One third of the UT Art Education graduate students were able to join Dr. Bain, Dr. Bolin, and Dr. Mayer for the Texas Art Education Association’s Annual Conference this year. Held at the Hilton Anatole Hotel in Dallas, art teachers from all across the state convened to share ideas, plans, and discoveries from Thursday, November 21st to Saturday, November 23rd. Though the TAEA Conference is traditionally a four-day event, winter weather advisories led to an early wrap on events and presentations.

The common areas of the Hilton were beautifully appointed, with an amazing collection of art. An entire day could have been spent perusing the broad array of Asian and European art. It’s hard to get upset about missing such displays, though, as the presentation and workshop offerings were the main cause for rushing past such pieces.

This being our first impression of this statewide conference, my classmates and I were initially delighted to see such a range of topics. When scheduling out the day, however, my companions and I noticed there were almost too many options, and that the schedule did not provide a chance for everyone to attend the “door busters” of the conference. Luckily, there are always worse things than too many good opportunities for professional development.

Amanda Barbee
TAEA 2013
DALLAS, TEXAS

We thought it best to divide and conquer. Each of us left with applicable and inspiring information and ideas, as well as a few ideas to ruminate on for possible presentation topics for the 2014 TAEA Conference. The more prominent topics for this year’s conference were art-integrated and cross-disciplinary plans, art for the visually impaired, and of course technology. There was also a rich offering of art-making techniques all day everyday. I feel sure we can rustle up even more UT grads for next year’s adventure in San Antonio.
**who are these people?**

**NEW ART ED GRADUATE STUDENTS**

**Ruth Linford** grew up in Northern Utah and studied International Relations at Utah State University. After researching and managing several community programs in rural communities across the globe, she returned to the U.S. to teach K-12 Art with Teach For America in the Mississippi Delta. Seeing the impact of creative collaboration outside the classroom, she moved to Austin to learn more about the power of community in arts education. Although committed to the education reform movement, she would teleport to Moab, Utah every weekend if she could.

**Rachel Vogt** Hi y’all! Though I now call Austin home, I am originally from New Mexico. I attended Carleton College for undergraduate in art history and plan to pursue museum education here at UT.

**Kirstie Parkinson** is a first year grad student who hails from Sydney, Australia. She graduated this past May from Wheaton College, near Boston, with a degree in Art History and Anthropology. Kirstie is enjoying her start in the museum focus here at UT. She works as an art education TA intern at the Visual Arts Center at UT and as a swim instructor for Nitro Swimming. Kirstie is enjoying her move to Austin and hopes her summer internship will be spent in London, England where her parents work and live.

**Amanda Barbee** is returning to the role of student after 10 years of teaching Art in Greensboro, NC. Amanda attended UNC Greensboro as a North Carolina Teaching Fellow. Having taught nearly every grade level, and earning her National Boards Certification, Amanda sees graduate school as the next exciting step in her dream career. Amanda and her husband Jon have enjoyed learning to “family bicycle” with their children, Henson and Jasper, through Austin. Amanda is totally pumped for the late nights of reading and writing ahead of her, and has already picked an amazing carrel at the Fine Arts Library.

**Berangér LeFranc** graduated from Virginia Commonwealth University with a BFA in Sculpture & Extended Media and a minor in Art History. She enters the Art Education graduate program in the Community focus. Berangér spent the past couple of years working as Arts Program Director for the Boys & Girls Clubs of Metro Richmond, Virginia, leading art workshops at several Clubs and coordinating collaborations with local community art organizations. Here she developed a passion for investigating the work of non-profit youth institutions. Berangér adores creating art with children of all ages and aspires to lead youth art education efforts within underserved urban communities.

**Hannah Rose Baker** is an incoming graduate student in the Museum Education focus. She is passionate about making museums more accessible to all people, with emphasis on individuals with learning disabilities. Hannah is in love with sequins, breakfast foods and is a certified tequila specialist. She looks forward to the upcoming challenges of this new year.
Hannah Rabalais is an incoming student from Lafayette, Louisiana entering into the School focus. Hannah attended the University of Louisiana at Lafayette as an Art Education K-12 major for her undergraduate degree. She hopes to one day work in the Austin school district as a classroom teacher and try teaching with every age group before she retires. Hannah has been working at Painting with a Twist as a step-by-step instructor in acrylics for the last four years and absolutely loves watching new artists discover the joys of creativity and messy hands. Hannah eagerly awaits the new life-altering challenges of graduate school.

