



Scope

Fall 2008

Texas Art Education Association Annual Conference

Art Educators head to San Antonio for annual gathering

by Raine Pipkin

The Texas Art Education Association (TAEA) conference was held in San Antonio on November 6-9. This year's TAEA conference attracted about 1800 art educators from across the state. Through generous funding from the department, fifteen University of Texas Art Education graduate students traveled to San Antonio. For those able to attend, the conference was an excellent opportunity to learn more about new areas of research in Art Education as well as to meet scholars within the discipline.

Many students from the Art Education program made presentations at the conference. According to one presenter, Sheila Fox, "Joining my colleagues in these presentations brought lessons that can only come through experience. Learning to comfortably communicate about my research, my work and beliefs with others in a formal setting will be necessary for my future growth and success. Participation in this conference provided invaluable experience in this regard." The conference is an ideal venue for those who are making their first professional presentation. Kelly Hayes reported, "I was honored to have the chance to speak about arts-based research and the experience will offer me confidence to undertake more presentations and conferences in the future."

Since the majority of the attendees are K-12 art teachers, the TAEA conference is often an important reminder to graduate students about the broader needs and interests of school art educators. Many sessions focused on lesson plans and specific classroom ideas. For those of us immersed in theory, it is valuable to remember the day-to-day needs of teachers.

For many students, the conference was a time of rejuvenation and encouragement. Lisa DeLosso said, "I was not expecting to come out of TAEA with such a great sense of motivation." The opportunity to interact with and learn from other Texas art educators is both inspiring and empowering. Kaela Hoskings explains, "I left San Antonio with a new energy towards my research and a world of possibilities. It was also a wonderful opportunity to share ideas with other educators, and that alone is invaluable." Alex Freeman agrees, "The most exciting and important part of my trip was the interaction I had with other Texas art educators."

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Internships

Internships are an integral aspect of the Art Education program at UT. Each student is required to work at an organization that aligns with his or her academic interests for one semester. These experiences are opportunities to apply theory from classes, engage and network in the art education arena and build practical skills.

For many, the opportunity to teach or work in art education roles while in the graduate program is a testing-ground for ideas. For example, Kaela Hoskings notes that, "In class, the concept of a 'meaningful experience' for [museum] visitors is a constant topic of discussion. I feel that it has become a personal challenge to bring those experiences to the participants of my events and activities."

While there is a great deal of latitude with respect to potential sites for internships, the art education faculty requires formal proposals, statements of internship goals and duties and documentation of the internship experience. These requirements provide opportunities for dialogue between the Art Education Faculty Internship Supervisor as well as opportunities for reflection and professional development for the students.

Internships are an extremely valuable part of our program and help students crystallize their interests and enhance their practice.

Please turn to page 2 for a list of some recent internships.

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Located in the San Antonio Convention Center, many students enjoyed the conference's proximity to the River Walk. The excellent weather made it delightful to leave a session and stroll down to the River Walk to reflect on the presentations and share a sandwich or a coffee with other students or new friends. Concludes Lindsey Smith, "Conferences facilitate sharing, exchange, and formation of personal goals which guide my pursuits in the field."



Graduate students strike a pose at the TAEA conference.

UT Faculty and Student Presentations:

Current Trends in Community-Based Art Education (Dr. Christopher Adejumo, Sheila Fox, Alex Freeman)

Current Trends in Texas Art Education Graduate Study (Dr. Paul Bolin & Dr. J. Ulbricht)

Engaging Narrative: Stories and their Value in Art Education (Dr. Paul Bolin & Dr. Melinda Mayer)

Freud's Three Wounding Blows (Dr. Rebecca Brooks)

Graduate Research Panel (Mary Cantu & Sheila Fox)

Jumpstarting Your Lessons Using Cross-Curricular Centers! (Kaela Hoskings)

Learning from Arts-Based Research for Teachers and Students (Kelly Hayes & Dr. J. Ulbricht)

Pachyderm and the Graduate Student Museum Education Seminar (Dr. Melinda Mayer, Raine Pipkin, Lindsey Smith)

Teen Art Programs that Inspire and Empower (Brianna Hinchey with Elizabeth Montemayor, MA 08)

Who Are We and Where Might We Be Going? Foundations and Futures in Art Education (Dr. Paul Bolin)

Recent Internships:

Milady Casco, Creative Research Laboratory, Teaching Assistant

Responsibilities and activities: administrative and program activities including exhibition install/deinstall assistance, event planning and PR writing.

