



From the President

Kathryn Hillyer

"May you live in interesting times."

The statement above claims to be an English translation of a Chinese curse, and until recently I believed that to be true. It sounds like a blessing, but it's usually used ironically.

It's better to live in times of peace and tranquility (uninteresting times) than in times of trouble (interesting times). After doing some research a few months ago I learned that this saying is apocryphal, and no one has found an authentic Chinese source.

That said, we certainly are living in interesting times that are times of trouble. When I wrote my last column we were in the midst of the Covid lockdown. I anticipated my next column (this one) to address things looking better. Then George Floyd was killed and the protests began. More interesting and troubled times. Will these times lead to much-needed reforms? Will people of different races have a better understanding of one another? None of us knows the answer to those questions. What we do know is that things need to change.

One of the things art does in time of change is illustrate issues in a visual way. In 2017 the Whitney Museum in New York hosted a show of protest art. An article about the exhibit in The Guardian stated: "The role of art in confronting important political and social issues is brought to the forefront at a new exhibition at the Whitney in New York. An Incomplete History of Protest examines who [sic] artists have become activists in order to help create a better future." *The article focuses on a number of artworks that dealt with different issues.* (<https://www.theguardian.com/artanddesign/gallery/2017/sep/06/a-brief-history-of-protest-art-from-the-1940s-until-now-whitney-new-york>)

The cover of the June 15, 2020 issue of Time magazine (focused on protest) featured a painting by Titus Kaphar, titled "Analogous Colors." It is a powerful statement of love and loss. You can see it and read about it here: <https://news.artnet.com/art-world/titus-kaphar-time-magazine-george-floyd-1878975>. You can also see it on the actual Time magazine.

Another article in Time by Raisa Bruner looks at the artists behind some of the powerful artwork during the George Floyd protests. <https://time.com/5846424/george-floyd-protests-art/> While I cannot share the imagery without usage rights, I can direct you to the source articles. Art is a powerful tool for change, for illustrating issues we need to confront.

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James Baldwin wrote:

Not everything that is faced can be changed, but nothing can be changed until it is faced.

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Where's Woody?



Photo by Woody Duncan

Usually I receive emails from Woody Duncan (RAEA Past-President) about his various travels with his wife.

In May he sent me an update on their lives during the shutdown. He's painting a lot and got into several national and international watercolor exhibits—but most were canceled. He received one painting back from the show and the box had never been opened! He added that his wife had been sewing masks, and their hot tub is working, they have wine and a full freezer. Life is good for them in New Mexico.

"Woody Duncan"

Trivia

May's Trivia question took us out of the realm of European art and was: What quality is associated with peaches in Chinese art?

May's answer was: Peaches symbolizing immortality (or the wish for a long and healthy life) are a common symbol in Chinese art. The Taoist god of longevity, Shoulao, is often depicted holding a peach, and Xiwangmu, the queen of immortals, is said to grow peaches in her garden.

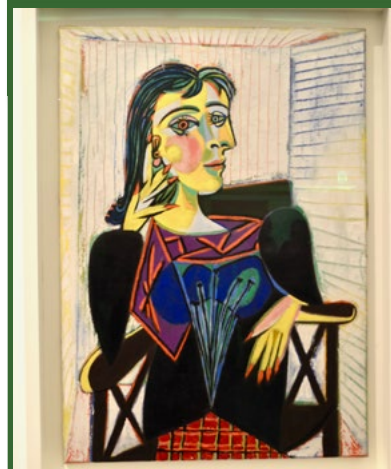
Congratulations to Tammy Noirot, Boo Ruch, and Jerry Hershberger. Tammy has gotten the correct answer every time, I believe!

Boo added: The peach is also known in feng shui (meaning "wind-water" in English) as the fruit of heaven because of its prominence in many ancient Chinese legends about the Immortal Gods. Peaches came to be associated with wealth, health, abundance, and longevity. The peach is also known as a feng shui symbol of love and marriage.

Full disclosure: Jerry is a friend of mine who emailed a friend of his in Shanghai to get the answer—not a retired art educator!

July's Trivia question is: How did the Musée Picasso in Paris come to own its collection of Picasso's works? My photo memories right now are of my trip to Paris with Ellen Taylor five years ago, and we visited that museum!

Remember, email your answers to me at kathioh@aol.com and you too can receive the applause of your peers as I list your name in the newsletter!



"Dora Maar"

Photo by Kathryn Hillyer



In The Spotlight

Linda Popp

NAEA Distinguished Fellow, 2018
Maryland Art Education Association

Linda Popp is a Baltimore art educator and artist. She retired in 2016 after a 41-year career with Baltimore County Public Schools (30 years in secondary art and 11 years as Visual Arts Coordinator with 275 K-12 art teachers). She is currently supervising art education student teachers at Towson University.



