants in this course investigate meanings of objects and spaces that surround us, focusing attention on a range of objects residing both inside and outside the museum, and structures and constructed environments that make up our lives. This examination of diverse objects and spaces is accomplished through an investigation of literature, ideas, and research methodologies within the field of material culture studies. Thomas Schlereth, in his book *Material Culture: A Research Guide*, describes material culture as "that segment of humankind's biosocial environment that has been purposely shaped by people according to culturally dictated plans" (p. 5). In this course, class members begin with this notion of material culture and investigate a range of ideas, objects, and spaces in an attempt to perceive their various contextual meanings and social/cultural significance. ■

New Graduate Students

The art education graduate division is growing steadily. The 2007 spring semester we welcome four new graduate students to our program! Here are brief descriptions of these art educators.

Elizabeth (“Libby”) Cox grew up in the tiny town of Wellsboro, Pennsylvania, and attended Skidmore College in Saratoga Springs, New York, where she earned an undergraduate degree in studio art. Also having studied dance, Libby is interested in the places where art and dance intersect, for example, performance art and its off-shoots. While at Skidmore, Libby studied French, art, art history and dance in Paris during her junior year.

Following graduation, she and her partner, Aaron, moved to Austin. Lured by Austin’s reputation for having a great music scene, Libby and Aaron have found the rumors to be true. Aaron has established himself as a musician in town and soon will begin a tour with his band. Since living in Austin, Libby has been working toward a high school art and art history teaching certificate for teaching in the Waldorf School system. For her certification, Libby has returned to the Northeast every July for three years, thankfully missing a bit of the summer heat in Austin. She has been teaching art and art history/theory part-time at the Austin Waldorf School over the past few years. Libby also completed a yoga teacher training course the first year she lived here and currently makes a living teaching yoga in the Austin community.

Last spring, Libby had the opportunity to teach the class that she designed for her Waldorf research project, entitled “Current Issues through Social Art.” This curriculum and her research are based on the life and teachings of Joseph Beuys. Libby hopes to learn more about Beuys while pursuing her graduate degree. She plans to visit Germany for a closer look at the origins of Beuys’s life-work, as well as that of Rudolf Steiner, the founder of Waldorf education.

The daughter of a retired United States Army officer, **Michelle Kocour** is from all over the U.S. She received her B.F.A. in Visual Arts Studies from the University of North Texas in 2004. While attending junior college in Temple, Texas, Michelle had the opportunity to travel to Ireland and England in 2001 and again in 2002. She taught K-5 art for a year in Castleberry ISD in Fort Worth, Texas. As a result of teaching in a district with a high number of students learning English as a second language, Michelle obtained English as a Second Language supplemental certification in 2004.

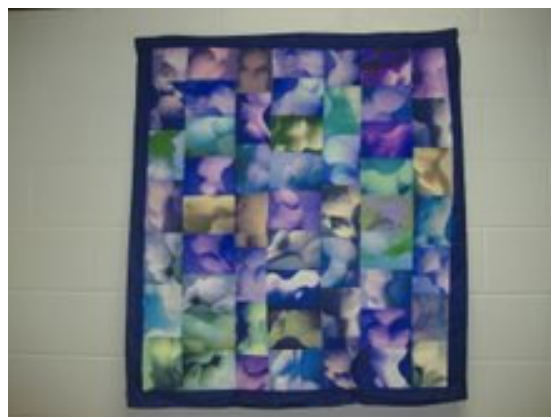
Michelle has presented her work at TAEA conferences twice. In 2003 Michelle participated in a panel discussion regarding technology in undergraduate studies, and in 2006 she gave a presentation on the topic of finding practical left brain-right brain balance as an art teacher. Michelle’s research interests include art education and “high-risk” youth, art education within an institutional setting (such as a juvenile detention center), and art education and the justice system.

Michelle is married with a 19-month old son named Daniel. Her second baby is an English bulldog named Bogart.

Elizabeth Sullivan is from Waxahachie, Texas, where she says there is a great folk art scene. Elizabeth has lived in Austin for ten years, and she is married with two children, Ben who is five months old and Caroline who is two years old. Elizabeth has a background in marketing and is interested in early childhood development. Elizabeth loves to travel and she had the opportunity to study in Rome during college.

