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Voices

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A Call for Child Art!

Rebecca Shipe – Spread the word! USSEA is excited to host a student art exchange and exhibition that addresses the theme ***Building a Civil Society through Art***. This is a great opportunity for students of all ages to investigate this critical topic and share their visual responses with others.

If you or someone you know is interested in exploring this theme with students while contributing to a collective, idea-sharing community, please visit the following website to learn more: <https://usseastudentart.weebly.com/>

This is not an art competition, but rather an opportunity for students to explore, express, and share their visual responses in a collaborative format. Participating teachers will post images of their students' initial responses as well as their finished pieces of artwork on the USSEA student art exchange and exhibition website. This allows students from different parts of the world to be able to contribute their personal interpretations with one another using a visual mode of communication. Sharing their in-process work positions students to gain inspiration from one another during the preliminary idea-generating phase, which demonstrates how collaboration and exposure to diverse perspectives can enhance

an individual's creative process. Students' contributions might include their own sketches, photographs, or images that they have acquired from the internet. The goal is to provide a space for students who may not speak the same language to share personal responses to this theme through pictures rather than words.

Photographs of their final visual responses will also appear on the USSEA student art exchange and exhibition website. In addition, USSEA looks forward to presenting participants' work at the InSEA

World Congress in July of 2019! Please spread the word and consider participating in USSEA’s student art exchange and exhibition! For more information, visit <https://usseastudentart.weebly.com/> or contact USSEAart@gmail.com.

Dr. Rebecca Shipe is Assistant Professor, Art Education at Rhode Island College in Providence. She may be contacted at 401-456-9580 or via email at rshipe@ric.edu

From the International Child Art Foundation

Ashfaq Ishaq – While many problems beset our nation and the world, the underlying root cause in most cases is a sheer lack of creativity or empathy. Creativity sparks ideation, discovery and invention, whereas empathy develops mutuality, compromise and collaborative innovation.

America faces a creativity crisis and an empathy drought. College of William and Mary professor KH Kim says, "In *The Creativity Crisis (2011)*, I reported that American creativity declined from the 1990s to 2008. My new research reveals that the Creativity Crisis has grown worse since 2008." While creativity is declining, violence is rising. More than 215,000 American students have experienced gun violence at school since the Columbine High massacre in 1999, as reported by the Washington Post.

Though urgent for prosperity and peace, creative and empathetic development must start early—before the well-documented “4th-grade slump” in creativity blocks children’s potential or the ingrained prejudices discolor the “mirror neurons” responsible for empathy.

Since creativity and empathy are both rooted in the arts, arts education becomes essential as do national or global programs for students to develop empathy and find commonality in others unlike them, thus uniting to improve life on this pale blue dot in the multiverse.



Ella Gordon-Latty (age 12, New Zealand)



Bolor-Erdene (age 10, Mongolia)



Anna Carolina Dos Santos Israel (age 12, Brazil)

A 501(c)(3) nonprofit registered in the District of Columbia in April 1997, the International Child Art Foundation (ICAF) serves American children as their national arts organization and their peers worldwide as the global arts organization.

We tell adults that children are creators, not merely pupils or just consumers, that their imagination is the most precious resource in the universe, and that their art is the most honest and purest form of human creative expression. We tell children that creativity and empathy are the most salient attributes of successful learners and leaders.

We democratize creativity and develop empathy universally through the *Arts Olympiad*, the world's largest creative development program for schoolchildren, and the *World Children's Festival*, the "Olympics" of children's imagination. Our *Healing Arts Programs* revive natural disaster victims' faith in nature and our *Peace through Art Programs* restore trust in humanity of children in conflict zones. Our *ChildArt* magazine, published ad-free since 1998, deepens young readers' global competencies.

The 6th Arts Olympiad

Schoolchildren today face the risk of declining creativity and childhood obesity. E. Paul Torrance ("father" of creativity) discovered that around the 4th-grade, evident displays of creativity often diminish as children become more conforming, less likely to take risks, and less playful and spontaneous than in earlier years. Once this "4th-grade slump" in creativity gains a foothold, it can consolidate and affect adulthood. Fostering creativity is urgent now because unlike the twentieth century when progress was chiefly intelligence-based, prosperity in this century is primarily creativity-driven. The World Health Organization calls childhood obesity a global epidemic. In the U.S. alone, more than 12 million children, one in every six, are obese. Digital preoccupation can make things worse.

The Arts Olympiad, our free program, introduces students to the "Artist-Athlete Ideal" of the creative mind and healthy body (*mens sana in corpore sano*). This paradigm liberates the natural tendency toward creativity and good health by linking imagination with embodiment by awakening the student's "inner artist" or "inner athlete." By bringing children to new domains through the arts, the traps of creativity slumps and obesity risks can be avoided.

