



ART • GOES • TO • SCHOOL

**OF DELAWARE VALLEY, INC.
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SAVE THE DATE

Wednesday, November 8, 2023

NETWORKING:

“Artful Teaching & Effective Presenting With Outsider Art”

9:30 AM: Doors open for Continental Breakfast

10:00 AM: Networking Program

Location: The William Penn Inn Rt. 202 & Sumneytown Pike, Gwynedd, PA

\$10.00 per person Reservation Deadline: October 25

Chapter Chairs: Poll members & send check payable to: AGTS-DV
to the AGTS-DV Treasurer (see website for more details)


ART • GOES • TO • SCHOOL
OF DELAWARE VALLEY, INC.

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Making fine art accessible
to elementary school students
since 1962.

2023-2024 School Year
FALL 2023 Edition

AGTS-DV: 62 Years Young!

By Jeana Mastrangeli, President AGTS-DV, Methacton Chapter

Welcome to Art Goes To School's 62nd year! Thanks to all of you, we survived the pandemic when many organizations and businesses did not. AGTS is very much alive!

As president, I am humbled by the opportunity to serve our marvelous organization. I've been a Methacton AGTS volunteer for 25 years. I joined AGTS in 1986, took a hiatus for school and work, returned, and have served on the portfolio committee for five years. I will be working closely with our vice-president, Mary Johnston from Norristown. Please CC her when you email me. AGTS resurged from the pandemic because we do many things well. Now, cultural changes challenge us to adapt if we are to keep a strong presence in our communities. Let me discuss my perspective, and I welcome you to email me and add to my discussion below.

In our AGTS classrooms, we expose the children to art by encouraging them to look at and enjoy the artwork through discussion, games, and interactive activities. Under the umbrella of art appreciation, we broaden our children's worlds to diverse cultures, current and past, and make connections to their school curriculum (social studies, science, etc.). We foster observational, articulation, creative, and critical thinking skills when the children look closer, engage their senses, spark their imaginations, and express their insights, ideas, and feelings. In an informal group setting, the children participate in discussion, improve listening and brainstorming skills, and build respect for one another. After our relaxed, fun-filled sessions, the children, refreshed, are more likely to focus on their academics.

AGTS is about Culture, Curriculum, Creativity, Cognition, and Community. AGTS complements what the schools are trying to achieve. Let's connect to our schools and advertise who we are and what we do. As we move forward, let's continue to polish our teaching skills. Because teaching is an evolving art.

As today's volunteer pool shrinks, people's lives are crammed with to-do lists, and the younger generation takes in information differently than mine, we need to adapt to the changing times. To respond to this changed culture, the board created a new position, Marketing/Member Engagement, chaired by Lynn Larson. Each chapter has received AGTS yard signs and has access to an online visiting e-flyer to spread awareness and market our organization. Please post our logo on the school's lawns and flyers on our schools' website. We need to move into advertising mode so talk to everyone about AGTS and broadcast what we do.

When I attend Networking and meet people who are like me, but also with those who think or do things differently, who speak with an accent or dress differently, I feel proud that we are an organization that welcomes and opens our chapters to all. Let us continue to widen our circle and create space for people from many backgrounds and cultures. New members re-invigorate our organization with new ideas and bring a revitalizing energy.

My commitment to AGTS has brought me the rewards of learning, teaching, and friendships and has challenged me to push beyond my comfort zone, and always with the support of caring, dedicated volunteers. AGTS is a community. Whoever you are and whatever capacity in which you serve, you are vital to our community. I invite you to strengthen our community with your special gifts and skill sets; build new connections within and across chapters, and with our Board.

Email or call me or a board member.

Keep us up to date with your chapter and share your ideas.

AGTS has survived and will continue to thrive.

Looking for an easy way to put a little art in your life every day?

Follow Art Goes to School of Delaware Valley on Facebook!

Follow now and a new art-related post will appear on your Facebook feed, generally around 6 am.

It may be a sculpture, an emerging artist's work, an old masterpiece, an ancient artifact, some art-related news, or a Sunday Smile, for example. Posts are also linked to Instagram.

Share posts to your chapter's page or your own newsfeed.

It's fun, educational, and a great way to introduce others to Art Goes to School.