Elise Erb is an incoming student from San Diego, California in the Museum Education focus. Elise did her undergraduate work in History at California Polytechnic State University, San Luis Obispo. Her goal is to advocate for students and families to get into museums and immerse themselves in new experiences they have to offer. As an undergrad, Elise was president of one of the campus ambassador groups, and because of this, she is highly skilled at talking while walking backwards. Elise is excited for all of the adventures that are waiting for her in graduate school.

Kim Varela is originally from Corona, California and attended the University of Arizona for her undergraduate degree, where she earned a Bachelor of Arts in Media Arts with minors in Spanish and English. Her focus of study at UT is in Museum Education. So far, her research is dedicated to technology in museum education and is especially excited about the potential for tablets in museums. Kim has been a technician for Apple for the last three years, and is looking forward to combining her passions of art and technology in the coming years!

Kat Heitman is an incoming student in the Community focus from New Jersey. She received her B.A. from City and Guilds of London Art School, U.K., where she concentrated on ornamental woodcarving, sculpture and gilding. After graduating, she was an art teacher and facilitator for students with disabilities for six years. During that time, she finished her M.A.T. in Special Education. Currently, she is teaching art to K-6 students (including her daughter, Gwendolyn) at the Austin Discovery School. Kat also has a two year old son, Jack, and teaches workshops in natural building techniques such as cob ovens, clay paints, and mud murals. One day she hopes to organize community mud events in Austin. She is very excited to be a part of the art education community at UT and looks forward to the empowering journey of graduate school.

Ariel Kay is an incoming Art Education student from Austin, TX entering into the Schools focus. Ariel attended Bryn Mawr College outside of Philadelphia as an Anthropology major, Education minor for her undergraduate degree. She currently teaches an after-school program called Art Empowered at Pearce Middle School. She is interested in teaching art in K-12 schools post graduation. Ariel is interested in photography as her mode of artistic expression and her work can be seen on her blog at www.kayariart.wordpress.com. She hopes to continue her education towards a Ph.D. in Anthropology of Education with a focus in Art Education.

Ashley Ham is a native Texan entering into the Schools focus. She graduated from Abilene Christian University with a BFA in two dimensional studio art. After traveling around Europe and working very odd jobs, Ashley is excited to call Austin home and ready to take UT’s Art Ed program by the (horns).
Dr. Christopher Adejumo has published over twenty-five book chapters, articles, and instructional guides on visual art and art education. He has given over forty lectures on art education and African visual and material cultures. A practicing artist, Adejumo’s relief prints, low-relief sculptures, and paintings have been shown in over thirty local, state, national, and international exhibitions, of which twelve were solo exhibitions. He has conducted over thirty visual art workshops at reputable venues, including the Dallas Museum of Art. He collaborated with the Dallas Museum of Art in the production of a documentary on the Yoruba Ibeji or twin figures. Adejumo has made outstanding contributions to the field of art education through several innovative programs such as “Children of the Future” community art program in Columbus, Ohio. He is the founder and Director of the Greater Tomorrow Youth Art Program in the Department of Art and Art History at the University of Texas at Austin. Adejumo has received several academic excellence awards, including the 1992 GTECH Minority Academic Excellence Award at the University of Massachusetts, Dartmouth. In recognition of his efforts in the development of community-based art education, in 2002, Adejumo was nominated by the National Art Education Association (NAEA) for the Eugene Grigsby Jr. national award for “outstanding contributions to community-based art education.” He received the award in 2004.

The philosophy that guides Adejumo’s public school and community-based art outreach initiatives is predicated on the conviction that art education faculty in institutions of higher learning should participate actively in the development of art and art education in the public schools and alternative settings within community.

congratulations
RECENT AUGUST 2013 GRADUATES!

