



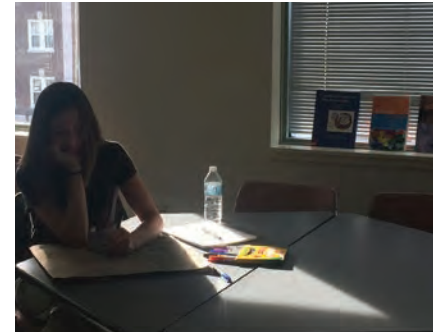
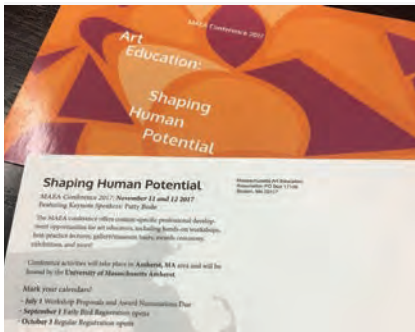
MAEA

MASSACHUSETTS
ART EDUCATION
ASSOCIATION

THE MAEA NEWS

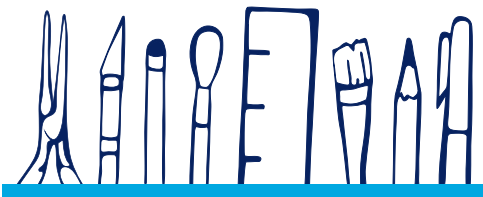
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Vol.3–No.1 Spring/Summer Edition 2017



This Issue

- 02 President's Message
- 04 Upcoming Events
- 06 Journey to TAB
- 09 Revamping the YAM Flag/Banner Design
- 10 Youth Art Month Exhibits
- 12 Cosmetology, Science, and Racism:
A Unit on Art Literacy Centered in Students' Lives
- 14 Starting a Chapter of the National Art Honor Society



President's Message



From: Laura Marotta

Hello MAEA Members and Friends!

As the school year comes to a close, I hope you all had a wonderful, productive, and most importantly, FUN year with your students. As the school

year has been winding down, the MAEA Board has continued their work to promote the importance of arts education through all possible outlets.

Melissa Hayes, MAEA President-elect and I attended the National Art Education Association Delegates Assembly held in New York City in March in conjunction with the NAEA National Convention. There we voted on a number of items, which included recommending a new position statement on supporting and sustaining art education programs in colleges and universities to the NAEA Board. For more details on the work done at Delegates Assembly you can review the minutes on the NAEA website www.arteducators.org.

Currently at the state level we are re-vamping our association's website, creating a strategic plan, and working hard on our upcoming annual conference in November co-hosted by the University of Massachusetts Amherst. Submit your conference workshop proposals by July 1, and keep an eye open for conference registration, which opens September 1.

Youth Art Month was a huge success. This year, we

had one hundred and seventy-five teachers from eighty-four districts or private/independent schools submit student work, with close to one thousand 2-D and 3-D pieces displayed. The show was held at the Massachusetts State Transportation Building, and continues to be a crucial advocacy tool for all young artists in grades K-12 in our state. If you haven't participated yet, I urge you to join us next year! Reach out to Helen Downey, Youth Art Month Committee Chair at youthartmonth@massarted.com.

The MAEA Board recently sent a letter to the Massachusetts Department of Elementary and Secondary Education, encouraging them to continue to include arts education as an indicator of school success in all of their efforts. The idea for this letter was initiated by Jonathan Rappaport, Executive Director of Arts/Learning. All of the arts education



PHOTO COURTESY OF LAURA MAROTTA

organizations throughout the state are doing their part in making sure that the arts continue to thrive within education in the state of Massachusetts.

In other exciting news, former Eastern Region Vice President for the National Art Education Association, June Krinsky-Rudder, was awarded the Lynn S. Feldman Distinguished Visual Art Educator Advo-

cacy Award by the Arts/Learning team. A well-deserved recognition for one of our fearless leaders! Congratulations, June!