Megan Wilky is from Magnolia, Texas, and is very excited to be moving to Austin, although she will miss her poodle. Being new to the area, Megan does not know much about Austin, but she is certain that will change shortly. Megan received her B.F.A. in studio art and photography from Sam Houston State University. She is looking forward to continuing her studies within the field art education. ■

Current Graduate Students



Liz Byron’s *Water Woman*, 40 x 36 inches.

Elizabeth Byron is originally from Dallas, Pennsylvania—the first Dallas, before there even was

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a Texas. Liz graduated from Boston College where she studied elementary education and studio art. As an undergraduate Liz swam for Boston College and she now rows for UT. Recently Liz traveled to Guatemala, and during the fall semester she volunteered teaching at St. Austin School with the school's art teacher.

The artwork shown on page 6 is one of Liz's mixed media pieces. The process involved taking photos of a sculpture she had made, scanning them into Photoshop on a computer, digitally altering them, printing them on canvas, and then cutting and sewing the images together into a contemporary quilt.

Mary Elizabeth Cantú lives in San Antonio, Texas, and commutes to UT. Her research is in the area of community-based arts organizations and curriculum design for K-12 students who have special needs. Mary has participated in several conferences, including the Child Abuse Conference in San Antonio in 2003. In 2005 she presented a paper on art curriculum resources for abused children at the TAEA conference in Austin. At the spring 2006 Texas Association of Museums (TAM) conference in Beaumont, Texas, Mary presented "Cultivating a Community of Learners: Docent/Tour Leader Programs." Currently, Mary stays very busy by volunteering weekly as an art teacher for a children's home and teaching a monthly art class to autistic children. She also teaches secondary level Art II and 4-6th grade art classes at a school for kids with learning disabilities.

Mary spent four years in the Northeast for her undergraduate work at Mount Holyoke College. She has traveled through parts of Europe, Japan, and Mexico.

Prior to attending UT, **Marjorie Carter** lived in Houston, Texas, and New Orleans, Louisiana. She is a museum education intern at the Austin Museum of Art where she is involved in Second Saturdays for families and The Family Lab. Having already traveled to Brazil and all over Europe, Marjorie hopes to visit Mexico and the Dominican Republic in the future. She loves dogs, especially her black lab-Akita mix named Katie.

Kendra Curry started her master's work in UT's art education program last fall, as the epic era of her early twenties came to a close. Art education suited Kendra's interests as an artist and teacher. Texas suited her love for warm weather and Southern disposition. Kendra came to Texas for the first time as an intern at the Chinati Foundation in Marfa,

Texas. At that time it became clear that art education was the closest thing to a fulfilling career she could imagine.

Kendra initially got involved in art education and community work while studying sculpture at the Maryland Institute College of Art (MICA) in Baltimore, Maryland. A small group of students initiated educational partnerships between the college and community organizations in the Baltimore area. Following MICA and Marfa, Kendra taught for a year and a half in Latin America. First, she was affiliated with a group in Oaxaca, Mexico, called Laboratorio de Investigación de Educación Artística (Laboratory of Investigations in Art Education). There Kendra joined Mexican art educators in facilitating community art projects across the city. Later, in rural Honduras, she taught youth about the environment by using art as a vehicle for environmental change.



Kendra Curry's *Looking at the Sky from Above* exhibited at Indiana University in March 2006.

Kendra is also a practicing artist. In the past year she has shown her work in London and Austin and in a solo show at Indiana University in Bloomington. Kendra's academic interests lie in the community-based art museum, technology, and contemporary art. She spent last summer working as an intern in the education department of the Museum of Modern Art in New York. Kendra was an assistant coordinator for "In the Making," MoMA's summer program for teens. For this program, the museum's collection and outside cultural resources were catalysts for activities that addressed formal and social issues raised by new art.

Kristin Fields is from Houston, Texas, and enjoys visiting San Miguel de Allende, Mexico. She spends her time outside of UT going to see live music. Some of Kristin's local favorites include Lil' Cap'n Travis, Beaver Nelson, and Guy Forsyth. Her better half, Joseph, is an aspiring musician. Together Kristin and Joseph care for their two cats, Lil' Bit, who is not so little, weighing in at 17 pounds, and Frances, a petite 7-pound beauty.

Currently Kristin is a Gallery Teacher at the Blanton Museum of Art. She attended the American Association of Museums conference last April in Boston and plans to travel to New York City for the NAEA conference in the spring of 2007.

