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The Evolving Landscape of AGTSDV

From our president, Lisa Gressen



Lisa Gressen,
president

Art Goes To School of Delaware Valley (AGTSDV) is a beautiful, collaborative masterpiece much like the mural we painted for Mural Arts Philadelphia; much like one's life canvas. As way of introduction, please allow me to paint my life's portrait for you: an underpainting of red for the twenty-six year marriage to my high school sweetheart; swaths of blue and pink for our children: a son who is a mobile applications specialist and game developer (who married our beautiful new daughter-in-law this summer—more pink!), and a daughter who is a Senior at Hofstra University studying Psychology and Elementary Education with plans to pursue a Master's degree in Special Education. (By far, my greatest creations!) Juicy dabs of black, white and silver symbolize my fine arts background from Moore College of Art and Design and Arcadia University; printed words represent my career in publishing. In 2003, bright golden highlights were added when I joined the Council Rock Chapter of AGTS and held the chairmanship for nine years. (I am especially proud to be one of four presidents from Council Rock.) For the past five years, I have served on the Board of Directors as secretary, vice president, website administrator and social media manager—green, purple, orange and turquoise, respectively. Although it is a work in progress, once completed, the signature in the bottom right-hand corner will read: Lisa Gressen.

Like a masterpiece, AGTSDV is molded over time. Each president adds her or his unique signature, layering the landscape, bringing it to life, into focus. As I take the artist's brush and poise to add my strokes, I feel a tremendous sense of gratitude toward all the past presidents, particularly Lynn Marie Larson and Dani Blodget. Lynn's brushwork helped to flesh out the current path of AGTSDV; she was instrumental in acquiring insurance and updating our website among other necessary improvements. As fundraising chair, she created and ran the highly successful Silent Book Auction at Networking. A tradition continued this year by Assistant Grants Administrator, Danielle Golden. Dani Blodget's delicate, soft strokes refined AGTSDV further; she pulled our budget out of the red, increased chapter outreach and regional connections, and achieved 100% compliance with PA clearances. I am humbled and so very grateful to them and to all of the past presidents for setting such stellar examples.

For my presidency, I seek to add depth, connection and community to our AGTSDV landscape—to broaden its borders, to add brighter, richer color and clarity through education and technology, and to incorporate you, the viewer, into the experience. Our Board of Directors worked hard all summer: updating the bylaws; planning unique educational events for this year and next year; acquiring a dedicated free Google Drive for our organization; creating a membership-inclusive contact list for emails in order to standardize the access and sharing of information, as well as our mode of communication; developing programs to help our chapters thrive and including Art Goes To School of Delaware Valley under Amazon Smile—expanding our reach and our opportunities for donations. (Simply log onto smile.amazon.com, select "Art Goes To School of Delaware Valley" as your designated charity and Amazon will donate a small percentage of your order total to AGTS. The next time you shop, AGTSDV will automatically appear as your chosen charity. Or visit our website at www.artgoestoschool.org under "Member Opportunities" on the home page for a direct link to Amazon Smile.)

In the spirit of education, collaboration and drawing you, the viewer, into our collective landscape, I am proud to announce the implementation of programs designed to support our chairmen and our chapters and to streamline how we share information. Under the New Chapter Development and Support Coordinators, we are able to provide assistance to chapters through regional chapter liaisons and online materials to help with recruitment, requesting financial support and illustrating the benefit of our program to administrators. This exciting new component is discussed in more detail in the article "Spotlight on Support of the New Chapter Development and Support" in this newsletter. In addition to shoring up our existing chapters, New Chapter Development and Support will be seeking to expand into new districts. Furthermore, AGTSDV is going digital! The way we share and access information needs standardization. Look for the article "Just the Facts" in this newsletter to learn more about our online Fast Facts database project and how your chapter can contribute.