Art Goes To School of Delaware Valley, Inc.

Board of Directors - 2022-2024 & current Board Support Positions

Officers:

President: Jeana Mastrangeli - Methacton Chapter
jmastrangeli@artgoestoschool.org 484-919-3796

Assistant Treasurer: OPEN now

Portfolio Co-Chair: Terry Nicolo - Perkiomen Valley Chapter
terrynicolo@artgoestoschool.org 610-489-7445

Immed. Past President: Kyhisha Zebley - Rosetree Media
kzebley@artgoestoschool.org 610-637-8087

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Database Admin.: Phyllis Flood Knerr - Haddonfield
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Newsletter Editor: Karin LaMonaca – Rosetree Media
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New Chapter Development & Support: Janice Miller
Central Bucks Chapter janicemiller@artgoestoschool.org
215-771-5049

Non-Board Support Positions

Portfolio Archivist: Terry McLaughlin – Upper Merion
tmclaughlin@artgoestoschool.org 610-728-5661

Vice President: Mary Johnston – Norristown Chapter
maj102918@gmail.com 610-564-8146

Treasurer: Audrey E. Cohen - Upper Dublin Chapter
aecohen@artgoestoschool.org 267-625-1004

Secretary: Debbie Greenawalt - Upper Dublin Chapter
debbiegreenawalt@artgoestoschool.org 215-570-3134

Portfolio Co-Chair: Emily Andrewes - Haddonfield Chapter
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**Technology Development Coordinator, Social Media
Manager & Website Administrator:** Debbie Tredinnick
Haddonfield Chapter dtredinnick@artgoestoschool.org
856-547-6136

Marketing/ Member Engagement: Lynn Marie Larson
Lower Moreland Chapter llarson@artgoestoschool.org

Events Coordinator: OPEN now

The 2023/2024 calendar is already filled, but we need someone to handle the logistics and help us plan future events. Please step up for this important position!

Assistant Grants

Administrator: OPEN now

Interested in joining the Board? We need YOU!

Contact any of the Board Members today to find out how you can help shape the future of AGTS.

It's fun, exciting, and gratifying!

Plus being on the Board of a non-profit organization looks terrific on your resume!

UPCOMING EVENTS

Is It the Real Thing and Is It Yours?

by Derek Parsons, Senior Vice President of Communications at Sotheby's in New York.

March 13, 2024, 10:00 AM Zoom lecture

Mr. Parsons will speak about how **Sotheby's** authenticates the works that come to them for auction, verifying that those putting items up for auction are the actual owners and that the items are "the real thing."

Sotheby's is regularly in the news for its work in clearing up misattributions and confirming that works of art are truly what they appear to be. He will discuss the process of authentication, what clues the historians are looking for to prove or disprove whether they are looking a forgery or a genuine piece, and if it is genuine, has it been attributed to the correct artist.

Sotheby's has also recently been involved in restoring works to their original rightful owners. Above is "Portrait of a Young Man with Quill and Sheet of Paper," by Agnolo Bronzino. The painting had been purchased by the Haselberger family in Munich in 1927. Ms. Haselberger was forced to sell her country home and its art collection to the Nazis because of their Jewish Race Laws. The portrait was found in a German salt mine and had been passed through many hands until it was finally restored to the Hasselberger family. It will be sold at Sotheby's in January and expected to sell for \$3 to \$5 million. All proceeds are to be given to charities that aid Holocaust survivors.

Of course there's more to this story and more to the work that **Sotheby's** does to clean, restore and authenticate art that has been stolen or in some cases forged. This promises to be a great talk on a topic that most of us can't get enough of- I am basing this assumption on some of the recent book reviews in our newsletters. AGTS members seem to really love an art mystery!



Project Himalayan Art at the Rubin Museum

by Tenzin Gelek, Senior Specialist- Himalayan Cultures & Art, Rubin Museum of Art.

January 10, 2024, 11:00 AM Zoom lecture

The Rubin, on West 17th Street in New York, is a unique setting; a collection of Himalayan Art, once the private collection of Donald and Shelly Rubin, that is now shared with the world.

The Rubin presents artworks that traverse Asia's diverse cultures, regions and narratives from India, Nepal and Tibet and other parts of the Asian world. Many of the works in the collection deal with mindfulness, meditation and healing – a welcome concept in a busy world.