Lisa DeLosso, Austin Museum of Art, Education Intern

Responsibilities and activities: completing teacher packets for upcoming exhibitions, participation in/work on AMOA's Family Lab, tour evaluations, and exhibition meetings.

Alex Freeman, Mexic-Arte Museum, Teaching/Research Assistant

Responsibilities and activities: exhibition planning, grant writing, research

Kaela Hoskings, Blanton Museum of Art, Public Programs Intern

Responsibilities and activities: conceptualizing, planning, and implementing all of the public programs at the museum

Sheena Scharff, Blanton Museum of Art, Gallery Teacher

Responsibilities and activities: teaching in multiple visit school program

Lindsey Smith, Blanton Museum of Art, Family Programs Intern

Responsibilities and activities: conceptualizing, developing, and implementing Family Programs including Family Days and a Family Guide

Megan Wilky, Women and Their Work, Learning Through Art Visiting Artist

Responsibilities and activities: writing lesson plans for elementary classes that integrated arts and the students' pre-determined core curriculum, and teaching these lessons

Current Graduate Student Updates

Julie Adamson is in her second year of graduate study. She had a busy summer working as an intern at the Austin Museum of Art - Laguna Gloria Art School. She also enjoyed a trip to Mt. Rushmore and the Black Hills in July. Julie is in the early stages of researching her thesis on the Chautauqua traveling education programs from the early 1900s and how they incorporated art in their programs. In her spare time, Julie enjoys watching movies and spending time with friends around Austin.

Nick Brooks is originally from Dallas, TX. He is in the first year of graduate study in art education (museum education track). He graduated from the University of Utah in 2005 with a BA in Art History and an emphasis in 20th century art. His interests include gender studies (feminism, masculinities, and queer theory) and race issues. Also, he enjoys reading, traveling, and has a newly formed addiction to Café Medici's Lattes.



Lisa DeLosso, Raine Pipkin, and Kaela Hoskings work on a project during a TAEA session.

As a second year graduate student, **Milady Casco** is immersed in the thesis writing process after spending six weeks in El Salvador, Central America last summer as part of her thesis research. Milady's thesis will focus on issues regarding cultural identity and art education based on her experiences conducting participant observations at MARTE (Museum of Art of El Salvador) and the museum's education programming. She is eager to share her findings and analysis with her peers, hoping her thesis will contribute to a burgeoning discourse regarding art education in the international community. Milady is currently working at the Creative Research Laboratory as teaching assistant

to director Jade Walker, assisting with exhibitions and arts programs planning and implementation. In her spare time, Milady enjoys going to the movies, jogging, perusing the aisles of Waterloo Records, and spending time with friends.

Yunkyung Cho is a first year student. She is from Seoul, South Korea. Her undergraduate major was Asian style painting and she studied modern Asian art history and art theory in graduate school at the Seoul National University. She is interested in what's going on in different American art education sites such as museums and schools. She wants to do comparative research on Korean and American Art education. She lives with her two daughters and her husband who is UT doctoral student in American Studies.

Lisa DeLosso is currently in her second year at UT, where she is in the early stages of her thesis proposal. Her summer was busy; Lisa worked with four to ten year old campers at the Austin Children's Museum, went to Long Beach, California for a national rowing regatta, and hiked outside Austin at Reimer's Ranch Park. Recently, Lisa went to the TAEA conference in San Antonio and saw the Alamo for the first time ever! She also witnessed many notable presentations from UT faculty and graduate students. This summer, Lisa will bike from Austin, Texas to Anchorage, Alaska as part of the Texas 4000 team to fight cancer. She hopes to return energized to finish her thesis in Fall 2009.