PHOTO COURTESY OF ALICE GENTILLI

We also continued our partnership with the University of Massachusetts Dartmouth and the New Bedford Art Museum/ArtWorks! for the 30th Art All-State on June 9 and 10. Art All-State brought together 144 of Massachusetts most creative high school juniors to UMass Dartmouth for an intense two-day experience. Attending students worked with sixteen artist/mentors, and were introduced to the rich arts community of downtown New Bedford, where they investigated the works on display at the New Bedford Art Museum/ArtWorks! and other museums and galleries in the area as inspiration for their own creative work. The weekend culminated with a variety of art installations, and art pieces. Be sure to check out Art All-State on Instagram for photos of the amazing experience.

As we move into the summer months, I would like to leave you with a quote that I find particularly inspiring. *Let us think of education as the means to developing our greatest abilities. Because in each of us, there is a hope and dream which, fulfilled, can be translated into benefit for everyone, and greater*

strength for our nation. ~John F. Kennedy

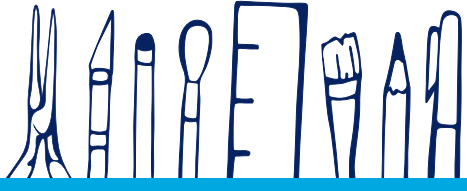
I encourage you to discover and/or reignite your personal passions this summer, whether they be painting, hiking, cooking, or anything else. With all of the difficult and time-consuming work we do as educators, it is crucial that we maintain that fire within ourselves. Children will pick up on this fire, and be inspired when you are feeling fulfilled.

Enjoy your summer,

Sincerely,
Laura Marotta
President, MAEA



PHOTO COURTESY OF LAURA MAROTTA



Upcoming Events

Board Meetings

June 19 Milford High School
5:30 - 7:30 pm

To RSVP Email
secretary@massarted.com

Committee Meetings

June 21, July 20, and August 9 Conference - Online
7:00 - 8:00 pm To RSVP Email
conference@massarted.com
September 13
6:00 - 7:00 pm

July 19, August 3, September 20 Exhibitions - Online
6:30 - 7:30 pm To RSVP Email
exhibitions@massarted.com



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[@MassArtEd](https://www.instagram.com/MassArtEd)

MAEA is looking for a Publications Editor!
Email Melissa Hayes at presidentelect@massarted.com for more information!

The article deadline for the fall publication is August 20, 2017. Please include at least three high quality photos with your article submission.

To submit an article for the next publication, please send your ideas to editor@massarted.com for approval.