<u>MAGNETS</u>	<u>SUGGESTED DONATION</u>
3" x 5"	\$3.00
4" x 6"	\$5.00
3 ³ / ₄ " x 7 ¹ / ₂ "	\$8.00
<u>LICENSE PLATES</u>	
6" x 12"	\$15.00
<u>MUGS</u>	
15 oz.	\$10.00
11 oz.	\$8.00



A vital component of our AGTSDV landscape is the connection of our chapters to one another and also to our leadership. We are all connected by our love of art, of learning and of children. We are also connected by the larger organization of Art Goes To School of Delaware Valley. No chapter is an island; no chairman a lone palm. We are here to help and support one another. Our organization is only as vital as our most struggling chapter. Please reach out to me or any member of the board of directors before an issue becomes a major one. Get to know the other chapters in your region. Mingle with them at events and at Networking. Get involved and leave your stamp on our AGTSDV landscape!

I am immensely proud of our chapter chairmen and membership's willingness to jump in and engage new technology. Change can be difficult, emotional and challenging. Technology is great when it works, and oh, SOOOO frustrating when it doesn't. There will be a few bumps along the road of progress. We may need to scrape off some paint from our collaborative canvas and try again. Please know that the entire board of directors and board support staff are here for you. I have been very impressed with the chairmen who have reached out for help—their resiliency and pioneering spirit are inspirational!

We are a special organization. Our membership is creative, dynamic and passionate. Now more than ever, we need that passion. We need you! Become a part of our collective AGTSDV masterpiece. Opportunities to get involved include chapter liaisons, participating in our online database project, asking friends and family to join you in designating "Art Goes To School of Delaware Valley" as their/your charity of choice on Amazon Smile and filling an open board position such as Chapter Development and Support Co-Coordinator or Technology Coordinator.

Take up that brush. Leave your mark. Together, we can create a masterpiece of connection, education and community of which we all may be proud.

Artfully yours,

Lisa

MONDAY, June 4, 2018

Portfolio Exchange

10:00am, Keneseth Israel (KI), Elkins Park, PA

**Art Goes To School of the Delaware Valley, Inc.
Board of Directors - 2017-2018/19
and current Board Support Positions**

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**"Connecting the Dots-
Speaking to Children About Art"**
By local Children's Author & Impressionist Painter,
Jennifer Hansen Rolli

**Wednesday, May 9, 2018
10:00 AM
Lecture & Book Signing**

**Bucks County Community College, Gallagher Room
275 Swamp Road, Newtown, PA
*FREE access to the historic Tyler Formal Gardens after the event.**

The daughter of an off-Broadway singer mother and an engineer & painter father, Jennifer exhibits a natural talent for painting, inspired by the everyday beauty around her. Her subjects include landscapes, seascapes, interior scenes and portraits. Her landscapes are never static and her vigorous brushstrokes bring a freshness and vitality to her work.

She has written & illustrated Children's Books, exhibited & sold numerous Paintings & Illustrations, and frequently speaks at various Events and Exhibitions.

*"Painting is not unlike storytelling, kind of like historical fiction.
It's of the here and now but from one person's point of view"*



**Please join us for this special event!
RSVP with your Chapter name and number of attendees to:
Tina Whitlow (tina.whitlow@artgoestoschool.org)
BY April 11, 2018**

**Fall Lecture: An Introspective of Wyeth Art through Music with
Pianist, Composer & Improviser, Catherine Marie Charlton**

by Ann Weiss

The Fall Lecture this year was an interesting experience as the audience listened to pianist and composer, Catherine Marie Charlton's, *I Dream About This World, The Wyeth Album*. Charlton's music was played while photographs she had taken during nature walks in the Brandywine Valley were displayed. Her music and photographs were inspired by the artwork of the three generations of Wyeth artists, N.C, Andrew and Jamie Wyeth.

We watched as the artist showed us photographs that she had taken during walks either alone or with her family. She chose areas that reminded her of the Wyeth paintings. She would then play examples of her music that complemented the photographs. For example, the N. C. Wyeth painting, *Zirngiebel House, Needham-----Heavy Snow*, provided inspiration for a photograph of a large spruce tree coupled with the music, *Granen (The Spruce) Opus 75, No. 5* by Jean Sibelius. "The strength and passion of Catherine Marie Charlton's performance here evokes the grandeur of the dark green spruce-filled landscape of N.C. Wyeth's hometown of Needham, Massachusetts."