Kristin Fields began working full time as the Public Programs Coordinator for the Blanton Museum of Art in July 2008. She is responsible for conceiving and implementing public program offerings for adult audiences at the Blanton such as lectures, courses, symposia, performances, and social gatherings. She also manages branded programs such as B scene, Third Thursdays, Artistic License, Art Fix, and the Blanton Book Club, ensuring that these programs support and deliver extraordinary experiences connecting museum visitors to art and ideas. In April, she plans to attend the AAM Conference in Philadelphia. Kristin got married in September!

Sheila Fox plans to graduate this semester (fall). Her thesis is titled "Strategies for Assessing the Benefits of Arts in Corrections." She has been working as a teaching artist for the Theatre Arts Project ("TAP"), a local non-profit agency. TAP has a contract with the YMCA in Pflugerville and assists in providing after school activities/care. She teaches a mural class at Kelly Lane Middle School on Mondays and Wednesdays. She also teaches a joint mural class for
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Current Graduate Student Updates

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Park Crest Middle School and Pflugerville Middle School on Tuesdays and Thursdays. She presented at this year's TAEA conference in San Antonio. She was part of a group of graduate students from universities throughout the state who discussed their research projects. She also hosted a panel including Dr. Adejumo and Alex Freeman that presented current trends in community-based art education and various programs that they coordinate. Additionally, Sheila facilitated a life drawing session at the opening of the Blanton's new building. Her daughter Shaunn is a junior at Texas State and turned 21 in October.

Alex Freeman has a BFA in Painting from The University of Florida, and is a second year MA student in Art Education in the community-based option. He is currently a Teaching/Research Assistant at the Mexic-Arte Museum where he is working with the Development and Executive Directors on exhibition research and grant writing. His thesis research is a historical investigation of the author Charles Caffin and his alternative model of picture study. Since starting at UT, he has interned at the Blanton Museum of Art, Arthouse at the Jones Center, Creative Research Lab, and Artpace San Antonio. He has as a comprehensive understanding of cultural arts non-profits from internship opportunities and coursework at the LBJ School of Public Affairs. On the domestic side, Alex, his wife Kelly, and their little black dog Squiggy enjoy chillaxing in their south Austin neighborhood.

Kelly Hayes is in her second year of the graduate program, and is currently in the process of writing her thesis. Her thesis is about the Committee of Ten on Elementary Art Education, which met in 1898. She will be examining the various members and their beliefs on art education. Along with taking the thesis course, she is also in the process of completing the VAS certification program. School has kept her very busy, but she finds time to relax with friends, go to yoga, or investigate new aspects of Austin. This last summer she spent 6 weeks in Barcelona, Spain through an art program offered by Syracuse University. It was an incredible experience and hopefully she will find a reason to go back soon. Spring semester will be a busy time as she will continue to wrap up her thesis, as well as, fulfill a TA position for Dr. Bolin.

Lauren Glover is a second year art education student from Houston, TX. This past summer she

worked at the Austin Children's Museum and enrolled in summer classes at UT. Currently she is president of CANVAS (The Capital Area Network for Visual Art Studies), is a student docent at the Blanton Museum of Art, and is an intern with the Texas Biennial. Lauren plans to take additional classes exploring both museum and community-based art education. She likes contemporary art and values community involvement. She is married to Jarred who is a chef and drummer. Her thesis research explores art education in the Girl Scouts of America.



Lindsey Smith, Raine Pipkin, Lauren Glover, and Lisa DeLosso visited the Alamo while in San Antonio.

Emily Guerra is a first-year graduate student from Laredo, Texas. Her focus is on museum-based art education. She graduated in May 2008 from Texas A&M University with a BA in International Studies: Arts & Culture. She worked at one of the university art galleries as the Museum Education Assistant, and was also very involved with a visual arts student committee. The committee ran its own gallery space, which provided her with experience in gallery management and operations. Aside from her interest in museum education programs, she also thoroughly enjoys graphic and exhibition design. When she can find the time she enjoys painting, photography, making mosaics and decorating her apartment. So far, she loves the city of Austin and all it has to offer, but as a diehard Aggie she is still having trouble getting used to seeing so much burnt orange, and so little maroon!