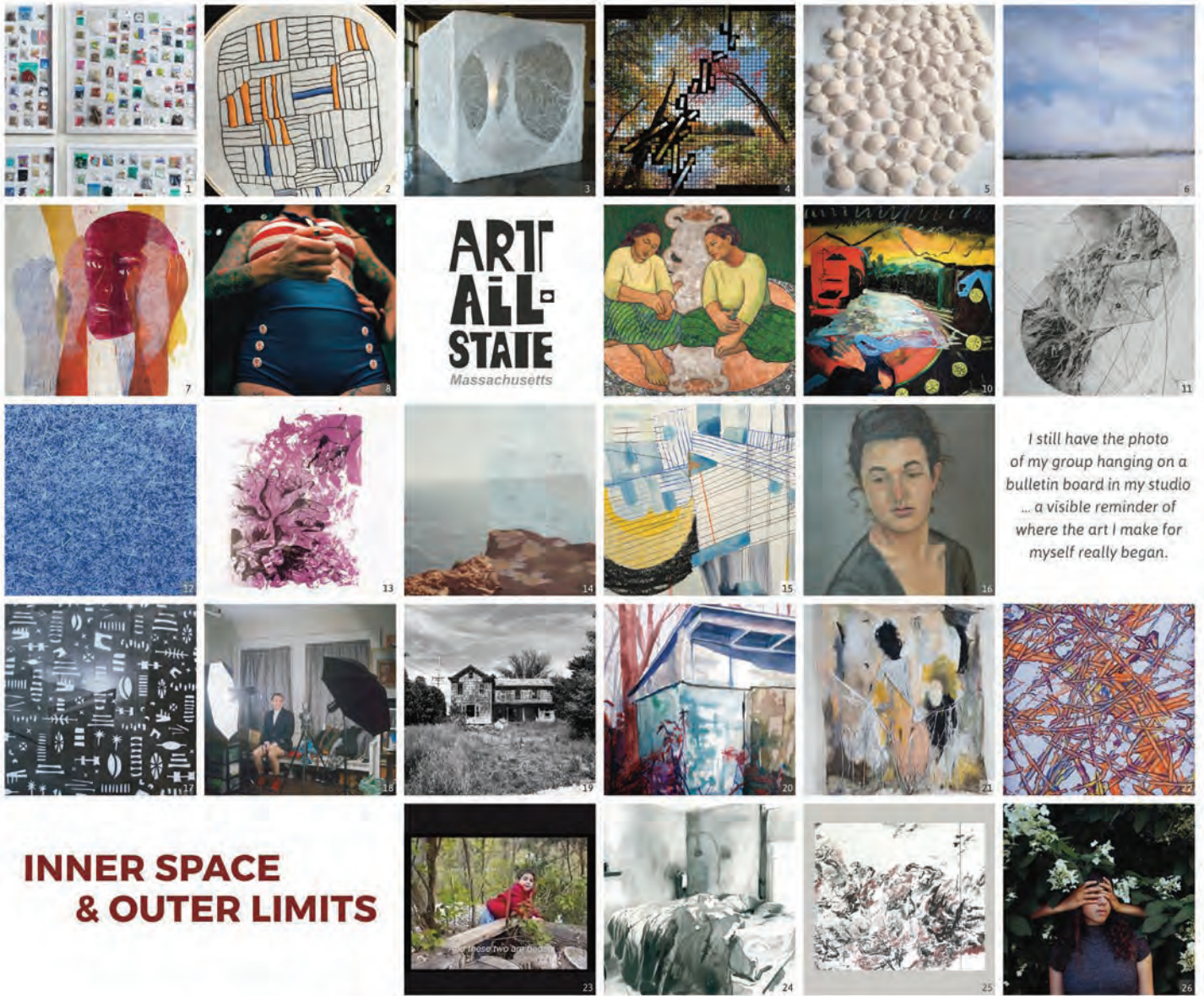
PHOTO COURTESY OF MELISSA HAYES

Art Educators of Massachusetts

MAEA Summer Juried Exhibit
State Transportation Building, Boston
Now - September 15, 2017
Closing Reception
September 15, 4:00 - 6:00 pm

Featuring art by:

Diana Adams Woodruff, Laurie Amberman, Marcia Anzalone, Pavani Arigila, Chrisitne Bodnar, Marissa Bolton, Michelle Borges, Marianne F. Buckley Curran, Michael Cabral, Mary Beth Eldridge, Diane Francis, Audrey Fusco-Benoit, George Hancin, Melissa Hayes, Jennifer Ho, Alyssa Irizarry, Eva Kearney, Greg Lamb, Frances LeMieux, Rachel Levy, Siobhan McDonald, Carolyn McGrath, Evelyn Mwenye, Laura Phillips, Sandra B Robillard, Pam Rourke-Dupuis, John Sladewski, Erin Sutton, Jaimee Taborda, and Carolann Tebbetts.



I still have the photo of my group hanging on a bulletin board in my studio ... a visible reminder of where the art I make for myself really began.

INNER SPACE & OUTER LIMITS

30th Anniversary Alumni Exhibition

Highlighting the work of Art All-State participants, either as students or artist-mentors, for the past 30 years.

June 8 – September 14

Reception AHA! Night
Thursday, June 8, 6 – 8 PM
9 AM – 6 PM daily, closed on major holidays. The gallery is open until 9 PM during AHA! Nights (the second Thursday of every month)

Jurors

Jessica Hong and Jeffrey De Blois from the ICA Boston



Additional Activities

See a full schedule of exhibition-related activities at: massarted.com/art_allstate

Made possible by a grant from the UMass President's Creative Economy Initiatives Fund.