Tenzin will help us teach children how to look at art from a different part of the world with unfamiliar images and concepts and how to quietly absorb the works and expand their own understanding. He has extensive experience discussing touchy topics like death and religion as depicted in the art of the Himalayan region.

Mary Donaldson, who suggested and planned this and the Sotheby's events for the AGTS community, is looking forward to this particular lecture. She says, "It promises to bring me something I have been looking for all my life, five minutes peace!" www.rubinmuseum.org



**THE
RUBIN
MUSEUM
OF
ART**



What's New on the AGTS Board!

By Jeana Mastrangeli, President AGTS-DV, Methacton Chapter



To revitalize our image, recruit and retain membership, past president Lynn Larson, stepped up to a newly created board position, Market/Member Engagement. Lynn began our year by creating advertising AGTS yard signs that were distributed to chapters at the September Chapter Chairs Meeting. On the AGTS website, in the chapter chairs section, she posted visiting e-flyers for chapters to use for marketing and recruiting. Since parents are more apt to check on the school's site, chapters are encouraged to post these on the school's website and in their newsletters.

For the health of the organization, the Board has created more shared positions and committees to ensure that more people can assume responsibilities and to share the workload. The president and vice-president plan to work together so that if an urgent situation arises, there will always be someone in charge. Events Coordinator now has a committee of three, Mia Curran and to assist with MailChimp, Mazie Contreras and Dani Sinisi. We invite chapters to share positions and workload and that each chair works closely with a co-chair.

Our AGTS Board needs an Events Coordinator Chair. Responsibilities include contacting potential speakers and places for field trips; coordinating the event; and sending information to AGTS volunteers. The Events Coordinator is supported by a committee as well as by our board. This position offers an opportunity to meet interesting people and to make an impact by providing engaging and enriching continuing education for our members. Would someone please step up to this exciting Board position?

The Board also has open positions for Assistant Treasurer, Assistant Grants Administrator, and Technology Support. Whatever your interest, we have space for you.

Please venture forth and help. You'll have fun!

Gifts, Gifts, and Gifts! By Donna SanFelice, Methacton Chapter

Methacton has a tradition of gift giving that reinforces a connection to Art Goes to School with the students, art teachers, and the school beyond our classroom visits. At trooping time, we give a small gift to each art teacher – a thank you for supporting our program and opening their busy schedule for an AGTS week. These presents have been art-themed and ranged from notecards to totes – a different gift each year. Besides the small gifts we give the art teachers, we souvenir them copies of Scholastic Art magazine that our chapter buys for our volunteers. We are lucky to be generously funded by our schools' Home and School associations and can cover this expense for our members and Art teachers.

For the children, we give a pencil with Art Goes to School printed on it. At the end of each class, we hand out one pencil to each student. The last several years we gave heat-sensitive pencils that change color when handled and are a real hit! We have had different suppliers, and our most recent is Quality Imprint at www.qualityprint.com where we paid 31 cents per pencil. I would encourage you to shop around for prices, but we are happy and recommend our vender.

For the schools, Methacton donates a print of an artwork from our portfolio that the children select. At the end of each AGTS session, the children vote on their favorite available picture. Beforehand, our chapter researches prints that are still available for purchase. Those reproductions are assigned a number clipped on the upper righthand corner, those not available a letter. We hand out a "voting slip" with numbers where each student circles their favorite. We tally the votes for each school, and Methacton Chapter buys and frames the winning picture. We add a small plaque at the bottom of the frame engraved with Art Goes to School, year donated, title, and artist. At the end of the school year, we give the winning picture to the school. The mystery of the winning artwork adds to the excitement and keeps the kids talking. Needless to say, between our AGTS session, our pencils, and voting for their favorite artwork, Art Goes to School is one of their favorite school events.

Who doesn't like receiving a gift!