Reduced creativity and increased obesity are easy to recognize but difficult to treat through conventional means that do not directly engage and empower students. Since mental health and physical health are connected, obese children may find it difficult to gain the perspective necessary for breaking the cycle of obesity. Obesity leads to a higher propensity for other diseases and to emotional difficulties which arise from the inability to think creatively.

The current 6th *Arts Olympiad* is taking place in schools worldwide until the end of 2018. While ICAF promotes the U.S. Arts Olympiad, our international partners organize the Arts Olympiad in their respective countries. The program targets students aged 8 to 12—the age group most vulnerable to the "4th-grade slump" in creativity and to obesity.

Inclusive classrooms, students' identity development, and removal of implicit bias are among the benefits to schools that implement the Arts Olympiad.

We expect that one million students in the U.S. and one hundred other countries will participate in the 2018 Arts Olympiad and produce original works under the program.



The 6th World Children's Festival

Creativity enriches life but it can just as easily be channeled for destruction. Negative creators can be motivated by revenge, to advance a tribe at the expense of others or to humiliate a rival. On its own, creativity is “morally neutral”—it is dangerous to think otherwise. Pablo Picasso stated that “the genius of Einstein leads to Hiroshima.” However, once imbued with empathy, creativity becomes a positive force for a peaceful civilization.

Through school art contests, our *6th Arts Olympiad* will identify the most artistically creative and imaginative students. These Arts Olympiad winners, representing their U.S. school districts and nearly one hundred countries, will convene on the National Mall in Washington for three days in July 2019 at their *6th World Children's Festival (WCF)*. The U.S. National Park service will finalize the WCF schedule in late 2018. Free and open to the public, previous WCFs have attracted over 50,000 attendees and visitors. The WCF workshops and activities are based on STEAMS education, which ICAF has pioneered to integrate STEM disciplines with Art for ideation and imagination and Sport for teamwork and perseverance.

The WCF develops mutual empathy by providing new learning through a synesthetic experience. Learning is a biological activity that arises when neurons create new connections in the brain and strengthen these interconnections. But the brain does not automatically code new information because it sieves and filters it and may decide to discard it altogether. To make new information noteworthy, the WCF is designed to engage multiple STEAMS modalities that form a pattern of neural activation which is encoded deeply enough to be treasured.

The WCF opens with the “Health & Environment Day” to emphasize commonalities, followed by the “Creativity & Imagination Day” to enhance talent and potential, and culminates with the “Peace & Leadership Day” to inspire positive social change. Our plans for the WCF include children collaboratively designing and producing the “*World Children's Earth Flag*” for the first human mission to Mars. Children will realize what they can produce together— as creative and empathetic global citizens— they can never produce the same alone.

Children will go back into the world, inspired and ready to spearhead positive social change in their communities.



ICAF Impact

Since ICAF was founded in 1997, approximately 5 million children have participated in and benefited from the Arts Olympiad and ICAF's other programs. An estimated 2,500,000 children and adults have attended our festivals and exhibitions held in major cities worldwide. Nearly one million children, parents, teachers and librarians comprise the total readership since 1998 of our *ChildArt* quarterly.

On a daily basis, a thousand or more children across the globe learn about ICAF from their peers or online, gaining confidence in themselves as creators because their imagination is the seedbed for discovery and innovation.

By fostering children's creativity and developing their empathy, ICAF fulfills six of the 27 Social Development Goals (SGDs) of 2030 UN. Our work reduces poverty, promotes good health, brings quality education, ensures gender equality, reduces inequities, and build peace in communities and the world at large.

The Arts Olympiad and the WCF are exemplary cases of U.S. cultural diplomacy because we engage the world's children and win them over. U.S. military families in the Greater Washington Area serve as host families for our international delegates to the WCF. The U.S. Olympic Committee has granted us an exclusive license to use the 'Arts Olympiad' mark.

ICAF is independently ranked among the 25 Top Children's Charities in the U.S.

- To learn from the children about our impact, please peruse this [magazine](#).
- For the previous WCF, watch this [music clip](#), peruse this [magazine](#) or visit this [website](#).

Research and Thought Leadership

Not only is ICAF a world leader in children's art, we also spearhead educational reforms. Here is a sample of our published research:

- On repairing our world: [School Arts](#)
- On building peace: [The Lancet](#)
- On developing creative communities: [The Creativity Revolution](#)
- On global cultural change: [Journal of Urban Culture Research](#)
- On global competencies: [Journal of the Association of State Boards of Education](#)
- On global digital divide: [International Monetary Fund](#)

Funding

Businesses that have supported the ICAF or sponsored the WCF include Adidas, Chevron U.S.A., Inc., CVS Health, Galeria Kaufhof, Faber-Castell, Hilton Hotels, LEGO, Safilo USA, S.C. Johnson & Co., Target Corporation, Wacom, and the Walt Disney Company.