Julie Adamson
Rebecca Borrelli
Margaret Burke
Celina Esekawu
Beth Foulds
(Jay to go!)
Jessica Frazier
Ali Gleixner
Jannette Keating
Leticia Salinas
Cassie Smith
Sophie Stuart
Dr. Christina Bain  This past summer, Dr. Bain was hard at work. She was invited to give a presentation in Elementary Art Teacher Professional development as well as a workshop for Denton ISD titled "Mentoring Student Teachers: Practical Suggestions for the Art Teacher." She facilitated additional teacher professional developmental workshops with Austin ISD Arts Integration, offering three days of workshops about story quilts and arts integration for three different elementary schools in the area. She contributed to the TAEA summer conferences, working with Dr. Hallmark on a presentation titled "Mentoring Our Next Generation: Supervising Student Teachers and Observers from the UT Program." Additionally, she coauthored a presentation with Dr. Hallmark, Dr. Mayer, and Dr. Bolin for the TAEA higher education summit in San Marcos, titled "The Visual Arts and Technology, UT Austin Curriculum Initiative." This semester, she has been busy preparing for TAEA. She contributed to four presentations given at this fall’s TAEA annual conference in Dallas, including, "Student Teachers Using Digital Media to Reflect," "Context and Classroom: The Art and Media Communication Curriculum," “Four Views on Space and Place," and "Using WordPress to Create Virtual Art Galleries." She also just completed co-editing the TAEA Trends journal, along with Maria Leake and Amanda Alexander. The journal appeared at TAEA conference in November and was the most extensive Trends journal ever at 90 pages. Her hard work has earned her several accolades, including a Teaching Excellence Award, presented by the University of Texas at Austin, as well as the Texas Art Educator of the Year Award, the top award NAEA presents annually.

Dr. Melinda Mayer  This past summer the Board of the National Art Education Association accepted Dr. Melinda Mayer’s book proposal for publication. Dr. Mayer will serve as editor for the book to be titled Of Frames and Foundations: Historical Perspectives on Museum Education, which will feature chapters examining historical moments and issues concerning such museum education topics as audiences, objects, teaching and learning, and contexts. Additionally, Dr. Mayer had a chapter entitled “I Cannot Tell a Lie” accepted for the forthcoming book Multiculturalism in Art Museums Today edited by Dr. Joni Acuff of The Ohio State University and Dr. Laura Evans of the University of North Texas. At the Texas Art Education Association Annual Conference in November Dr. Mayer joined with Dr. Paul Bolin and Dr. Christina Bain to present a session called “A Place of One’s Own,” which explored the theme of space and place from varied perspectives in Art Education. Dr. Mayer collaborated with TAEA Museum Division Chair Kaela Hoskings to organize and present a session on “Arts Integration, offering three days of workshops about story quilts and arts integration for three different elementary schools in the area. She contributed to the TAEA summer conferences, working with Dr. Hallmark on a presentation titled "Mentoring Our Next Generation: Supervising Student Teachers and Observers from the UT Program." Additionally, she coauthored a presentation with Dr. Hallmark, Dr. Mayer, and Dr. Bolin for the TAEA higher education summit in San Marcos, titled "The Visual Arts and Technology, UT Austin Curriculum Initiative." This semester, she has been busy preparing for TAEA. She contributed to four presentations given at this fall’s TAEA annual conference in Dallas, including, "Student Teachers Using Digital Media to Reflect," "Context and Classroom: The Art and Media Communication Curriculum," “Four Views on Space and Place," and "Using WordPress to Create Virtual Art Galleries." She also just completed co-editing the TAEA Trends journal, along with Maria Leake and Amanda Alexander. The journal appeared at TAEA conference in November and was the most extensive Trends journal ever at 90 pages. Her hard work has earned her several accolades, including a Teaching Excellence Award, presented by the University of Texas at Austin, as well as the Texas Art Educator of the Year Award, the top award NAEA presents annually.

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Dr. Paul Bolin has had an active summer and fall, writing, conducting workshops, and speaking at state and national conferences. In June, Dr. Bolin conducted a half-day professional development workshop for teachers at a Summer Teacher Institute, titled “Every Object Tells a Story,” held at the McNay Museum in San Antonio, Texas. He was also an invited speaker for the McNay Museum’s Mash-Up Series in August, where he gave a talk, “Art Education and the Radio in the United States, 1929-1951.” Also in August, Dr. Bolin organized and conducted a professional development workshop for Associate Educators at Artpace San Antonio, titled “Some Thoughts About Questions.”