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Elizabeth Geier is beginning her coursework in art education with a focus on schools and classroom environments. Additionally, she is seeking certification through the Visual Art Studies program. Prior to UT, Elizabeth earned her bachelor's degree in art history from Davidson College in North Carolina and studied figure painting for a year at the New York Studio School of Painting, Drawing and Sculpture.

While she is originally from Martinsville, Virginia, Elizabeth recently moved with her husband Scott and her dog Tuffy (a pug) from New York City, her home of five years.



Marjorie Carter carves her jack-o-lantern at a graduate student Halloween celebration hosted by Elizabeth Geier.

Kyewon Han is from South Korea. She has a husband who is in the molecular biology doctoral program at UT and a lovely three-year old daughter. Kyewon's graduate studies are focused on museum education. Last summer, she had a wonderful time as an intern at the Austin Children's Museum.

Georgia Holliday is from Charlotte, North Carolina. She has experience as a museum docent and has taught art for many years at the elementary level. Georgia is interested in art education in public schools, and in her thesis research she is investigating thematic-based art curricula. During her undergraduate years, Georgia went abroad to study art in France and Italy. She will continue her travels this winter in Turkey and Greece. Last fall Georgia exhibited her artwork in the "Artists and Future Art Teachers" show at the Creative Research Lab. This year, Georgia is presenting her research at the Curriculum and Pedagogy conference in Balcones Springs, Texas, the TAEA conference in Fort Worth, Texas, and at the NAEA conference in New York City.

Amelia ("Amy") Kraehe is a second-year student in the art education program. Currently she is conducting research for her thesis on multicultural competencies in the new Texas examination for art teacher certification. With a focus on art education in schools, Amy's academic interests extend into multicultural art education, teacher education and evaluation, critical theory, material culture and built-environment education, and aesthetic pluralism. She serves as the art education program's Representative to the Graduate Student Assembly and as Editor of the Visual Art Studies and Art Education Newsletter. Amy has taught in public schools and community art centers. Presently she holds the position of Gallery Teacher at the Blanton Museum. This year she presented her research at the Curriculum and Pedagogy conference in Balcones Springs, Texas, and the TAEA conference in Fort Worth, Texas. Amy will discuss her work in the spring at the NAEA conference in New York City.

Elizabeth Lee was born and raised in Texas. She currently works at an alternative charter high school. In addition, Elizabeth assists with the University Collections Project by working to create a catalog that represents every special collection at UT—about 40 individual collections! Elizabeth volunteers at Women and Their Work art gallery when time allows. Her research interests lie in museum and community collaboration and alternative methods for learning art.

Adria Cowell McCuaig hails from New Jersey and has lived in the San Francisco Bay area for the last 14 years. Adria relocated to Austin with her cat, Pierre Jose. She has been an educator for over ten years during which time she has taught art in many forms, including "Clay for Kids," "Manga" drawing classes, calligraphy and arts and craft. Adria has many interests outside of art education. She is a birdwatcher and an Irish dancer (which is not to be confused with Riverdance). Adria has a B.A. in history from the University of Vermont.

Elizabeth Montemayor (formerly Elizabeth Winters) grew up in Wisconsin and has been teaching art in Texas for the past three years. She has taught all ages K-12 and has taught art for five years in public schools. In addition, she has been involved in many community-based art programs.

Over the summer Elizabeth worked as an art instructor for KidzArt, a community-based art program. She currently teaches art full-time at Fulmore Middle School to grades 6-8. She took two graduate courses at UT this fall, and sponsored an art club after school once a week. In October

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Elizabeth took her students on a field trip to the art gallery Women and Their Work for Joey Fauerso's exhibition "Wide Open Wide." Furthermore, Elizabeth worked with Mexic-Arte museum on a workshop with guest artist David Linares from Mexico. The workshop involved a papier-mâché project for the Day of the Dead celebration. Fifteen of her students participated in the workshop and in the parade.

Elizabeth continues to produce her own artwork. In November her pen and ink artwork was on display for the Austin Independent School District Art Teachers exhibition at a local coffee shop/art gallery. She is a member of TAEA and attended the fall TAEA conference in Fort Worth.

Elizabeth and Eric Montemayor married in July and held a wedding reception at the Arthouse at the Jones Center, a local art gallery that Elizabeth reports "was great for mingling and dancing." Eric is currently pursuing his Ph.D. in biochemistry at UT. They have two dogs that each of them had adopted from animal shelters before they met. One is a redbone hound dog that loves to tree squirrels, and the other is mostly black lab and is obsessed with retrieving tennis balls. Elizabeth and Eric are looking forward to traveling to Germany over the winter break and possibly spending New Year's Eve in Poland.