Charlton took interior photographs of the Wyeth estate as well. Her piece, *Outside of Time, a Healing*, was played as the audience looked upon Andrew Wyeth's, *Groundhog Day*. Charlton composed the piece while sitting in the kitchen of the former Kuerner homestead. This is the same kitchen that Wyeth painted in *Groundhog Day*. To memorialize Karl Kuerner, Wyeth used an empty place setting at the former soldier's seat at the table.

Charlton also utilized quotes from the artists during her presentation. In one instance, she displayed a photograph that her six year old had taken of a twisted root wedged between two lichen covered rocks. The following quote from N.C. Wyeth describes her feeling at the time her child grabbed her camera and took the photograph while the rest of the group was busy observing and photographing the Olson House in Maine: "The fine power of observation the children seem to be blest with...offers me great relief, in that they show an ability that will always give them a foundation reason why it is worthwhile to live..."

Catherine Marie Charlton's book with music CD, *I Dream About This World, The Wyeth Album* was utilized to write this article.



pennsylvania
COUNCIL ON THE ARTS

by Mary Donaldson

**Art Goes to School receives continued support
from the Greater Philadelphia Cultural Alliance**

We are pleased to announce that the Pennsylvania Council on the Arts, in partnership with the Greater Philadelphia Cultural Alliance, has awarded Art Goes to School of Delaware Valley \$3000 for their fiscal 2017/18 year. This grant is to be used for operating expenses and is not tied to a specific project.

Thanks to this funding we have been able to invite guest speakers to our annual chapter chairmen's meetings, opening these meetings to the membership, and will have some funding for replacement of some of our most tired portfolio cases. As always our Portfolio Committee, with its increased budget will be able to continue to improve our Networking events and add new art, especially art highlighting Pennsylvania artists, to our portfolios.

Our completely volunteer Board and membership have made it possible for us to really stretch that \$3000 into improvements throughout the organization. It is this hard work and effort which has made the PPA eager to continue its support, putting us in the same funding stream as the some of Philadelphia's most prestigious arts institutions. We have already been invited to apply for continued funding for 2018/19.

Art Goes to School of Delaware Valley receives state arts funding support through a grant from the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency.



Proud partner with the James A. Michener Art Museum since 1994. Each year, the James A. Michener Art Museum generously donates prints from their permanent collection along with curriculum materials and information on the artists for inclusion into our portfolios. There are currently 13 chapters who receive these works: Central Bucks, Council Rock, Pennsbury, Morrisville, Centennial in Bucks County; Upper Dublin, Lower Moreland, Norristown, Cheltenham, North Penn, Upper Moreland in Montgomery County; Northeast Philadelphia RSVP in Philadelphia County and Hunterdon County in New Jersey. Art Goes To School is so very grateful to the James A. Michener Art Museum for their years of largess! For more information about the Michener Art Museum please visit their website: www.michenerartmuseum.org

Spotlight on Support of the New Chapter Development and Support

Submitted by Lisa Gressen

Chapter chairmen are the ambassadors of AGTS. They are the faces of our organization. Envoys to the districts and communities they serve. They recruit new members, interact with the principals, teachers and school staff, organize meetings, schedule school visits and share information from the larger Art Goes To School of Delaware Valley organization with their chapter members.

As the terrain of education changes, chairmen increasingly face challenges out of their control—fluctuations in economic climate, competition for resources due to increased testing, financial cuts and arts cuts as well as changes in district policy or new administrators who may not see the value in our program. Ask any chairman and she or he will tell you that it is a mostly rewarding position. However, at times, challenges arise.

In response to the needs of chapters, a support element has been added to the existing new chapter development forming the improved New Chapter Development and Support. Past President Dani Blodget began instituting this new component. Over the summer, she and I refined the process. With Dani's leave of absence, I have stepped in to keep the momentum of this important program moving forward. However, I am still seeking a co-coordinator for the Support position; Janice Miller holds the new chapter development co-coordinator position. In addition, there are several chapter liaison positions that need filling. If you would like to help but not be on the board, then a chapter liaison position is for you!