AGTS-DV 2023 MEMBERSHIP RECOGNITION AWARDS

**Our sincere thanks to the following members of our organization
for their dedicated service!**

10-Year Award--2013

Amy Combs--Berks Co.
Karen Comolli--Coatesville
Carol Carpentier--Council Rock
Stella Benakis--Lower Moreland
Helen Snyder--Margate
Diana Gawlinski--Medford
Pat Hacik--Rose Tree Media
Denise Rogers--Souderton
Tess Harnick--Upper Dublin
Diane Morgan--Upper Dublin
Dwight Dulsky--Upper Moreland
Stefanie Heron Birl--West Chester

15-Year Award--2008

Rosie Hymerling--Haddonfield
Karen Dunleavy--Lower Merion
Bess Joftis--Margate
Eleanor Boehner--Perkiomen Valley
Sarah Keyes--Tredyffrin-Easttown
Margaret MacKenzie--Tredyffrin-Easttown
Beth Staples--West Chester

20-Year Award--2003

Lisa Gressen--Council Rock
Barbara Giovinazzi--Vineland
Susan Sullivan--Wissahickon

25-Year Award--1998

Beverly Reinhardt--Great Valley
Phyllis Flood Knerr--Haddonfield
Lisabeth Shean--Haddonfield
Wendy Peck--Lower Merion
Myra Greenberg--Margate
Jeana Mastrangeli--Methacton
Deb Greenawalt--Upper Dublin

30-Year Award--1993

Barbara Emch--Central Bucks

40-Year Award--1983

Bobbie Forman--Lower Moreland

45-Year Award--1978

Linda Braun--Lower Moreland
Jo Ann Simon--Lower Moreland

"Volunteers do not necessarily have the time; they just have the heart."

Elizabeth Andrew, American author



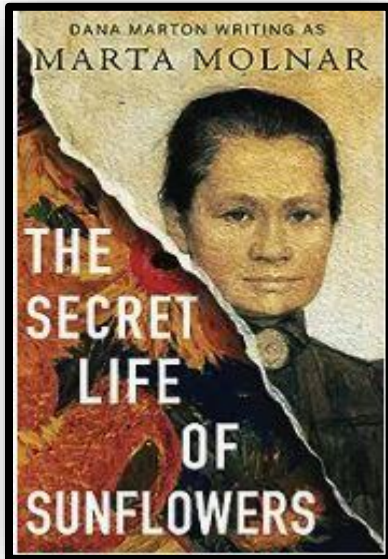
Making Use of the Murals in Norristown by Sally Bishop, Norristown Chapter

The Norristown Chapter is fortunate to have several murals in the downtown Norristown area. Since we frequently find a Mural Arts Philadelphia piece of art in our portfolios, we decided to utilize our local murals to teach our students about murals and mural awareness. One of our members took photos of the murals around Norristown and made a poster with the murals and their locations written under each.

We start a discussion of what a mural is and remind the students of murals found in their school buildings. We then show the students our local mural poster before we introduce the portfolio piece. The students are excited to see and identify murals that they have seen, and which murals are near their homes. This discussion brings about an enthusiastic introduction to our mural portfolio piece. We also add that Philadelphia has thousands of murals and the most of any city in the world. In fact, Philadelphia is known as the "Mural Capital of the World."

We have learned if you can find some art the students are familiar with like our local murals, it grabs their attention, personalizes their experience and is a wonderful introduction to what we are presenting. Here are a few of the murals we have in Norristown. The WPA mural is at the post office, the children's mural is on the side of the library, the Black Lives Matter is at the Montgomery County courthouse and the "Norristown" mural is at DeKalb Street/Route 202 as you enter Norristown.

THE SECRET LIFE OF SUNFLOWERS, by Dana Marton, writing as Mara Molnar
By Deb Tredinnick, Haddonfield Chapter



I just finished a book for my book club that may be of interest to our AGTS community of art lovers, called 'The Secret Life of Sunflowers' by Dana Marton writing as Mara Molnar. The story intertwines the lives of two main characters, one living in the present day, and the other in the 1800's. The first woman is modern-day Emsley Wilson. The second is Johanna van Gogh-Bonger, the widow of Vincent van Gogh's brother, Theo.

In the modern story, Emsley is a business owner. She runs an auction house, Ludington's, handling political fundraisers and focusing exclusively on Hollywood celebrity donors. Her dream is to branch out into benefit auctions to raise money for stroke research in honor of her beloved grandmother, Violet Velar, who died from a stroke.