Originally from Philadelphia, Pennsylvania, **John Sigmund** spent a year after college in an elementary school in North Philly as an Americorps volunteer. He went on to teach two more years as an apprentice teacher in two different schools in Philadelphia. John has done quite a bit of traveling outside the U.S. He spent a semester abroad in Madrid, Spain, and traveled throughout Western Europe. In addition, he has been to Mexico, Ireland, Canada and parts of Eastern Europe. John's research interests are focused on secondary art education, and last year he attended the NAEA conference in Chicago.

Katie Solli is a second-year graduate student in art education. When she's not hunched over her laptop writing papers or scrambling down Duval on her bike to get to classes on time, she enjoys watching kids smile because of art. Upon graduating from New College of Florida with a degree in art history, she spent a year teaching in Munich, Germany, on a Fulbright fellowship. Katie loves to collect pieces of cultural garb as she runs about from city to city. She is especially proud of her dirndl and cowgirl boots.

Kallie Thornberry is continuing to work on her thesis research in which she investigates the meaning of the term *humanities* in American education from the

1940's to 2000. Kallie has begun the Professional Development Sequence for art teacher certification. Recently having done observations at Zavala Elementary School, she is looking forward to student teaching in the spring. Kallie's artwork was exhibited in the Visual Art Studies show at the New Gallery this fall.

Sarah Travis is from New Orleans, Louisiana and has a three-year old son. Sarah formerly taught art for Talented in Visual Arts students in the New Orleans Public Schools. During the fall she was a long-term substitute teacher at UT Elementary School.

Rachel Kuniansky Varon was born and raised in Atlanta, Georgia. She attended the University of Texas for her undergraduate degrees in art history and business honors. After college, Rachel moved to Chicago where she worked for an Asian art gallery called the Walsh Gallery in Chicago's West Loop. She also attended art classes at the Art Institute of Chicago. After two years in Chicago, the cold weather got the best of her, and she applied to the graduate program in art education at UT. Just before starting the program, Rachel married Alberto Varon and they moved to Austin with their dog, Luna.

Rachel is in her third year in the program with a focus on museum education. She serves as the Education Department Graduate Intern at the Blanton Museum of Art. Her academic interests include adolescents and university student audiences using technology in the museum. Rachel is well on her way to completing her thesis titled *Giving Emerging Adults a Voice: Podcasting in the Museum*.



Katie Solli wields her glue gun at the Cooper-Hewitt National Design Museum in New York City.

Guiniviere Webb has lived in Austin for seven years. She is currently working at the Austin Museum of Art as the FamilyLab Manager and is learning to do

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Current Students

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museum program evaluations through the Greenlights organization. Guiniviere's graduate thesis research is an historical study of Jane Addams and the art programs offered by the Chicago Hull House. She continues to work on short video projects through the Transmedia Department at UT. This summer, during the exhibition "Over + Over: A Passion for Process" at the Austin Museum of Art, Guiniviere exhibited a short video piece concerning the installation process of the artist Lisa Hoke. She also spent two weeks in lovely British Columbia.

This fall was busy for Guiniviere as she was selling her house located in North Central Austin and buying a new one further south! Hooray South Austin!

Katherine Winternitz is from Baltimore, Maryland, and teaches art to K-2 students in Pflugerville. Her research interests lie in material culture studies.

Amanda Zamora has spent most of her life moving around. She has made a home in the United States, Indonesia, Egypt, Ecuador, and Venezuela and has traveled to dozens of countries. Amanda graduated from an international school in Caracas, Venezuela. Then, on the advise of her parents who are both UT alumni (go Horns!), she moved to Austin to work on a B.F.A. in Studio Art. She has been in Austin ever since.

After Amanda completed her undergraduate work in 2003, she began teaching art at Eagle Academy of Austin, a local charter school. This is her fourth year at the school, where she has worked hard to develop the art program. Amanda is also the school's academic counselor and runs the early college start program. In addition, she remains involved in other local art education programs. Amanda has been a teacher with the City of Austin's "Totally Cool/Totally Art" teen program. She interned at the Austin Museum of Art in downtown Austin and the Austin Museum of Art school at Laguna Gloria. During the summer of 2006, Amanda published a family activity brochure for the City of Austin's Art in Public Places program for use with their City Hall exhibition.