Here's how it's structured: there are two **New Chapter Development and Support Coordinators**; one to oversee the support component and one to manage new chapter development. These positions are board positions. They will be responsible for training and managing the chapter liaisons, keeping track of paperwork and delegating assignments to the appropriate regional chapter liaison, submitting reports and updates to the board of directors and providing assistance to the chapter liaisons, when needed.

Chapter Liaisons are regional representatives that help chapters with challenges from recruitment to administrative issues in a positive way, free from judgement. Chapters are expected to be willing participants in their own resolution of issues. The chapter liaisons will work with the chapter members to help them help themselves toward a solution. Chapter liaisons are non-board support positions.

Currently, our chapters are organized into five geographical regions: 1-CN, 2-NE, 3-NW, 4-SE, 5-SW (if you are unsure into which region your chapter belongs, please visit our website: www.artgoestoschool.org select the "Member Information" tab at the top of the home page and scroll down to and click on "New Chapter Development and Support"—a new tab will open; the chapters in each region are listed at the bottom). Chapter liaisons would be assisting chapters within their own region, reducing travel time and also allowing for liaisons to become familiar with surrounding districts. They would touch base bi-annually with all of the chapters in their region and submit a summary to the chapter support coordinator. When assisting a chapter, they will follow an established protocol and track progress in writing. Chapter liaisons will have the full backing of the Board of Directors and particularly the New Chapter Development and Support Coordinators to help to facilitate a positive outcome.

Ideally, we would like a minimum of two chapter liaisons per region. There is still a need in all regions. Please consider stepping up and taking on this very rewarding and most important position!

Here's how it works: when a chapter is in need, the chairman would contact the Chapter Support Coordinator who will engage the liaison for that chapter's region. The Chapter Liaison would open a case file, contact the chairman to assess the situation and the chapter's needs, set up a meeting and report back to the Chapter Support Coordinator. (The Chapter Support Coordinator will, in turn, report the chapter's progress to the board of directors.) Working with the chapter, the liaison will facilitate a plan of action involving the members of the chapter in need. Once a plan is set, the Chapter Liaison will document progress and copy the Chapter Support Coordinator on all correspondence while overseeing the chapter's progress. After the issue is resolved, the liaison will submit her or his paperwork to the Chapter Support Coordinator who will report the final result to the board of directors.

Fostering Visual Intelligence

by Jeana Mastrangeli

Looking at art cultivates observation, critical thinking, communication, and transformation claims Amy Herman in her book *Visual Intelligence: Sharpen Your Perception, Change Your Life.* Herman, an art historian and lawyer, developed her course, "The Art of Perception," which uses art as visual data to hone skills needed for effective job performance; and for this reason, FBI agents, police officers, educators, and medical professionals flock to enroll. By strengthening our ability to "assess, analyze, and articulate," Herman maintains that we can better make informed decisions and alter how we perceive the world. As I read her book and then listened to her online videos, I could not help but think that her ideas and methodology align with our Art Goes To School objectives.

In her course Herman uses works of art with exercises to teach the "four A" skills: "**Assess, Analyze, Articulate, Adapt.**" Herman challenges her students to **assess** what they see, to look closely at both the big picture and the details in order to gather information. "What don't you see?" she inquires. "Ask questions," she exhorts. After carefully examining the artwork, she demands objective and scrupulous **analysis**: Understand the visual language. What patterns and relationships do you notice? Distinguish fact from interpretation, and justify assumptions. Then "**articulate** what you see," Herman insists, "Describe something so well that someone who has not seen the picture could select the piece in a line up. " Talk and share what you see because, as Herman explains, "collaboration brings together different eyes, experiences, and perspectives, even our biases. When we understand our biases and how that affects interpretation, we have the opportunity to **adapt**, adjust our mindsets, modify our actions, and make good decisions." Now, reflect upon your AGTS classes. Art appreciation, all types of art, is our aim, and our presentation methods waken our children's minds. We entice our children to look closely, to encourage them to wonder, to invite them to articulate their ideas, and hence they learn from each other.