Private foundations that have most recently provided grants to ICAF include Claire and Theodore Morse Foundation (Los Angeles) and the Singing Field Foundation (New Hampshire). Most of ICAF funding comes from creative and empathetic professionals.



I am grateful to organizations like the International Child Art Foundation that gives us the opportunity to see the world through the eyes of our nation's young people. I encourage you to continue to support programs that help children to discover their talents and believe in themselves.

— Hillary Clinton —

Dr. Ashfaq Ishaq is Chairman of the International Child Art Foundation. He may be contacted via email at ishaq@icaf.org

ATTENTION ALL EDUCATORS AND ARTISTS

We are seeking submissions from across the fields of art and education. *Voices*, designed by Sharon D. La Pierre and Christine Ballengee Morris, is a forum to explore issues in theory and practice. It encourages dialogue, stories, and lesson plans that deal with multicultural, cross-cultural, and cultural pluralism with regard to curriculum and practical issues. The goal is to provide information and materials for and by teachers on these topics. Please consider sending your submissions on any of these topics to *Voices* Editor Mara K. Pierce at mara.pierce@msubillings.edu by April 31, 2019.

NAEA 2019 Conference

USSEA Events List

The National Art Education Association annual conference will be held in dynamic, exciting Boston, Massachusetts on March 14-16, 2019. This year's list of events applauds another year of contributions and possibilities for the future of education through art. Following is the list of USSEA-sponsored events and sessions to help you get started with your planning. We hope to see you in Boston!

Thursday, March 14

USSEA Executive Board Meeting

4:00 PM - 4:50 PM **Convention Center/Rm 107/Level 1**

In this meeting, the Board will discuss policies and procedures for USSEA operations and share information from the Chairs of each category to review past successes and plan future goals.

Presenter: Fatih Benzer, Ryan Shin, Alice Wexler, Allan Richards, and Steve Willis.

Helping Young Children Create Prosocial Narratives and Cooperative School Climate

5:00 PM - 5:50 PM **Convention Center/Rm 206/Level 2**

This paper presents findings from two collaborative art projects with elementary children and discusses their beliefs about prosocial actions and attitudes that can promote a positive and cooperative school climate. **Presenters:** Mousumi De, Elizabeth Burkhouse, Alison Aune, Lucas Anderson, and Ying Ma.

Friday, March 15

Borderless: Global Narratives in Art Education: JCRAE Author Dialogue

11:00 AM – 11:50 AM **Convention Center/Ballroom C/Level 3**

Join the authors of the Journal of Cultural Research in Art Education's volume 35, "Borderless: Global Narratives in Art Education," to discuss key aspects of their articles and overlapping critical themes that emerged. **Presenter:** Joni Acuff.

USSEA Awards Ceremony

12:00 PM - 12:50 PM **Convention Center/Rm 101/Level 1**

USSEA Award Announcement and Celebration! Edwin Ziegfeld Award, Marantz Fellows Award, Service Awards, USSEA Award for Excellence in PK-12 Art Education, USSEA Award for Outstanding Master's Thesis. **Presenters:** Fatih Benzer, Ryan Shin, Alice Wexler, Allan Richards, and Steve Willis.

Saturday, March 16

Fusing Contemporary Non-Western Art History and Art Education Practice: A Cooperative Approach in Distance Learning

8:00 AM – 8:25 AM **Convention Center/Rm 306/Level 3**

This presentation describes the design, implementation, and impact of integrating two-distance-learning courses to develop knowledge and sensitivity of contemporary non-Western art and concepts for classroom application. **Presenter:** Susanne Gunter.

Saturday, March 16 (cont'd)

Impacts of the Essential Understandings about American Indians Document on Art Education

11:00 AM – 11:50 AM **Convention Center/Rm 202/Level 2**

Learn about the Smithsonian's NMAI Framework for Essential Understandings about American Indians document and its potential to change how students learn about different Native American cultures through art. **Presenter:** Mara Pierce.

Project-Based Pedagogy, Art Education, and Cultural Diversity

12:00 PM – 12:50 PM **Convention Center/Rm 208/Level 2**

This presentation discusses the project-based pedagogy by demonstrating how it engages students socially through art education to promote cultural diversity seamlessly and transforms the art-room to a social environment. **Presenter:** Allan Richards and Steve Willis.