Jung Hyun Mok majored in Occidental Painting at Ewha Womans University in South Korea where she earned an MFA degree. She studied oil painting, drawing, modeling, printing, oriental painting, video art. She would like to be an art teacher at an elementary school or middle school. She likes to go on nature walks and is learning to fish. She looks forward to meeting everyone.

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Current Graduate Student Updates

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Raine Pipkin is currently in her fifth semester in the museum track of the program. She is Dr. Melinda Mayer's TA and is working with Digital Media Services (through DIIA) on an online tutorial for Pachyderm, a platform for interactive, web-based presentation. This semester, Raine is conducting her thesis research on conversation-based tours for adults in art museums. In November, she presented at TAEA in San Antonio on "Pachyderm and the Graduate Museum Education Seminar." Outside of school, Raine enjoys reading, napping and cooking. She also enjoys spending time in Zilker Park or on the green belt with her husband Matthew, and their energetic Boykin spaniel, Lucy.

Sheena Scharff is a first year student in the Art Education program. She is originally from San Antonio, but has lived in and around Dallas for the last 5 years. She graduated from Austin College where she studied studio art and art history (specifically painting and the art of the Italian Renaissance) and enjoyed studying abroad in Florence, Italy. After graduation, she worked at the Dallas Museum of Art with community outreach programs. She is looking forward to learning more about museum and community art education and is very interested in "play" in the museum and multi-sensory experiences. In her free time she loves playing tennis, vegetarian/vegan cooking, traveling and getting to know Austin and all the new people!

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Brushstrokes on CANVAS

by Lauren Glover

The Capital Area Network for Visual Art Studies (CANVAS) had a very busy fall semester, participating in activities such as the Art in Public Places sculpture wash, Mexic-Arte's Dia de los Muertos, the Art from the Streets art show, Longhorn Halloween, and Orange Santa. Second-year graduate student Brianna Hinchey started a recycling program in the ART building's third floor.

One of the highlights this semester was a trip CANVAS members took to Marfa, Texas. This tiny West Texas town is home to the Chinati Foundation, an arts organization preserving the works of Donald Judd, Dan Flavin, and John Chamberlain, among others. Each year the Chinati Foundation hosts an "open house" free of charge. CANVAS members got the chance to visit the Chinati Foundation, the Judd Foundation, and the many art galleries located in downtown Marfa. CANVAS members also camped nearby at El Cosmico, where they enjoyed musical performances by Alejandro Escovedo and Amy Cook.

Several CANVAS members attended the TAEA conference in San Antonio this year. CANVAS made and donated a "wig head," that was part of TAEA's silent auction. Members purchased a styrofoam wig head at a beauty supply store and covered it in a colorful cloth mosaic made from different patterned materials. It was further embellished with pearl tipped sewing pins, embroidery thread, and an assortment of vintage beads. Funds raised from this silent auction go towards the TAEA student scholarship fund.



The semester wrapped up with a holiday party held at Austin's Pizza. CANVAS members enjoyed pizza and then later bowled at UT's Underground. At the conclusion of this semester, the president, Lauren Glover, will hand over the reins to vice president Laurel Goetz. For more information about CANVAS, or to join, please contact Laurel Goetz at laurelgoetz@hotmail.com or advisor Fred Woody at woodyf@mail.utexas.edu.

CANVAS members pause for a picture while visiting Marfa, Texas.

Art Education Advisory

Arts-Based Research at the Khabele School by Kelly Hayes

In the fall of 2007, I chose to use arts-based research to render the art learning activities at a local private school in downtown Austin, Texas. Through my study I learned about arts-based research and those who developed it, and as I embarked on my personal experience I learned important lessons about how my research can be presented. The project included an extensive look into how arts-based research is defined, the criteria for it, and the general perspectives of various scholars on this method of inquiry. I then observed the art students at the Khabele School. As I watched students work on a single art project for a month, I took notes, asked questions, and thought about how I could present the students' individual creative processes.