University Art Gallery
CVPA, UMass Dartmouth
Star Store Campus
715 Purchase Street
New Bedford, MA 02740



Journey to TAB

By Jaimee Taborda

This spring marks the close of my first year teaching in a TAB (Teaching for Artistic Behavior) classroom. Looking back at where I started, it is hard to believe how far I've come. If you had asked me three years ago, I would have told you there was no way I would teach in a choice-based classroom, yet, here I am doing just that. So how did I make this transition? Well, the answer to that is multifaceted and involves many "aha" moments.

Two summers ago, I went to the AP Summer Institute at St. Johnsbury Academy in Vermont. I was preparing to teach AP Studio Art for the first time and was excited for the prospect of offering this option to my students. I had been wanting to teach AP for a couple of years, so my teaching had already started to change course as I was thinking about how to best prepare students for the independent work they would need to accomplish for their portfolio. While at this conference, I met a teacher who was a choice-based teacher (TAB).



PHOTO COURTESY OF JAIMEE TABORDA

I thought she was out of her mind! I remember thinking how could it be possible to let the kids

do whatever they wanted. What about teaching technique? How can they make decisions for themselves if they don't know how to draw, shade, and observe? I always said that students needed to "learn how to walk before they can learn to run." How could I possibly turn over control to students who had no art experience?

Over the next year or so, there were several moments that opened my eyes to the need for a change in my instruction. Last winter, I was taking a class at the Worcester Art Museum where I was able to use the studio and have a mentor on hand when I had questions. There were no assignments, just me and my art with the support of an instructor. At this time, I also had a student teacher in my classroom which allowed me the opportunity to work on my own art more in my classroom. This experience really solidified for me the jarring differences between my expectations for my students and the way that an artist actually works. When I was sick of my painting, I took a break from it and started another one. I worked on multiple pieces at a time and sought feedback from my peers and the instructor when I was stuck. In my classroom, I had conversations with my students about my work. I was struck by the depth of their queries. They were genuinely interested and capable of carrying on an "artist" conversation. I remember wondering about how I could provide my students with a more authentic artist experience in my classroom. Were there ways to allow them the freedom to abandon a piece for a while? How could I empower their voice within their work? How could I support independence and problem-solving?

The final nail in the coffin of my old teacher-centered approach was when one of my graduated

students (who had been accepted to MassArt, but didn't attend) came to our Annual Night of the Arts. When I asked her about what she was working on, she said, "Nothing. I need you to give me a project." Ouch. I had noticed a trend that many of my graduates didn't continue making art afterwards, but this was such an eye-opener. I realized that I had not been training artists, but rather mini-apprentices who would try to replicate my ideas as best as possible. Those who were adept at rendering and observation tended to do pretty well. Those who didn't like my projects, didn't. I remember spending hours trying to come up with engaging projects to fit the needs of my students only to continue to have students (even those with a natural ability) disengaged in the process, only doing the bare minimum for a grade. I realized that there wasn't a one-size-fits-ALL "project." I needed to make a change.

Enter TAB. Ironically, I don't actually remember the moment when I discovered TAB or who directed me to the lively TAB Facebook groups. In these groups, I encountered a group of passionate educators who had struggled with the same questions I had been. They directed me to resources and shared their experience. This group of educators

was open and willing to share their successes and their failures. I finally found some of the answers I had been looking for. How do I make sure students are not just sitting around wasting time? How do I grade if everyone is doing something different? How do I set up my room to help it become more student-centered? I had so many questions about how to implement this new philosophy and these TAB Facebook groups played an integral role in my decisions moving forward.