Recently, Dr. Bolin published two book chapters. The first is titled “Obstacles to and Benefits of Reading and Studying History,” in Proceedings from the Conference “Cross Cultural Conversations: Imagination and Innovation: What Do We Want to Know About Art Education History?” This volume contained the papers presented at a conference organized by Dr. Ami Kantawala, Teachers College Columbia University, which took place December 2-4, 2011. The second book chapter is titled “From Acquaintance to Argument: Five Phases of Historical Investigation within Art Education.” This chapter is from the book Teaching and Learning Emergent Research Methodologies in Art Education, edited by Candace J. Stout and published by the National Art Education Association. This fall, Dr. Bolin co-authored, with Kaela Hoskins, an article for the Texas Art Education Association journal Trends, titled “We Do What We Believe: A Contemporary and Historical Look at Personal and Programmatic Purposes of Art Education.”

Dr. Bolin delivered a paper at the Annual Meeting of the History of Education Society, in Nashville, Tennessee, in November, titled “Hand and Mind: Influences of the 1876 Philadelphia Centennial Exhibition on the Direction of Art Education in the Late Nineteenth Century.” Also in November, Dr. Bolin was very active at the Annual Conference of the Texas Art Education Association, where he was on a panel with faculty members in Art Education from The University of Texas at Austin, Dr. Melinda Mayer, Dr. Chris Bain, and Dr. Kara Hallmark, titled “A Place of Our Own.” At the TAEA conference Dr. Bolin also co-conducted two presentations with former UT student Kaela Hoskins—now Curator of Education at Artpace San Antonio—titled “Why Would You Teach Art Like That?!” and “But Why? Purpose Driven Practice in Museums.”

On a cool and sunny Saturday in November thousands of people gathered for the Out of the Darkness Community Walk hosted by the American Foundation of Suicide Prevention. While the adults walked around the Texas State Capitol, kids came to visit the art tent led by Hannah Rabalais. The young people tackled painted paper weavings inspired by the Kente cloths of Africa. Hannah loved seeing how expressive and enthusiastic the artists were in the designs of each strip of paper to be woven into a whole weaving. From mournful messages, to the lost loved ones, to bright, bold patterns, no two weavings were alike. The weavings fit in with the theme of the day...many pieces coming together to make something beautiful.
I teach an after-school art program called Art Empowered at Pearce Middle School for the Fall 2013 semester, an effort run through Austin Voices for Education and Youth. This non-profit organization is focused on providing low-income families in the Austin Independent School District (AISD) the support and resources to succeed. Running the Art Empowered program has been a powerful learning experience. I co-facilitated the program at Travis High School last year. This year, working alone and with a younger age group, has taught me a few things.

It is important to be engaging, to create a safe place where there is mutual trust between teacher and students, and to have clear expectations and guidelines. I have come to realize that students having fun and expressing deep concepts can go hand in hand. Many of my students have trouble adhering to strict behavior standards during the school day and also have challenging home lives. Providing a space for them to unwind and decompress is key to my programming. Students open up and express their perspectives artistically when they feel respected, are given liberty, and have trust and confidence.

Having classes that are well thought-out and organized is important. The steps need to be clear and manageable. When the process intimidates students, they are less likely to enjoy it and to stay on task. Scaffolding is key in art education.

Teachers must provide students the resources to learn simple steps so they are prepared to move on and complete more complex projects. I have learned to strive toward eliminating idle time students have to be quiet and still without something in front of them to work on. The quality of art supplies is important to students and they are more likely to respect the supplies and to be excited to use them when the supplies are high quality.

Teaching isn’t easy and it takes a lot of concerted effort. Some days are more challenging than others and results can be unsatisfying. Other days are filled with profound moments and breakthroughs. I live for these moments and am honored to be of service in guiding these beautiful young people on their personal journeys of self-expression.

Ariel Kay
working from theory to practice

I am privileged to work with the Education Department at The Contemporary Austin as my TAship for the entirety of the 2013-2014 school year. Currently, I am working under the direct supervision of Andrea Mallard, Director of Education. The Contemporary Austin museum is the new collaborative expression of Arthouse and Austin Museum of Art (AMOA). The museum is comprised of the Jones Center, located in downtown Austin on Congress Avenue, and Laguna Gloria, a lakeside historic estate in West Austin.

Under Executive Director Louis Grachos, the museum entered a new phase this September with newly commissioned works by Liam Gillick and Marianne Vitale. Commissioned work by contemporary artists is at the forefront of this new phase of the museum.