United States Society for Education through Art (USSEA) Interest Group Meeting

2:00 PM – 2:50 PM **Convention Center/Rm 300/Level 3**

Members and prospective members meet to discuss interests, initiatives, and future opportunities such as the Child Art Exchange, Online Juried Gallery and Annual Exhibition, Diversity Resources, Scholarship Mentors, and Contemporary Issues Newsletter. **Presenter:** Fatih Benzer, Ryan Shin, Alice Wexler, Allan Richards, and Steve Willis.

See you in Boston in March 2019!

Deadline for Awards Nominations

Approaching deadline for two USSEA awards: January 15, 2019!

2019 USSEA EDWIN ZIEGFELD AWARDS

USSEA's Annual Edwin Ziegfeld Awards honor distinguished leaders who have made significant contributions to the National and International fields of art education. Two Ziegfeld Awards will be presented during the National Art Education Conference to be held in Boston, March 14-16, 2019.

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

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

The USSEA Award for Excellence in PK-12 Art Education

This USSEA award is presented to a Pk-12 art educator who has demonstrated leadership in and commitment to multicultural, cross-cultural educational strategies in their school/s and communities. This art educator actively implements an approach that builds respect for human dignity and diversity through art. The teacher must be a member of NAEA and USSEA to be recognized for their contributions. Their work must be confluent with the mission of USSEA, which is to foster “teamwork, collaboration, and communication among diverse constituencies in order to achieve greater understanding of the social and cultural aspects of art and visual culture in education.”

USSEA Award for Outstanding Master’s Thesis or Dissertation

The USSEA Graduate Thesis award is presented to a Master’s graduate whose thesis or creative component reflects the mission of USSEA: to foster teamwork, collaboration, and communication among diverse constituencies in order to achieve greater understanding of the social and cultural aspects of the arts and visual culture in education. The topic investigated in the master’s work promotes pluralistic perspectives, deepens human and cultural understanding, and/or builds respect for diverse learners.

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

E-Mail Nomination Materials to: Angela LaPorte, alaporte@uark.edu

DEADLINE DATE: Nomination materials (nomination form, vitae, letter of nomination, and two additional letters of support) are **due by January 15, 2019**. Letters of nomination, acceptance, and support must be written in English. Recipients will be recognized at the annual NAEA conference.

Journal of Cultural Research in Art Education, Vol. 35, 2018: Latest Edition Authors and Articles

In our quest for information about becoming strengthened educators and researchers, we take a look at the list of scholars and writers who have made a contribution to the USSEA’s 2018 Journal of Cultural Research in Art Education, Volume 35. For further information or to access the articles, please visit <http://www.jcrae.org/journal/index.php/jcrae/issue/view/10/showToc>

- *Global Consciousness in Art Education: Utility and Problematics of Curriculum Development within a Critical Postmodern Relational Praxis* by Gloria J. Wilson

- *An Indigenous Reframing of Art Education Historical Research: Acknowledging Native American Spiritual Values* by Laurie Eldridge

- *K-Pop and Critical Multicultural Art Education* by Hannah Kim Sions
- *Dis/locating Comfort Women Statues: Reflections on Colonialism and Implications for Global Art Education* by Hyunji Kwon
- *Down the Rabbit-hole: Girlhood, #metoo, and the Culture of Blame* by Shari Savage
- *From Cultural Tolerance to Mutual Cultural Respect: An Asian Artist's Perspective on Virtual World Cultural Appropriation* by Sandrine Han
- *Educating Diversely: The Artist Talk Platform* by Arianna Garcia-Fialdini
- *Teach Me Your Arctic: Place-Based Intercultural Approaches in Art Education* by Elina Härkönen
- *Enabling the 'Other Community' through Creative Pedagogies for Urban Renewal: Exploring the Affiliation Between Contemporary Art Practices and Democratic Values* by Esther Sayers
- *To Know or to Understand One Another: Developing New Identities Through International Teaching* by Amanda E. Barbee
- *Art as a Global Necessity: MoMA's International Children's Art Carnival as a Catalyst for Globalization* by Sara Torres Vega
- *Disrupting the Colonial Globe and Engaging in Border Thinking: An Art Educator's Critical Analysis and Reflection on (de)Colonial Discourses in Global Art Narratives* by Injeong Yoon
- *Global Narratives of Refugee Youth: Examining the Interwoven Strands of an Interdisciplinary Arts Process* by Kate Collins
- *Facilitating Productive Encounters with Difference: A Visual Essay* by Becky Shipe

Don't forget to drop by the
 USSEA Facebook page at
[https://www.facebook.com/
 groups/163902027374](https://www.facebook.com/groups/163902027374)