After a few months learning online, I was fortunate to participate in the TAB Summer Institute at MassArt last year. This intensive week filled my head with so much to think about. I remember thinking that I would leave with all of my answers. I thought that at the end of the week I would have a firm grip on what Teaching for Artistic Behavior really looks like. Instead, I left with more questions and a mind full of ideas. I learned that there isn't only one way to teach TAB, we can tailor it to fit our needs, just like we do for the kids. The main idea is that you are focusing on the student as the "product" of your classroom instead of the projects. The student is the artist and the classroom is their studio. I learned so much from Diane Jaquith, Kathy Douglas and Ian Sands (my middle/high school group mentor) as well as all of the other teachers in attendance. This week provided me with a strong understanding of TAB and many different tools to use in my planning moving forward. My first year implementing TAB has been one of the most gratifying ever. I have watched students experiment with new materials, learn from one another, engage in authentic "artist conversations," and more. Students are inquisitive and motivated to work beyond the classroom. I have the highest number that I have ever had of students signed up to continue in art next year. There have been some false starts and I am still trying to find the best way to help students become their own independent artists. It hasn't always been smooth sailing and I don't have it all



PHOTO COURTESY OF JAIMEE TABORDA

figured out, but I am confident that this new approach is the right direction for me. I will never go back to the old way. Never.

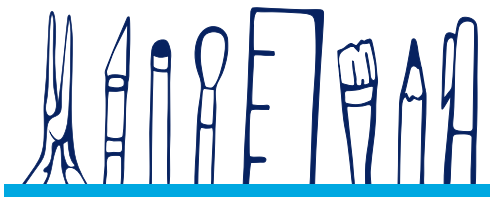
If you'd like to learn more about Teaching for Artistic Behavior, here is the link to the TAB webpage.

<http://teachingforartisticbehavior.org>

Jaimee Taborda teaches art at Oxford High School. She is also an adjunct professor of art education at Gordon College. She is passionate about teaching. You can find her on Twitter and Instagram: @jaimeetaborda or check out her teacher website: <http://artofohs.weebly.com>



PHOTO COURTESY OF JAIMEE TABORDA



Revamping the YAM Flag/Banner Design

By Helen Downey

This year the Youth Art Month Committee decided to rework the prizes that are generously given by Sargent Art, and turn the Flag/Banner Design activity into a contest, to increase engagement. We had more entries than ever before! Thank you to all teachers who participated by adding this into their curriculum or introducing it as an extra activity. The quality of the designs was excellent and the judges had a difficult time selecting the winners.

A huge thank you to Sargent Art for generously sponsoring the contest by donating prizes including art supplies for a student from the elementary, the middle and the high school levels. Teachers of the winning students also each received art supplies for their classrooms and prizes were also given to an honorable mention from each grade level. A check was presented to the grand prize winner, Brianna Romero from Lawrence, whose design was made into a banner that hung at the NAEA conference in New York. She was featured as a speaker at the Statewide YAM Family Celebration and her teacher received a large shipment of art supplies for his classroom.

Comments from a couple of the winning teachers: *I offered the flag contest as an assignment for my advanced art students. They just followed the guidelines and used time in and out of the class to work on their designs. The students enjoyed the assignment and Morgan Amour was very proud to have won the high school contest.* -Stephanie Lashua, Shepherd Hill Regional High School, Dudley

My students loved being involved in the YAM flag contest! It was inspiring to listen to and view the ideas they came up with to incorporate the theme of how we are united through art. I had a student who was a finalist and one who was given an honorable mention.

I was able to showcase their work at a school committee meeting and talk about their achievement and all were very impressed. The students at my school are so proud of their peers and I am a very proud art teacher! -Chelsea Greene, Henry P Clough Elementary, Mendon

Maybe next year we will have a quote from you!



WINNING FLAG DESIGN BY BRIANNA ROMERO
PHOTO COURTESY OF JOHN TRAVLOS



Youth Art Month 2017

By Helen Downey

Youth Art Month 2017 was an event with many conflicts! First the NAEA National Convention was surprisingly scheduled for early March, conflicting with the original YAM date. Then it snowed the day we began to install the show causing another date change, and then of course it even snowed the day we took the show down! Nevertheless, YAM 2017 was a success across the state!

The MAEA Statewide YAM Exhibit, held at the State Transportation Building in Boston featured close to one thousand works from one hundred seventy-five teachers representing eighty-four cities and towns from almost every county across Massachusetts.