Through my investigation into arts-based research, I found that it is a methodology that gained momentum in the late twentieth century and captured the attention of writers, artists and researchers. According to Barone and Eisner (1997) arts-based research is defined by the presence of certain aesthetic qualities or design elements that infuse the inquiry and its writing. Graeme Sullivan (2005) specifies the significant complexity of this form and that concentration on the studio aspect is key. The researcher is to create a piece of art, whether it is literature, photography, painting, or film, to illustrate and possibly elaborate on the researcher's collaborations. The resulting work of art represents the researcher's understandings in a creative and fluid manner, and therefore, arts-based research is distinctly different from other forms of research because of its ability to effectively communicate the topic, or findings, while having the capacity to evoke empathy from the viewers.

Keeping these factors in mind, I became a participant observer at the Khabele School, where students were working on a project that consisted of a self-portrait, as well as the creation of a grid that required differing representational designs in each square. The only medium they could use were pencils of varying hardness. I had the chance to sit in on classes of both middle school and high school students, and each grade offered new perspectives on the process of creating a successful art assignment and interesting student compositions. I then had to decide how to incorporate the information I gathered into an artwork which fell within the criteria of arts-based research, as well as one that would embody the students' work and evoke a specific understanding from the viewers.

For my research rendering, I made posters of five of the students' works—each one being overlaid with quotes and comments the individual student made about their work. This set the stage for the watercolor pieces I then completed based on my observations of the students' working habits. My artworks showed how I witnessed the students' behaviors in class, and incorporated my

understanding of their personalities. The watercolor pieces, along with the posters of the students' completed projects, conveyed my point of view on their creative processes and their ability to produce a successful piece of art. I observed many students throughout my time in the art room, and the five students I highlighted in my research were people who represented typical behaviors, each being a complete individual and who offered their opinions openly to me.



Artwork created by Kelly Hayes as part of her research project.

I appreciated this arts-based inquiry for many reasons, the primary one being that I now see how this methodology is capable of broadening our concepts regarding my research. This not only takes place as the research is in progress, but as the art is created, and also when the art is observed by interested parties. As college classmates discussed the results of my research, they felt free to mention new possible explanations for the events and actions of the students that I observed. In this way, arts-based research expands the scope of new knowledge on art learning at the Khabele School.

Kelly Hayes is a second year graduate student.

References

- Barone, T., & Eisner, E. (1997). Arts-based educational research. In R. Jaeger (Ed.), *Contemporary methods for research in education* (2nd edition) (pp. 73-99). Washington, DC: American Educational Research Association.
- Sullivan, G. (2005). *Art practice as research: Inquiry in the visual arts*. Thousand Oaks, CA: Sage Publications.

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The *Art Education Advisory* section presents peer-reviewed articles on current topics in Art Education written by graduate students or faculty. To submit an article (no more than 700 words), please contact Lauren Glover at lhglover@mail.utexas.edu.

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Current Graduate Student Updates

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Abbey Schneider hails from Belle Mead, New Jersey and graduated from Northwestern University in Evanston, Illinois. While there, she studied Art History and Art Theory & Practice. At UT she plans to study museum education, explore the city, and Texas landscape. She is constantly on the hunt for the best taco, so if you would like to join the chase, let her know!



Marya Spont, Sheena Scharff, and Dr. Melinda Mayer having fun at the holiday party.