Now that Amanda is back at UT, she is focusing on community-based art education. She is interested in becoming a mediator between artists, students and the community. Because Amanda would like to work for an arts-based non-profit, she is participating in UT's graduate RGK Portfolio Program in Nonprofit Studies. The Portfolio Program complements the graduate work in UT's regular degree programs,

allowing Amanda to learn more about non-profits and philanthropy.

As a final note, Amanda has many loved ones here in Austin, including her boyfriend Justin, her cat Clyde and her dog Luci. ■

Graduate Alumni

Deborah Lieneck Callahan '83 has been teaching art at Longmeadow High School (LHS) in Massachusetts since 1989. She teaches several classes, including an introductory level freshman design class, an introduction to black and white photography, and printmaking. As the departmental chair, Deb supervises three other full-time teachers and manages department spending, scheduling, events, public relations and staffing. The LHS Art Department has garnered several National Gold Portfolio \$10,000 winners in the Scholastic Art Awards Competitions in recent years. The department has a new computer lab and has maintained steady support from district administration and the community, despite difficult economic times in Massachusetts public education. Deb's art career has taken twists and turns, with coursework often dictated by departmental needs. And, of course, she is busy raising two children with her husband!

Mary Feldhusen '06 is now the Education Manager at the Rienzi, the European Decorative Arts Center for the Museum of Fine Art, Houston.



Alumna Caitlin Maher's untitled photograph from the 2005 CRL exhibition "Artists and Future Art Teachers."

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Graduate Alumni

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After having worked at the Harry Ransom Center for some time, **April Garner '06** started a new position this fall at the Texas Historical Commission. There April is working with the Texas Heritage Tourism Program in the Community Heritage Development Division.

Yujin Lee '05 is working on her Ph.D. in art education at the University of Illinois at Urbana-Champaign, a five-year program. As a teaching assistant, Yujin teaches two undergraduate courses. Yujin has made several close friends at the University of Illinois and has found the professors to be very kind. She notes that her graduate work at UT was blessed with abundant technological and library resources that she now misses.

Sadly, Yujin's house burned down, and she has spent the fall displaced from her home. She looks forward to the structure being rebuilt by winter.

Caitlin Maher '06 is in her first year as an art teacher at an elementary school in Eanes ISD in Texas. She completed her M.A. and student teaching with the Visual Art Studies program last spring.

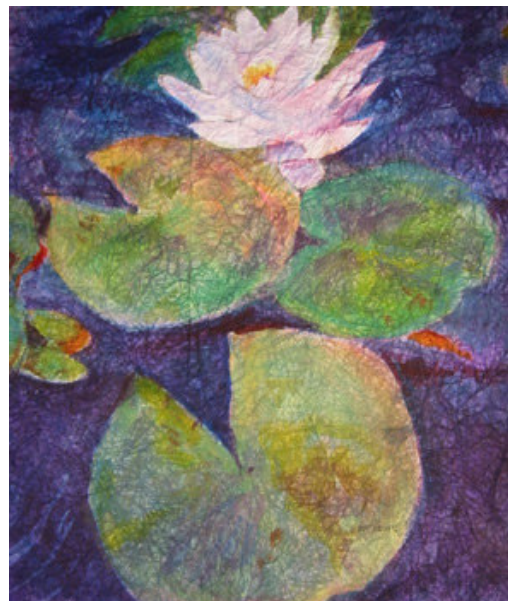
Laura Matzer '99 joined Microsoft in 2003 and is currently the Art Collection Curator and Program Manager for the Microsoft Art Collection. Laura directs all aspects of art collection management at Microsoft's main and subsidiary campuses that include over 90 buildings in North America and Japan, and she oversees extensive outreach and interpretative activities in conjunction with the art collection. Laura's work has been quite a change from her experiences working at various art museums across Texas. Regarding her job at Microsoft she states, "The work has never been dull; I often liken what I do to either surviving in the Wild West or trying to herd cats: managing—and juggling—the complexities, organizational challenges, and physical problems of a growing international, contemporary art collection serving over 60,000 employees on view in dozens of locations across North America and Japan." Coming from the non-profit world, Laura was initially mystified by the speed, intricacies, and oftentimes contradictory situations that arose in the day-to-day operations of a corporation. Nevertheless, when she joined Microsoft in 2003 Laura knew it was a great opportunity to share an impressive collection with a sophisticated audience in a stimulating environment.