With teachers willing to be drop off sites and collect the work, as well as the establishment of relay processes to transport the work to Boston, we have been able to begin to truly represent the amazing things that happen in art education classrooms from across Massachusetts!

With the many date changes (one which prevented the show from being available for viewing during February vacation), we decided to offer two weekend opportunities for families to enjoy the exhibit. Both celebrations were very well attended with a combined estimate of 1500 teachers, students, families and friends enjoying the work. That is in addition to the teachers who scheduled field trips for their students and of course the hundreds of people who work or visit the building and view the exhibit each day making the Statewide YAM exhibit an incredible Arts Advocacy Event!

This year the MAEA Statewide Family Celebration was also pleased to offer entertainment. A bal-

loon artist spent the afternoon creating a variety of animals, hats, etc. for the kids of all ages who waited patiently in line. A program of guest speakers, included MAEA President Laura Marotta, NAEA Eastern Region Vice President, June Krinsky-Rudder, Massachusetts State Representative Danielle Gregoire, who presented a citation from the Massachusetts State House, a citation provided by Massachusetts State Senator Jamie Eldridge, as well as a proclamation from Governor Charlie Baker that March 2017 is Youth Arts Month. Attendees were then entertained by the musical talents of the Maggie Neary Jazz Band, consisting of approximately



PHOTO COURTESY OF MELISSA HAYES

thirty fourth and fifth grade students, from the Margaret Neary School in Southborough, under the direction of their band leader Stephen Curtis.

A big thank you to all who spoke and a special thanks to Mr. Curtis and the student musicians (as well as their parents), all of whom also provided the musical entertainment for the YAM Celebration at the Worcester Art Museum.

But the Statewide Exhibit was not the only celebration of Youth Art Month in Massachusetts! Again this year, Youth Art Month was celebrated regionally at the Cape Cod VISI Awards, YAM at WAM was held at the Worcester Art Museum, and for the first time, there was a Youth Art Month Celebration in the western part of the state at the Berkshire Art Museum!

There were also numerous district-wide celebrations, including a large exhibit by the Boston Public School District held at the Bolling Building; Marlborough's Citywide Art Show; and a district exhibit in Winthrop, just to name a few.

We would love to eventually to be able to say every region or county in the state has a YAM celebration so if you had a district or school event; if you have an idea for a new regional exhibit (or event); or if you would just like to be involved, please let us know. You can contact the Youth Art Month Committee at youthartmonth@massarted.com.

We want to also offer our thanks to:

- Sargent Art, Lesley University, and Blick Art Supplies for providing student prizes.
- The members of the YAM Committee who planned and organize the statewide show.
- The teachers and volunteers who planned and organize the various regional shows.
- The institutions who sponsored the exhibits.
- The teachers and volunteers who planned and organize district and school events.
- The teachers who volunteered as drop off sites.
- Everyone who helped hang the exhibits.
- Everyone who helped at the celebrations.
- Everyone who helped take down the exhibits.

And

- To all the art teachers who taught the lessons, and selected and prepared the work.

A special thank you the Hat Sisters, posthumously to John Michael Gray who led the exhibits at the State Transportation Building for many years and to Tim O'Connor who continues to be a mentor, and valued resource!

Youth Art Month would not happen without all of you!

LOOKING AHEAD!

As you can see YAM is quite an undertaking and requires many volunteers to be successful! Planning for YAM 2018 will be happening soon and we already have a surprise in the works. Watch the website for dates and opportunities to get involved.

YAM needs YOU!

Helen Downey is the MAEA Youth Art Month Committee Chair and Treasurer. She is retired from Marlborough Public Schools and supervises practicum students from the University of Massachusetts Dartmouth as well as teaches classes at the Post Road Art Center in Marlborough, MA and the Worcester Art Museum in Worcester, MA.



Cosmetology, Science, and Racism: A Unit on Art Literacy Centered in Students' Lives

By Maria A. Geueke

As a first year English as a Second Language teacher for a Middle and a High School in a rural town in Central Massachusetts, I have planned my units for classes always anticipating what students will take away, but this is one of the most difficult things to measure. At the secondary level, bilinguals need to meet rigorous literacy and language demands: “emergent bilinguals must develop both language and content knowledge in secondary school, and many must simultaneously acquire literacy skills” (Menken, 2013). Aside from student assessments on academic content and academic language in speaking, listening, reading, writing, viewing, and representing (Botelho et al., 2014), knowing what students end up taking away from the lessons is essential to me.