The historical story covers the death of Vincent van Gogh, and soon after, the death of his brother Theo. Theo's widow Johanna is left alone with a small child and all of her brother-in-law Vincent's artwork, which was not popular or valuable at the time. It was up to her to fight for showings of his work and ultimately, to make him successful (posthumously) as an artist.

The stories intertwine when Violet, Emsley's grandmother, shows her a mysterious blue box. It contains a journal written in English and a stack of letters written in Dutch.

The authors of these works are not mentioned. Violet tells Emsley to read the diary and then come back so they can discuss it. But before the discussion takes place, Violet passes away. This causes Emsley to delve into researching the diary and letters to unlock the story of Vincent Van Gogh and his sister-in-law. In a note at the end of the book, the author tells us that writing her manuscript involved copious research because Johanna's diaries had been locked away by her family. They granted access to no one, not even academic researchers, forcing the author to unravel Johanna's story through alternate sources. Soon after the completion of this book, however, Johanna's diaries were made public and put online. They are currently available for free, in English.

'The Secret Life of Sunflowers' is worth the read not only because it focuses on the stories of two strong women fighting for their beliefs and livelihoods, but also because it illustrates that the artists who we study academically and revere from the past were actually real people with complicated relationships, hardships, and disappointments – the reality of human existence.



**WHERE DO I FIND "FAST FACTS" ON ARTWORK IN MY PORTFOLIO?
LECTURE RECORDINGS? CLEARANCE INFORMATION? EVENT DETAILS?**

Simply Click onto the "Member Bulletin Board" image on our website:

www.artgoestoschool.org

Follow the directions and enter the password: **V1nc3ntv@nG0gh!1962** (It is case sensitive; 0=zero)

An Evening with Dr. Zahi Hawass **The World's Most Famous Archaeologist** By Karin LaMonaca, Rosetree/Media Chapter

When I was a child I dreamed of being an archaeologist, discovering ancient ruins of past civilizations and cultures. Though my path led to other more “grounded” career choices, I never lost my fascination and thirst for knowledge of those early empires. Earlier this year I was fortunate to attend the former Minister of State for Antiquities Affairs, Dr. Zahi Hawass’, grand lecture tour in the United States, as he shared the latest research and groundbreaking new discoveries in the field of Egyptology that had not yet been announced to the public. He is a regal combination of showman and scholar investigating age-old mysteries—the burial place of Antony and Cleopatra, the cause of death of Tutankhamun, the Lost Golden City of Luxor and research that proves Egyptians, not slaves, built the pyramids. His TV shows on the National Geographic Channel, the History Channel and the Discovery Channel, museum tours, books, high-profile excavations and rehabilitation of ancient sites made Egyptology dynamic and brought much needed tourism and funding back to Cairo. His policy of limiting access to sites to protect them from theft and vandalism—building a wall around the Pyramids, for example, and channeling visitors through two guarded entrances—created what some view as a form of an emotional and physical wall between Egyptians and their cultural heritage. Despite the controversy he causes with his policies and his demands for all Egyptian artifacts currently residing elsewhere (the Louvre and the British Museum) to be returned to Cairo, he does so for the sake of Egypt and the preservation of its antiquities.