Marya Spont is originally from Bellingham – no, not Boston – Massachusetts, but lived in the Midwest for the last six years with a three-month stint abroad in South Africa. After graduating from the University of Chicago in June 2006 with a BA in Cinema and Media Studies, she taught costume design and movement for theater at a summer program on the South Side. Until her move to Austin in August, she worked as a college admission counselor at Illinois Institute of Technology, where she had the opportunity to work closely with Chicago Public Schools and architecture students, travel the US, and take a few (free!) classes. She is excited about her new city, and will have seen Marfa, San Antonio, and Dallas, too, by the time the semester is through! Currently Marya is teaching art to eighth-graders at a KIPP charter school on Saturdays and is interning at Heart House, an academic enrichment afterschool program, both in East Austin. In her free time this semester, she is taking bass lessons from a UT music student, training for the Austin Marathon, and falling in love with video art all over again. Marya will focus on community-based art education at UT.

Elizabeth Sullivan is researching the effects of nature on the field of Art Education (historically) this semester for Dr. Bolin's Foundations Course. She will be taking the thesis course next semester and is looking forward to narrowing down topic ideas. Elizabeth is continuing to test her art education theories and activities on her two children, Ben (2) and Caroline (4) while also enjoying all that Austin has to offer with her family.

Graduate Alumni Updates

Deborah Callahan, MA 1983

Deborah has been a high school art teacher in Massachusetts since she graduated from UT and now also serves as Department Chair.

Marjorie Carter, MA 2008

Marjorie finished her thesis about Hispanic students involved in the PintaRebirth mural painting program in August of 2008. She is working as a corporate art consultant and office manager at Art + Artisans Consulting here in Austin, TX. Her favorite aspects of the job include being surrounded by beautiful artwork on a daily basis and fostering many useful contacts within the thriving Austin and national art's scenes. She continues to support local art education programs through volunteering for several Austin non-profits. "I love connecting with art students outside the classroom. I find their curiosity contagious. Austin is ripe for children to discover art all over the city."

Aimee Chang, MA 2001

Aimee was one of 5 panelists who selected this year's Visual Arts Fellows for United States Artists.

Norman Lee, MA 2000

In May, Norman Lee received a 2008 SEGJ Juror Award for The Billboard Earthbag Project - A concept to reuse billboard vinyl towards the creation of sustainable emergency disaster relief shelters.



Norman Lee's concept design for the Pablo Neruda memorial.

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Graduate Alumni

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In July, he won a competition to design the first memorial to the Nobel Prize winning Chilean poet and activist Pablo Neruda. The project is sponsored by the Chilean government and will be located on the site of one of his former residences. A visitor center will also be built on the site.

Suzanne Moore, MA 2007

Suzanne is enjoying her work at the Blanton as the University Programs Coordinator. She recently took over as State Representative for Texas in the Mountain Plains Museum Association (which is a regional branch of the American Association of Museums). She will be presenting in April at the Texas Library Association conference on the Blanton's education programs. Her big projects included hosting a University open house for the new Blanton Smith Building in November and painting a mural at the Texas School for the Deaf with the Blanton Guild and Mix.

Faculty Updates

Dr. Christopher Adejumo

Adejumo wrote a book chapter titled "Migration and Slavery as Paradigms in the Aesthetic Transformation of Yoruba Art in the Americas" in *Movements, Migrations and Creative Expressions in Africa and the African Diaspora* which was edited by Toyin Falola, Niyi Afolabi, Aderonke A. Adesanya.

Additionally, Adejumo participated in several sessions at the TAEA conference in November.

Dr. Paul Bolin

Bolin had an article, co-authored with Kristin Congdon (University of Central Florida), Laurie Hicks (University of Maine), and Doug Blandy (University of Oregon), titled "Beyond Us Now: Speculations Toward a Post Art Education World," published in the 2008 (no.1) issue of *Visual Art Research*. Bolin's article "Imagination and Speculation as Historical Impulse: Engaging Uncertainties with Art Education History and Historiography" was published in the Fall 2008 issue of *Studies in Art Education*.

At the TAEA conference in November in San Antonio, Bolin presented the session "Who Are We and Where Might We Be Going: Foundations and Futures in Art Education." He co-presented, along with Melinda Mayer (The UT-Austin) and Stephen Carpenter (Texas A & M University), a session titled "Engaging

Narrative: Stories and Their Value in Art Education." Bolin also co-presented, with J. Ulbricht (UT-Austin) a session titled "Current Trends in Texas Art Education Graduate Study." As Chair-Elect of the Higher Education Division for the Texas Art Education Association, Bolin helped to organize, along with Chris Bain (University of North Texas), two sessions: "Faculty Research in Texas" and the "Graduate Research Panel."