"Are You Open to Your Bliss?" —Linda Popp

She is still on the Maryland Art Education Association Council and even has an MAEA Leadership Award named in her honor. Linda has served on the NAEA Council as the Secondary Division Director and Eastern Region Vice-President and was named a Distinguished Fellow in 2018.

Now her focus has shifted to being an Artist/Art Educator. Linda creates narrative found object assemblage sculptures. She uses artifacts and symbolic objects to convey stories about relationships with family, place, love, faith, nature, and self. During the process, she goes beyond her personal stories and the narrative becomes more universal. Some objects/symbols are fairly obvious; others may be interpreted by viewers differently as they bring their own experiences to the work. Linda enjoys the idea that something from her own story may cause others to reflect on their own experiences.

Since retiring, she moved to the country which has rekindled her connection with nature and can be seen in recent works such as "Are You Open To Your Bliss?" With more quiet time in nature she is amazed by the beautiful things she is discovering and worries that sometimes we are too busy to notice the wonders that are around us everyday.



"I Need Four Walls Around Me" —Linda Popp



"They Need a Sheltered Nest" —Linda Popp



"Your Children See Their History in Your Face" —Linda Popp

Her move has also caused her to reflect on the meaning of home in her Relationship with Place Series. This work is a collection of events, details, and experiences she had in each place to make it feel like home. "I Need Four Walls Around Me, 433 " is about her place in Baltimore. This home was full of joy and the neighbors even called it the fun house.

Her work often begins with a lyric from a song or a line from a poem which speaks to her. It causes her to think of her interpretation and how it pertains to her life experiences and gives her the intention for her work. She

then gives herself time to brainstorm ideas and gather objects to tell the stories. During the construction process, additional ideas and objects come into play as the stories unfold and become an assembled composition. Linda always finds the process challenging and meaningful.

During the COVID 19 crisis, she was asked by Baltimore County Public Schools to be a resource for distance learning art lessons about using collections and telling stories in art. Linda accepted this new challenge and is now creating videos and created a Linda Popp YouTube page so they can be used in any classroom. You can also see more of her work on her website: www.lindapopp.com

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*As leaders with decades of experience,
your leadership is needed more than ever.*

Stephen Coleman, Director, ArtsEd Tennessee
Flowerree McDonough, Emeritus Co-Editor

Call to Action

Most states made adjustments to their state budgets at the beginning of the pandemic. At this point, most state legislatures are reconvening to revisit the state budget based on much lower than expected revenues, and to continue work on other legislation. With large shortfalls in budgets, arts education could be in danger.

We must **reach out to our members of Congress to request \$200 billion** in the next legislative relief package to backfill state education budgets. Congress must appropriate at least \$200 billion specifically for education for states to avoid drastic negative consequences. ***Without this funding, music and arts programs will be jeopardized, and students will not have the access to a well-rounded education that they need and deserve.***

Call to Advocate

Let school administrators, local elected officials, and other policy makers know that any planning for school re-opening must include visual and performing arts education - the heart and soul of student learning.

Here are some ways you can support the visual art teachers in your area:

- *You are the expert in the visual art content area, and as such, must formulate the plan moving forward. Any re-opening plan should come from a visual art teacher and not from school administration.*
- *A statewide plan will most likely not adequately address any one particular program, since there is so much variety in staffing, facilities, class size, and more. This is not a time for a “one size fits all” approach.*
- *Support the visual arts educators in your area with suggestions and help brainstorm the best method for getting much needed art supplies for students working from home.*
- *Help in the creation of virtual learning programs.*

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Your Help is Needed Now

Your colleagues are fighting this battle today; please help them this summer as they make a plan forward. Let them know you are willing to serve as a resource, and that you support them as they reinvent visual art education for their students. You have the experience and passion to help them create an even more relevant and exciting learning environment. With the proper mindset and planning, you can give back to your profession by helping them emerge from this as more creative teachers. The students and visual arts programs will be the ultimate beneficiaries of your work.

Arts Education Is Essential

A Unified Statement From Arts and Education Organizations

May 26, 2020 | Endorsed by 53 national arts and education organization

A clear statement of support for educators and other stakeholders, as you make the case for arts programs in your school district. Download the statement [here](#).

Three principles are spelled out in this statement:



- 1 | Arts education supports the social and emotional well-being of students, whether through distance learning or in person.
- 2 | Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.
- 3 | Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

You now have a national statement to quote and share with administrators, legislators, business/ community leaders and other decision-makers.



You are best equipped to help formulate the plan forward and be an advocate for arts education.

CONTACT INFORMATION

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RAEA MISSION STATEMENT

The purposes shall be to define and establish the role of the retired art educators as an interest group of NAEA; to conduct programs of professional activities for state and national events; to encourage continued personal involvement and development in art education; to inform State Associations and NAEA of concerns relevant to members of long-standing; and to encourage and support, as well as provide mentorship for student members of the NAEA.