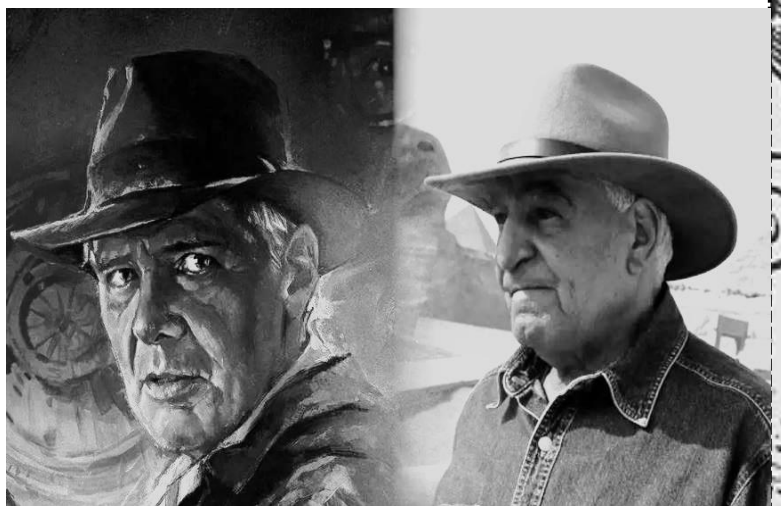
Zahi Hawass was born in 1947, in a village near the Nile Delta city of Damietta. He originally wanted to become a lawyer, but earned degrees in Egyptology at Cairo University, and Greek and Roman archaeology at Alexandria University, then worked as an inspector, a combination archaeologist and administrator at the Pyramids. At 33, he won a Fulbright Fellowship to attend the University of Pennsylvania, where he obtained his doctorate. For Hawass, this period marked the beginning of a lifelong love affair with the United States. Dr. Hawass has often been called the “the Real Indiana Jones” not only for his brown trimmed tan leather hat which was a symbol for the movies, but for his enterprising ventures. When George Lucas, creator of the Indiana Jones movie franchise and Dr. Hawass had dinner in Cairo with family members, Lucas gave Hawass the whip from the Indiana Jones movie. The whip and his old hat hang proudly in his office. Dr. Hawass stated that “George Lucas opened the eyes of millions of people to the adventure of archaeology”.

All over the world, tales of ancient Egypt still inspire and intrigue. Mummies, Hieroglyphics, pyramids, the Great Sphinx, the Valley of the Kings, the Luxor Temple...all pique our imagination and stir artistic reinterpretation. Our AGTS-DV Portfolio has many examples of Egyptian art including: the Bust of Queen Nefertiti, Tomb Fresco of the Presentation of the Cup from Nebamun and Apuki, Sculpture of the Sphinx, Sculpture of Isis Protecting Osiris, painted wood Model of an Egyptian Man Plowing, painted Mummy Case of Lady Teshat, the gilded wood Coffins of King Tut, Canopic Jar of Duamutef, Bas-relief of Horus Wearing the Sun Disk, Portrait of a Man encaustic painting, and more.

Children in our schools love to “Walk Like an Egyptian” to the musical hit from the Bangles during our trouping and create their own cartouches in their art classes using hieroglyphics. All seem to have heard of King Tut, the concept of mummies, the supposed “curse” on those who open tombs and have paraded on Halloween in Egyptian inspired costumes. While you may prefer to present more contemporary works to the children in your chapters, you have to admit that nothing sparks their wonder and curiosity more than the creations of ancient artisans and the mysteries left behind at their passing.

Follow Dr. Hawass at

https://www.instagram.com/zahi_hawass/?hl=en
for the latest news and discoveries.



Art Goes to School Encourages Smiles By Cindi Kimmel, Lititz Chapter

Title: Stepping Out

Date: 1984 **Medium:** Pastel on paper **Size:** 30" x 44"
by American Artist Gilbert Lujan (Magu), 1940-2011

Location: Artist's collection



This was a new, light-hearted print in our portfolio this year for us to discuss with the kids. American artist Gilbert Lujan (his nickname is Magu - we tell the kids) excels in art designed to be whimsical and fun for the viewer. He created large, outdoor sculptures like creative park benches as well as murals. We ask the kids if they have used pastels in art class. Hands shoot up. This is a medium introduced early as pastels are rather easy to use requiring no brushes or water. Pastels are softer, however, than the hard chalk of blackboards and sidewalk creations.

We ask the kids how the artist enhances the “pop” of his pastel colors? The kids instantly reply “black paper”. It’s like a “neon” effect they observe. They’ve learned this from their experiences in art class. Comments then focus more on what their eye is seeing - the texture of the man’s collar, scarf and jacket, the bright green hair color and the variations of orange. For the younger children, they spot many shapes including ovals, circles and triangles.

What’s going on in the image? It’s no surprise that kids today view this work as a “selfie”. The image, however, was created in 1984, very much pre-cell phone era. The idea of a fun selfie within the limits of the time period intrigue the older kids - “maybe a camera”, says a 5th grader - “one of those old polaroid versions” chimes in a classmate or, how about a “photo booth” says another.

We chat about the title of the work and where these two are “stepping out” to and what that meant. The older kids associate it with “going dancing” or “a night on the town”, like in an old movie. The younger kids have many guesses where they are going- like a party, the movies or a fancy lunch.