This year Bolin is working to co-edit (with Doug Blandy) the book *Matter Matters: Art Education and Material Culture Studies*, published by the National Art Education Association, which is targeted to be available in early-2010.

In May 2008, Bolin was a recipient of the Department of Art and Art History Teaching Excellence Award, for the 2007-08 academic year.



Sheila Fox, Alex Freeman, and Dr. Christopher Adejumo prepare for a presentation.

Dr. Melinda Mayer

A significant advancement in Dr. Melinda Mayer's position at UT came during the summer when she became an Assistant Professor of Art Education. Along with the many benefits of being a fulltime faculty member, she can now be found in her 3rd floor office. Look for door with the "Museum Education" sign.

A major theme of Dr. Mayer's summer work was technology. She and Raine Pipkin, TA and graduate student in museum education, completed the web-based program for the exhibition *Reimagining Space: The Park Place Gallery Group in 1960s New York*. Developing and creating the program was a project of Dr. Mayer's spring museum education seminar. The exhibition opened at the Blanton Museum of Art this fall and was guest curated by art history faculty

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Faculty Updates

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member Dr. Linda Henderson. The completion of this web program also constituted the close of the grant from the Edward and Betty Marcus Foundation, which supported this project. Also during the summer, Dr. Mayer participated in the College of Liberal Arts' Faculty Instructional Technology Workshop. Additionally, she was invited to be a presenter regarding working with Digital Media Services at the 2008 New Faculty Teaching, Learning, and Orientation Seminar here at UT. At the fall Texas Art Education Association conference in San Antonio Dr. Mayer organized a session entitled "Pachyderm in the Graduate Museum Education Seminar" in which she presented with Raine Pipkin, Lindsey Smith, and William McKenna (doctoral candidate in math education). Dr. Mayer presented in the session "Engaging Narrative: Stories and Their Value in Art Education" with Dr. Paul Bolin and Dr. B. Stephen Carpenter (Texas A & M University).

Dr. J. Ulbricht

This past summer Ulbricht wrote and submitted his book chapter titled "Improving our Teaching and Research through Self-Study" for Candace Stout's edited book on teaching emergent research methodologies in art education, which was recently approved by the NAEA publication committee. Ulbricht recently submitted a proposal for another book chapter in Bolin and Blandy's *Matter Matters* edited book.

Ulbricht gave two presentations at the Texas Art Education Association in San Antonio in November: "Current Trends in Texas Art Education Graduate Programs," with Paul Bolin and representatives of other graduate programs in Texas; plus "Learning from Arts Based Research for Teachers and Students," with Kelly Hayes.

Ulbricht spent his summer reading curriculum related books, and previewing movies in preparation for future writing and teaching in art education

Fred Woody

During the recent fall semester Fred Woody continued to serve as faculty advisor for the very active VAS/AED student organization C.A.N.V.A.S. At the TAEA annual professional development conference in San Antonio Woody promoted the College of Fine Arts' annual Advanced Placement Summer Institutes, addressed the meeting of the Middle School Division art teachers, and represented the University at the Area 4 meeting. He also

represented the Department during the recognition of retired VAS faculty member Sue Mayer.

In October Woody addressed the organizational meeting of Round Rock ISD's "Future Art Teachers" student organization. In December he presented the keynote address to Lanier High School's first National Art Honor Society induction ceremony.

During the spring semester Woody will coordinate all field experiences in public schools and will supervise and facilitate the Department's Apprentice art teachers. On January 29 he will lead the VAS "Major's Meeting", presenting the newly revised VAS Handbook and instructing third year students on applying for admission to the College of Education's "Professional Development Sequence" for future educator certification.



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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 email the editor, Raine Pipkin, at rainepipkin@gmail.com.

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