As my past experience with AMOA and other institutions has been primarily focused on public programming and child education, I was excited to start off the year with Hannah Zurko, Associate Educator of Teen Programming. I am primarily working with two of the museum’s teen programs, the Teen Council and Young Artist Program. Both of these programs are free for teens in Austin and the surrounding areas. Teen Council is a leadership art program where teens act as ambassadors for the museum and the community to other teens. The Young Artist Program, in contrast, is a pre-professional arts program where students learn about creative careers, contemporary issues in art, and work on art portfolios. I integrate theories learned in my classes at The University of Texas at Austin into activities planned for both these programs.

After working with both the Teen Council and Young Artist Program, I became interested in what sort of effect they had on the students. I wondered if they resulted in careers or influenced schooling choices in the students’ lives. There has not been any research by the museum into the effect of these programs on the alumni. Research into this area, furthermore, is something the education department has been potentially interested in managing. I have started to put together a survey of the past programs of the museum, drawing my inspiration from an ongoing study at the Whitney Museum for American Art in New York City, which also focuses on teen programming. In the contemporary field of museum education, there is currently little existing data on the effect of museum programming for teenagers. The Whitney is now in the midst of a three-year study working with the Walker Art Center, Museum of Contemporary Art, Los Angeles, and Contemporary Arts Museum Houston. Within the next semester, I plan to finalize my own study, carried out by way of surveys, and to analyze the data collected at The Contemporary Austin.

I intend to compare my results with the Whitney study when published.

In addition to the teen programming, I work with Abby Mechling, Associate Education for Family and Community Programming, with the Seeing Special Things (SST) program as a docent. The SST program is a unique multi-visit opportunity for Title I schools in the Austin area. As a docent, I go into public school classrooms for a pre-visit and conduct a lesson with fourth graders about the museum’s current exhibition, consequently leading them through an art activity that is relevant to the artwork we have discussed. Within the next week, the students will visit the museum, where I will lead them on a tour of the current exhibition. I have the opportunity to work with the same classroom three times over the school year. The addition of the multi-visit structure helps to build a stronger relationship among the students, the museum, and myself. I have been able to bring the SST program into my studies at the University, as well, by conducting interviews for my own research with Abby and one of the participating 4th grade teachers from Austin. I am currently in the processes of compiling my results, and hope to share the data with the museum when finished.

My involvement with The Contemporary Austin has been integral in building my practical knowledge of art education. As an active learner, working hands-on with different professionals in this field has provided me with a more comprehensive understanding of the museum education arena, much more than classroom work alone would be able to.

Hannah Rose Baker
This semester we caught up with Emily Kelly, who is finishing up her thesis while diving headfirst into the Visual Arts Center here on campus as their new Gallery Manager. Emily is in her third year of our program, enrolled in the Communities track. She is finishing her thesis, focused on a mentorship program in Austin that pairs a working artist with a high achieving low income youth student. Emily explained how she created a relationship with both the artist and the student while investigating how the participation of the program affected the youth participant. “It was just a really wonderful experience,” she said, “which made my thesis something easier to write.” As first year students begin reading and selecting thesis topics, she recommends reading about it now, in order to find where research is needed. “Don’t stress about it. It’s a big project,” she says, “but it’s absolutely doable and it’s exciting and it’s fun.”

This similar passion for how art affects participants envelopes her work as well. She describes her place at the VAC as a “blessing in disguise,” since her academic focus has been on Communities. Beginning as a TA in the Spring semester of last year, she was chosen to take over for the previous gallery manager, which worked out well because she says, “I loved it and the entire staff.” Her main responsibilities include facilitating outreach and coordinating tours to many different age groups. Her communities focus has proven useful, though, as she continues to pick up where the previous gallery manager left off, coordinating with different groups on campus. She says her biggest challenge is engaging such a wide range of people, explaining, “Our exhibitions change so quickly that it’s a challenge to both consider the art that we currently have on display and how to make meaning of it with the various populations we have coming into the space,” a challenge every museum educator can relate to.

Given Emily’s activity with various groups on campus, it should come as to no surprise that her best piece of advice to students is to get involved. “Find and do things that are maybe of interest to you or maybe not of interest to you,” she says. “Get involved in things because it helps you meet people, it’s a natural way to network, and it also helps you figure out what you really care about.” Finding this passion, she says, makes working on projects like the Masters Thesis doable.