Before her foray into the world of corporate art, Laura toiled and sometimes triumphed as an art museum educator at the Amon Carter Museum in

Fort Worth, Texas; the El Paso Museum of Art in El Paso, Texas; the Blanton Museum of Art in Austin, Texas; and the Blaffer Gallery, The Art Museum at the University of Houston, Houston, Texas. Recently Laura was invited to join International Association of Professional Art Advisors and ARTTABLE, an invitation-only members group of women in leadership roles in the arts.

Laura will celebrate ten(!) years of marriage to Tom Pfau this June. No kids and no pets yet...but stay tuned. They just bought their first house six months ago in the beautiful Northwest. Eventually Laura hopes to return to sunnier climes, perhaps somewhere in the Southwest, once she and Tom are both ready to move on from their jobs. Laura is having too much fun with my position right now. Tom teaches English/Creative Writing at Bellevue Community College and at the Richard Hugo House. Laura travels a lot with her current job. If you are interested in getting in touch, let her know. She may be in your town soon! Laura's current email is lauramat@microsoft.com or laurantom@cablespeed.com.

This fall **Eileen Pestorius '92** took a semester off from teaching art history at Austin Community College in order to travel to India for three weeks. She continues to teach adult education watercolor classes for Eanes Community Education. Last May Eileen organized a painting group in Italy and drove the participants through Tuscany only a week after her emergency appendectomy. Next May and June Eileen will teach watercolor in Provence, and she invites inquiries from anyone interested in the trip (eileenthepainter@aol.com). ■



Artwork by alumna Eileen Pestorius.

Undergraduate Alumni

Lauren Hawn '06 helped open the brand new Fisher Elementary School in Northside ISD in San Antonio, Texas. She has been amazed by Northside ISD's strong support of the arts. Lauren's art classroom is the largest in the school, and she enjoys the direct access to the courtyard from her classroom, making it possible for her to conduct painting lessons outdoors. Lauren served on the school's dedication committee as Decorations Chair and as a co-chair for the namesake gift. The dedication was a lot of work for which Lauren received outstanding reviews from officials. In November, she participated in the Los Leones Art Festival.

Sharon Huang '06 moved from Taiwan to Plano, Texas, with her family in 1996, and she relocated to Austin in 2000 to attend UT. While doing her undergraduate studies, Sharon gained experience working with children while employed at Austin Children's Museum and The Children's Courtyard. She found these interactions with children to be enjoyable and rewarding.

After completing her bachelor's degree in May, Sharon began her first year as an art teacher at Cottonwood Creek Elementary, a brand new school located in Hutto, Texas. She feels fortunate to be working with a supportive team of teachers and a helpful community of parents. Her first semester of teaching "was a blast!" Sharon said, "I had such a great time with the students that I could not ask for anything better. GO HUTTO HIPPOS!!"

Sharon is engaged to Haydn Nelson, and they plan to marry in the fall of 2007. ■

He is currently working on a paper involving the speculative nature of historical investigation, with examples drawn from art education. He is also examining the role of material culture within art education, focusing on the study of everyday objects as an integral component of a comprehensive art education.

Bolin recently published an article in *Studies in Art Education* entitled "Drawing on the Past for Insight and Direction: Ten Considerations in Legislative and Policy Arts Library at UT. At the TAEA conference in Fort Worth, Bolin coordinated a panel in which he, along with Dr. J. Ulbricht, presented on "Current Trends in the Development of Art Education Graduate Study." In other presentations Bolin talked about "Publishing in Art Education," and with Dr. Melinda Mayer he discussed "Memory, Identity, and the Art Educator." Bolin also worked with Austin-area educators in a teacher workshop he helped to organize and conduct at the Blanton Museum of Art. The title of this presentation was "Objects, Stories, and Meanings."

In 2005 **Dr. Rebecca Brooks** published a textbook with Pearson Scott Foresman for grades 7 and 8 entitled *ART*. As a follow-up to last semester's Texas adoption of that textbook, other states have now adopted the text, including Florida, California, Oklahoma, and New Mexico. In August Brooks



attended the International Conference on the Arts in Society at the University of Edinburgh in Edinburgh, Scotland, where she presented a paper entitled "Freud's Three Wounding Blows: Societal Reflection in Visual Art."