One particular AGTS session that pops in my mind revolved around Hughie Lee Smith's "Boy with Tire." My fifth grade AGTS class, not just one, two, but the majority contended that the boy was sad and depressed. I probed further by asking them why they thought that. They replied, "Because he lives in a poor neighborhood; the houses need fixing." I then asked them to stand as if they were sad and depressed. Every student hung their head and slouched. I requested that they stand like the boy in the picture. They straightened their bodies and look directly ahead. At that point one student could barely contain himself, "I know what the picture is about! You don't have to have lots of toys to be happy." An assumption was challenged, and a middle class, suburban boy's perception shifted.

Good instruction in most any subject employs aspects of Herman's techniques, sometimes under the auspices of pedagogical methodology such as Visual Thinking, Visible Thinking, and, in my era, Active Learning, ... **but what is it about art that is unique?** Because art touches on every aspect of life- something for everyone- it therefore connects easily to other subjects, fields, and professions. Looking at art can take someone outside their mindset to gain a new perspective and expand horizons. The art and science of art appreciation naturally taps into both divergent and convergent thinking strategies. Furthermore, when we understand the rudiments of the artist's toolbox—how the elements and principles are used to communicate and affect our emotions, this knowledge has impact beyond the art world. We can better arm ourselves against the bombardment of images in the media designed to sell, influence, convince, and propagandize. In essence, AGTS art appreciation sessions foster visual intelligence, and as Herman maintains "art offers a phenomenal vehicle to turn on our brains, pay attention, retrain and rethink the world around you."

Art Goes To School, and I Go with It

by Beth Karn



Beth Karn presents Renoir's Luncheon of the Boating Party to a fourth grade class at Nether Providence Elementary School.

After a decade of dedicating myself almost exclusively to family and my work-from-home job, I came out of a sleep-deprived blur a few years ago and took stock of my interests (did I have those anymore?) and my hobbies (none). I decided it was time to do a little something for me.

I felt ready to venture forth into the gratifying world of volunteerism. School and community were logical and convenient options, more appealing now that my kids were all in elementary school. I tried a few things that didn't feel like a good fit. I was helping someone do something but it just didn't scratch "the itch."

A friend mentioned Art Goes to School. An entirely volunteer-run art appreciation program that has existed for 55 years, Art Goes to School serves the Wallingford-Swarthmore School District up until the seventh grade, as well as doing outreach in the wider community. I liked the idea, but would I be able to do it?

The first obstacle I placed in front of myself was my lack of formal art education. The start and end of my art training was Art History 101 circa 1990. I was reassured that formal art training was not a prerequisite, and that I needed only to love art and be willing to learn. Learning! That was novel. I hadn't done that in a long time. So long that it actually sounded intimidating.

The second obstacle I put up was that I lacked the time to make a true commitment. Nevertheless, I accepted an invitation to attend a Tuesday morning meeting at Swarthmore Borough Hall. A friendly group of women (men are welcome to participate but none are currently in our ranks) gathered a few minutes early to chat with old friends and introduce themselves to newcomers like me. All were invited to enjoy coffee or tea and a baked good someone brought (one part of the routine I really enjoy). Everyone settled in a seat before longtime leader, Mimi Haggerty started firing off items on her agenda. The group was fun, friendly, and knew how to get things done. I could tell I was going to enjoy this. After a few meetings and observing a presenter in a second grade classroom, I was inspired, and my concern about making a time commitment vanished.

Each semester we have a new portfolio with roughly eight prints of artworks. Members do independent research on these and report back to the group. We discuss the art, the artists, and how to present them to children of various ages. In four years with Art Goes to School, I have been consistently delighted at the degree of insight, enthusiasm, and participation from the students we reach.

Art Goes to School offers a refreshing departure from my work sifting through Excel spreadsheets, devouring ratings and impressions data. And it offers me the opportunity to interact with a great many fun, smart, and curious children, not to mention adults.

It's amazing how you make time for something you really want to do. If you love art and are looking for a volunteer outlet, please come to one of our meetings. Call Mimi Haggerty at (610) 565-0138 and visit artgoestoschool.org.