As we finished our conversation, she advised those of us selecting topics soon to not let the stress get to us, and that “You’re going to do fine, you’re going to do well.”

Kim Varela

This year, I am doing my teaching assistantship in the public programs department at the University of Texas at Austin Visual Arts Center (VAC). This has been a great bridge between my previous experiences working in fundraising and as a student ambassador to working in the art world. In this role, I work closely with Xochi Solis, Director of Public Programs, to execute special programs and events. This semester, I particularly enjoyed the research projects I was assigned to help prepare for future events. I am at every event the VAC holds (that doesn’t conflict with class). My favorite part of my TAship is getting to interact with the public to discuss art in the informal education setting of public programs. I feel like it’s great practice for someone in the museums focus to be constantly thinking about ways to engage the public with art. While being part of public programs often means that I work unconventional hours, I look forward to every event as an occasion to learn something new about art and the art world.

Elise Erb
I received my M.A. in Art Education with a Museums Focus from UT in May 2013, and spent the summer at home in Atlanta searching for jobs. I was offered a position at the Georgia Museum of Art in Athens, Georgia and began work as Associate Curator of Education at the museum in September. I primarily work with family and community programs. I give tours, organize our Teen Studio program, assist with lectures and symposia, and coordinate monthly Family Day events at the museum. I also oversee the 5th Grade Tour Program at the museum, which brings every 5th grade student in the county to the museum for a specially designed tour experience. I interned at the Georgia Museum previously, and I also wrote my thesis about their 5th grade tour program, so it's been a great experience to come full circle as an employee.

**community-based teaching artist**

This semester, I have had the privilege of becoming involved in several artistic endeavors with community programs in Austin. As a community artist new to the area entirely, I considered it important to familiarize myself with my surroundings and become involved in projects I felt passionate about. Before moving to Texas, I spent a couple years teaching with the Boys & Girls Clubs of Metro Richmond, so I first sought out volunteer opportunities with the Boys & Girls Clubs of the Austin Area. Emily Brake, the BGCAA Volunteer Coordinator, has been an excellent and responsive point of contact.

I conducted art lessons at the Sims Elementary Club in East Austin twice this semester, and am currently helping to coordinate the organization’s National Fine Arts Exhibition, an annual event conducted through the Boys & Girls Clubs of America. I recruited a fellow graduate student, Ashley Ham, to act as a judge for this event, and hope to serve as a liaison between BGCAA and the UT Austin Art Education Program in the future. Next semester, I hope to involve some of the undergraduates in volunteer efforts through the UT Artists in Action organization. It has been rewarding to contribute to a group whose mission I truly believe in. In addition to this volunteer work, I have been fortunate to earn a position as a Teaching Artist through the Umlauf Sculpture Garden.

The Umlauf, located in South Austin, is a gorgeous facility that is able to conduct many educational programs through grants provided by the Texas Commission on the Arts. The program, Shaping Space, works in conjunction with Campfire, an after school program offered at Pearce and Decker Middle Schools in East Austin. I conduct weekly ceramics lessons at each school to approximately 25 students in sixth, seventh, and eighth grade. I have been totally impressed with not only the caliber of their artwork, but their excitement to get involved in projects I present. Every art teacher has confronted the challenge of apathetic students, but so far, that has not been the case with my budding sculptors. My personal excitement for the subject, as well as my efforts to maintain an organized and structured classroom, has been instrumental in my success. I very much look forward to continuing with my middle-school artists.

Berangér LeFranc
As most of the new graduate students begin to create the perfect packing list for their upcoming trip to Guatemala, AED graduate students, headed up by Hannah Rabalais, began brainstorming ways to fundraise for the trip. This spring semester, April 12-21, ten art education graduate students, along with Dr. Bolin, will travel to Antigua, Guatemala for a hands-on community art project. The team will create a “carpet” made from dyed sawdust, flowers, pine needles and other materials. These carpets, known as alfombras, are created during Antigua’s Semana Santa (Holy Week) celebration. As a means of raising money to help defray the cost of the trip, the graduate students took on the process of creating holiday and non-holiday greeting cards to sell among faculty and family. The graduate students had great success and continue to sell their greeting cards to all interested parties. The graduate students hope to continue their fundraising ventures into the spring semester with many more fun activities.

Ashley Ham

Contact Hannah at: hannahrpainting@gmail.com if interested in purchasing some great cards (for a great cause!)