Dr. Melinda M. Mayer joined the faculty in Art Education and Visual Art Studies this fall to teach art museum education. In the past year she was appointed to the editorial board of *Art Education* as the Instructional Resources Coordinator. The Instructional Resources section is a center pullout of



the journal that features curriculum materials focused on objects from one of the nation's art museums. Mayer has had two pieces published in professional journals recently. Newly appearing in the fall 2006 issue of *The Journal of Aesthetic Education* is "When Little Girls Become Junior Connoisseurs: A Cautionary Tale of Art Museum Education in the Hyperreal." For the winter 2005 issue of *Studies in Art Education*, Mayer reviewed the books *But Is It*

Faculty



Currently **Dr. Christopher Adejumo** has a new book chapter in press. In addition, UT's College of Fine Art recently nominated him for the university-wide *Joe and Bettie Branson Ward Excellence Award for Research, Teaching, or Demonstration Activities that Contribute to Changes of Positive Value to Society*.

Dr. Paul Bolin continues to research and write on issues related to history within the field of art education.

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Faculty *continued from page 12*

Art? by Cynthia Freeland and *A Critical Introduction to the New Art Histories* by Neil Harris.

In March Mayer and Rina Kundu of the University of North Texas presented a research paper entitled "The Museum Educator as Provocateur" at the annual convention of the NAEA. For this fall's annual meeting of the TAEA Mayer gave two presentations. With UT's Dr. Paul Bolin and Dr. Stephen Carpenter of Texas A & M University, she talked on "Memory, Identity, and the Art Educator." Her second presentation was titled "When Networking Becomes Mentoring."

This past spring Mayer served as the summative grant evaluator for *Albany Arts*, a comprehensive program developed collaboratively by the Old Jail Art Center and the Albany Independent School District in Albany, Texas. The Marcus Foundation and the Institute for Museum and Library Services supported the project. In September of this year Mayer attended the *Storymining* seminar, a three-day workshop for The Edward and Betty Marcus Digital Education Project for Texas Art Museums.

Dr. J. Ulbricht's current research interests include the use of autobiography, autoethnography, personal narrative, and arts-based research to describe one's learning in and through material and visual culture. This research calls for the need to examine self in relation to the social context.



Through constructing and interrogating our personal histories, we can distance ourselves and bring into greater awareness the values that inform our life choices. Ulbricht's exploratory work in this area resulted in a paper titled "South Chicago Visual Culture Reflections" which he presented at a meeting of the 2006 NAEA conference in Chicago. Additional work in this area is in progress.

Ulbricht's biographical interests are an extension of a related slide lecture presentation in 2004 at the Penn State University's Visual Culture of Childhood: Child Art after Modernism Conference and his 2005 article in *Art Education* entitled "J. C. Holz Revisited: From Modernism to Visual Culture." Other recent research includes Ulbricht's chapter, "Toward Transdisciplinary Programming in Higher Education," in Mary Stokrocki's 2005 anthology, and his 2005 *Art Education* article, "What is Community-Based Art Education?"

Fred Woody's expertise is in learning theory and curriculum development, primarily for secondary art classes. He has been serving on development



committees for the Texas Education Agency's art exit exams and for the UT College of Education's teacher/mentor programs. Woody is currently engaged in data assessment research regarding the Texas art educator exit exams and the

Texas Teacher Retirement system projections for the coming five years.

Woody continues to serve as a member of the Training Cadre for the Center for Educator Development for Fine Arts (CEDFA) for the Texas Education Agency. He also is a reader (evaluator) for the College Board's Advanced Placement (AP) Studio Portfolios. Each summer Woody hosts and facilitates the College of Fine Arts's AP Fine Arts Summer Institute (APSI). The APSI consists not only week-long training sessions for high school art teachers, but also includes AP Art History and AP Music Theory.

Trained as a printmaker and photographer, Woody now focuses his artwork on "drawings." Whether working in pastels, charcoal, pen and ink, or paint, the content of his art ranges from formalist compositions to the sometimes ornate and decorative, and sometimes approaching minimalism. One ongoing theme is the "Fred Show," 30 years of self-portraits. Woody continues to exhibit in annual faculty exhibitions at UT's Creative Research Laboratory. ■



Visual Art Studies + Art Education NEWSLETTER

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This newsletter is a publication dedicated to keeping UT's community of art educators connected. The mission of the Newsletter is to communicate the interests and accomplishments of current students, alumni, and faculty. To have information included in the newsletter, please send an email to the editor, Amy Kraehe, at akraehe@gmail.com.

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