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In addition to the coordinators and liaisons, there are materials online to help chairmen with recruiting, financial needs and demonstrating to administrators how our lessons may be of benefit to their district. Please visit our website: www.artgoestoschool.org, select the "Member Information" tab at the top of the home page and click on "New Chapter Development and Support".

On this page you will find:

- An editable recruitment brochure that may be downloaded and tailored to your chapter
- A link to the chapter chairman's page where Letters requesting funds from your school's PTA/PTO or HSA either PER SCHOOL or PER MEMBER may be accessed in the secure section of our website. (Please keep in mind that a request for funds is NOT a requirement; it is a suggested donation and your school or district is NOT obligated to comply.)
- A presentation geared toward administrators outlining how our program may compliment their curriculum and how it utilizes common core elements
- The New Chapter Development and Support Coordinators' emails
- Regional Chapter Liaisons emails
- A listing of Chapters by Region (bottom of the page)

The future of AGTSDV depends on the continued vitality of our chapters. We are only as strong as our most struggling chapter. Our chapter chairmen keep AGTS active and engaged within the communities they serve; Art Goes To School would not exist without you. Please reach out if your chapter is in need of assistance: lisagressen@artgoestoschool.org or 215-497-9075. Together we can keep AGTS going strong!

Art Goes to School Has Grown Up

by Shirley Belitsky

Art Goes to School has grown up and gone on the road in Margate. Sparked by a discussion of how much we in our group are learning and how much we enjoy it, the thought of spreading the word had been buzzing around in my head, so I decided to bring it as a program to my Hadassah chapter meeting. The women were very receptive and encouraging. One of them came up to me afterwards and said that every time she and her husband went to the art museum and overheard people talking about a painting, she wondered what they were talking about. Now she knows. They also wanted to know if I would be their docent if we went to the museum.

With these comments in mind, I kept thinking it would be nice to share our experiences with the community. There is an organization called Friends of Encore Learning of Stockton University (FELS) that offers a variety of learning opportunities to members of the South Jersey communities. These are study groups that meet monthly throughout the winter and cover a wide variety of subjects. When I was approached by a member of their board to bring our program to them I accepted the challenge.

Using the prints from our portfolio, I developed a curriculum to teach "How to Look at a Painting." I made tri-fold boards noting things to know when looking at art, explaining the different kinds of visual arts, a time line of the styles through the ages, the elements of art and principles of design. I also had work sheets to aid in following the various steps in appreciating what they were learning. In one class they worked in pairs to compare and contrast two paintings. The final class had the participants evaluating a piece of art. The class was very well received and I will be doing a three-week session this summer and another six session class in the fall. I also gave an overview program at an ORT meeting from which I got many compliments on the program. I was amazed at how many came up to me and said how little they knew about how to look at a painting and how much they learned. Several of the women will now be taking my class this summer. I have thoroughly enjoyed working with that adults who really appreciate learning.

Just the Facts: AGTS Fast Facts Online Database Project Explained

Submitted by Lisa Gressen

AGTSDV is going digital! If this sentence fills you with dread, take heart—it's not as daunting as you think. Read on to learn how the Fast Facts Online Database will benefit your chapter and also how your chapter can participate in this new, exciting project.

Why are we creating a Fast Facts Database? We pride ourselves on permitting chapters quite a bit of autonomy, and that precedent will remain unchanged. It is what makes us unique and allows our chapters the flexibility to tailor presentations to the communities and districts we serve. However, some items need to be standardized: the access and sharing of information, our mode of communication and our ways of connecting to each other all need to be uniform throughout our organization. A Fast Facts database gives us a starting point for research and a brief summary of information and key talking points for each artist and each artwork in all of our portfolios; it also allows for uniform sharing and transmission of information.

How will it benefit my chapter? Digital information will save your chapter time and money. It will also make sharing and accessing portfolios and information easier. No more making two copies before the exchange. No more overwhelming piles of research. No more gaps in information for the artwork or artist in your portfolio. Chairmen will have access to their portfolio prior to the exchange (as they did last June) and will be able to share their portfolio electronically with teachers, school district administrators, and neighboring chapters, if needed.