Some guiding questions that have helped me drive my lessons to connect to students' lives are the following: How do I teach in a way that makes my lessons relevant to students' lived experiences? How do I tailor my pedagogy that allows for students' “motivations” to be at the center of my teaching? “Connecting Literacy with Art Literacy”, a month long unit connecting academic language and content with art literacy for one of my upper level ESL classes of two Puerto Rican female students, both dominant in Spanish and English with literacy skills being stronger in English, became an especially sound unit as it has centered itself in students' “motivations” and lived experiences. How to teach language and literacy skills through art was a challenge, but it only became possible as soon as students' “motivations” became at the center of this unit.

Listening to Students' Experiences with “Social Toxins”

On one sunny day, I took my students outside so they could write down questions they had for each other about the purpose of the mural project, an art project that has weaved in and around instruction, language, and content goals of the unit. Going outside of the classroom allowed me to see my students in another light and it also worked as a space that became safe for students to express their opinions and thoughts. Listening to students' concerns, challenges, and experiences with racism became a call for me to become deeper aware of my students' experiences that are so different from my own. Students expressing their experiences allowed me to understand why the mural project meant something to my students on a deeper level. As a privileged woman, because of race, class, and other factors of my identity, listening to my Puerto Rican students' experiences with racism, pushed me to become involved in addressing my own privileges and assumptions as well as to look more deeply into what it means to be involved in social transformation. Designing and planning a mural based in students' lived experiences allowed a space for students to talk about their lived experiences and use art to bring attention to their experiences.

Co-Teaching and Public Sharing

Co-teaching is something I read in Edmin's (2016) book as a valuable teaching tool and found it essential in teaching this unit. I gave a blank copy of one of my lesson plans and through scaffolding, I guided a student through the Backward Design model to plan a lesson that met English Language Arts, Science, and Art standards while tying in the out-of-school literacies of both students in the class. Since the co-teacher enjoyed science, was experienced in studying art and the other student

was passionate about cosmetology, this lesson connected physics with cosmetology and art. It took several steps to tie in science. After I suggested looking at the electromagnetic spectrum, the student began researching and giving me websites to read, that she found resourceful. The co-teacher became a researcher with the goal of connecting science content with art while making the lesson relevant to the literacies of the other student, a demanding task that can be challenging even for teachers, which means the student was engaged with rigorous material. While one student took on the role of the co-teacher, the other student worked to get access to more materials needed to finish the mural project by making a flyer for teachers outlining the purpose and need for more paint. It was interesting to see how the purpose of the Mural was voiced to other teachers after having heard students' talk earlier. The flyer was professional, involved researching art, and applied literacies for a particular purpose.

The unit on art did much more than I expected: it gave students critical ways of looking at art by studying position, background, emotion, color choices with help from a visiting Professor from University of Massachusetts Amherst on Thursdays, it connected students' out-of-school literacies, such as art, beauty make-up videos, and science, and it allowed students to not only voice their experiences with racism and experience with being labeled, but grounding their experiences in art and making choices about art to draw attention to their experiences. Students also emphasized the mural project to represent experiences shared by all bilingual students taking ESL by inviting students to share quotes, pictures, and placing their hands in paint on the mural. The quotes and art work were chosen based on the theme of diversity. Soon enough the mural was outlined with quotes by Tupac, J. Cole, and other people addressing strug-

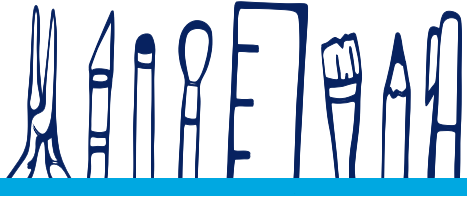
gles around oppression based on race.