How may my chapter participate? If your chapter would like to participate, it is essential that they use the **Fast Facts Report Templates on our website** (Go to www.artgoestoschool.org and select the "Member Information" tab at the top of the home page; scroll down to "Report Templates & Fast Facts Database" and download the templates in Word or whatever word processing program you use).

- Contact Lisa Gressen (lisagressen@artgoestoschool.org) for access to a folder to upload your completed reports onto our AGTSDV dedicated Google Drive. ONLY Lisa CAN GRANT YOU ACCESS—Please DO NOT contact the vetting committee!
- Download the Report Template off our website and input the information for each artist and artwork in your portfolio, unless directed otherwise.* Please save the completed reports as a Word Document or a document in your word processing program—using Google Docs to input or save the reports is not recommended.
- You will be granted access to a folder with your current portfolio number and chapter name.
- *To avoid duplicating efforts: If another chapter has already been assigned an artist and/or artwork in your portfolio, you will receive a list of items you do not need to upload. A list of all artists and works which have been submitted will be available online.
- Upload the completed reports (as Word documents or a document in your word processing program, not a PDF or Google Doc, please) into the folder.
- The Vetting Committee will have access to the folder where you upload your files/folder.
- Please DO contact Lisa with any questions, concerns or for technical assistance!

What happens after I upload my completed files into the designated folder? Once all of your files are uploaded into the folder provided, you are finished! The Fast Facts Vetting Committee will take those files, review and edit them as needed and then save them as a PDF into the appropriate Folder, organized by artist which will be accessible to the chairmen in the password protected, secure section of our website. Access to the vetted database folders will be available once all of the items in our portfolios have been vetted.

What if my chapter has archived portfolio information online? Please keep in mind that any files submitted MUST BE IN THE REPORT TEMPLATE FORMAT. If your chapter is willing to input their archived files into this format, then they are welcome to do so. **Please check the list of submitted portfolios on our website prior to submitting a portfolio**, to ensure another chapter has not already contributed the portfolio you have archived. (A list of submitted portfolios is available on our website: www.artgoestoschool.org select "Member Information" tab at the top of the home page and click on "Report Templates & Fast Facts Database" then scroll to the list of submitted portfolios. There is also a listing of all of the artists and artworks currently submitted.)

Feel free to contact Lisa Gressen at lisagressen@artgoestoschool.org or 215-497-9075 for any additional information. Please consider joining the seven chapters contributing currently to this project. The more chapters that participate, the sooner we will be able to make the online fast facts available to you! A hearty "thank you" to the Coatesville, Council Rock, Hunterdon County, Pennsbury, Radnor, Spring-Ford and Tredyffrin-Easttown chapters for committing to participate in this very important endeavor.

Updated Bylaws

Submitted by Lisa Gressen

The AGTSDV Bylaws have been updated. Thanks to Jace Garreth (Council Rock), we received *pro bono* expert advice and services from a Duane Morris attorney. The bylaws committee was able to streamline the structure of our organization and to make us compliant with PA Nonprofit law and customary practices. In doing so, we shifted some positions and updated the Board of Directors Officers' term lengths from three years to two years. Please refer to the illustration below for the revised organizational structure.

For chairmen, requirements are virtually the same. All chairman duties and responsibilities remain unchanged with one exception: attendance at the Networking Meeting is no longer mandatory; only the

Chairman's Council Meeting in September and the Portfolio Exchange Meeting in June are compulsory. **Please be advised that each chapter is required to send a representative to both mandatory meetings. If a chairman and a co-chairman cannot attend a compulsory meeting, they must send a representative from their chapter in their stead.**

Chapters retain autonomy to run their affairs as needed, to create their own lessons and to interact with district personnel as they have always done. Otherwise, language was updated to account for changes in technology, information gathering and sharing, and to comply with PA Nonprofit law. A copy of the updated bylaws may be found on our website:

www.artgoestoschool.org select the "Member Information" tab at the top of the home page and scroll down to "Chapter Chairman Information". Thank you to the bylaws committee for your hard work and dedication!