My next steps are reflecting on this unit and assessing how reality pedagogy and critical English education played a role and what I can develop on or what was missing moving forward. While I have yet to find out what both students are taking away, as a teacher of Sheltered English Immersion, I have found how art literacy can become a powerful segment of any lesson to address the lived experiences of bilingual students.

Maria A. Geueke is first year English as a Second Language Educator at Quaboag Regional Middle High School in Warren, MA.

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Part III In the “What’s in it for You?” Series

Starting a Chapter of the National Art Honor Society

By Carolann Tebbetts

Why would a teacher who professes to be all about the kids ever ask the question, “What’s in it for me?” Well, teachers are human, and often overworked humans! So, whenever the option to add another thing to the do list pops up the temptation is to ask why and what’s in it for me. Contemplating the start of a chapter of the National Art Honor Society (or the Junior version NJAHS) is certainly one of those occasions for an art teacher.

Yet, there is quite a lot in it for you, your program, and of course, your art students. But first you need to organize.

The process of starting a chapter is simple enough – you network with your students to gauge their interest. Get a core group together who are interested - your art club might be the best starting point. Go over the constitution with them and draft local by-laws. Set perimeters such as minimum grade requirements, service commitments, and dues. Determine a rollout date; perhaps next school year if you begin this spring. Then you approach your administration.

This is the hardest part. Often funding a new stipend position takes time. It mostly likely requires approval through contract negotiations. In Milford, where we started a chapter in 2002, we ran a chapter for two years without a stipend to prove our worth and to wait for the next contract cycle. At that point there was no question of funding as our NAHS chapter had become visible and vital part of the high school community. Prior to that the principal recognized our passion and rewarded us with a small operating budget to facilitate our work.

Fifteen years in and our NAHS is fully enmeshed

in the life of the school from freshman orientation in August through graduation in June. We participate in events at the high school as well as at other schools in the district and at the senior center and youth center. We create murals to beautify our vintage 70’s building, paint faces at various community events, throw paint bombs at color runs, create gifts for visiting committees such as NEASC, decorate eggs with senior citizens in the spring, and run enrichment art programs for elementary students as an ongoing fundraiser that helps fund field trips and facilitates special initiatives and projects not covered by our department’s material budget.

Sounds like a lot of work you are thinking? Well yes, but the payoff is even bigger! We currently have nearly forty members on call to assist whenever any principal in the district emails for help creating posters, designing a t-shirt, or for a few kids who might want to help at an event at school. Those emails came before we had an NAHS and it was a tiresome task to find a willing adolescent to help. Now, I have a go-to list just one group text away. With the funds we raise, we fully cover the cost of our members who are accepted to Art All-State, we are able to provide funds for field trip costs for members unable to cover the fees, and as stated earlier, we have helped with the cost of materials for art teachers who come up with a great new idea after the annual supply budget is exhausted. Our members help hang and take down art shows, they help mat work for shows beyond our district, and they are helpers we recruit to set up and dismantle our rooms at the start and conclusion of each school year. And that covers just some of the physical benefits!

Our chapter provides a place for like-minded

students to congregate, and it provides leadership opportunities for students whose interests may not include sports and other traditional high school organizations, such as student councils and academic focus groups. As many student athletes and gifted academicians are also gifted artists our NAHS chapter has one of the most diverse demographics in the building. Finally, there are opportunities for NAHS members to display their artwork at the state level beyond the usual opportunities such as Scholastic and YAM. Many NAHS chapters create NAHS displays at town libraries and town offices that provide visibility for the department and the student artists. MAEA provides an exhibit opportunity for NAHS members at the state conference each November.

As a teacher, meeting the needs of students is par for the course. Having many of my needs also met is a bonus. NAHS is an organized, and in most cases paid, opportunity to work with and establish strong relationships with the most passionate and invested student artists in the building without having to assign grades to their work! Who could ask for more?

If you are interested in starting a chapter at your school or simply want more information, please reach out! I can be reached at secondary@massarted.com.

Carolann Tebbetts is the Secondary Division Director for MAEA. She teaches at Milford High School.