There is a prolonged discussion about whether this is a fox or a dog. Many are squarely in one camp or the other. Only the fact that the artist painted many dog images settles the dispute. Someone always points out this dog has “muscles” or is “shredded” from lifting weights. Kids laugh at the thought of a dog lifting weights but think the dog for sure has a fun personality. “Maybe the dog is going to the gym and the man is going out,” they suggest. We further discuss if they have ever placed bunny ears behind someone in a fun picture. Many smile and admit that they have. But do dogs have fingers? “Oh no”, they all agree - thus reinforcing the whimsy of this artist’s style.



And what do their smiles remind them of? Something popular they are familiar with on shirts and sneakers - the Nike swish symbol of course! **“They both seem a bit mischievous in their smiles and eyes”, comments a third grader - but she thinks “these two are good friends”.**

This leads into a lively discussion of how pets can sometimes look like their owners.

The kids find that thought very funny but all agree the man and dog have similar characteristics.



Wallingford-Swarthmore AGTS Scholarship Program By Sheila Bell, Wallingford-Swarthmore Chapter

The Wallingford-Swarthmore Art Goes to School chapter awarded scholarships to two outstanding Strath Haven High School senior art students at the May 31 awards ceremony, presented by Mimi Haggerty, for whom the scholarship is named.

Sylvan Prey-Harbaugh has a passion for video storytelling and is attending Rochester Institute of Technology this fall, majoring in photojournalism. Among his many accomplishments, he has independently completed several workshops at Scribe Video Center in Philadelphia. Winnie Kenney was previously an apprentice at the Fabric Workshop Museum in Philadelphia and currently works at Creative Living Room as an assistant. She now attends the School of Visual Arts in New York City, majoring in fine arts.

This is the second year the scholarships have been awarded. The award was created and funded in 2022 to honor Mimi Haggerty as she stepped down as president of the chapter where she had

served for twenty-five years. Mimi is still an active member of the chapter and was delighted to present the awards to Sylvan and Winnie. The \$250 scholarship is awarded to each of two outstanding seniors per year who plan to pursue the study of visual arts or arts education at the post-secondary level. The W-SAGTS asks that the recipients be students who have attended school in the WSSD and have been touched and inspired by their Art Goes to School experiences. Sylvan and Winnie are certainly deserving of this honor.

Jesse & AGTS: Perfect Together By Gail Wellington, Portfolio Committee, Spring-Ford Chapter

You may not have met Jesse, but you may have seen him helping at the AGTS curbside exchanges. Jesse is an honorary member of the portfolio committee. He's our go-to guy for heavy lifting and knows his way around the AGTS-DV storage unit as well as anybody. Jesse is my 6'3" thirty-year-old grandson.

I'm not writing this to brag about Jesse (although I do, often) but because he is a reminder that AGTS makes a lasting impression on young lives. From first through sixth grade, I presented the portfolio to Jesse's class at Brooke Elementary and then the 5-6 Center of the Spring-Ford School District. I knew AGTS mattered to him when he was concerned that the presentations might not continue for him when he started 5th grade.

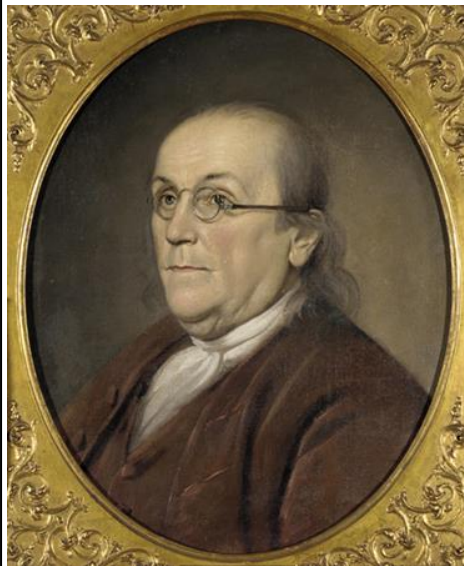
Jesse worked for the family business, so I was able to borrow him periodically for the portfolio committee. Even though, like many young men, his leisure interests are sports and video games, he was happy to help. (I thought it was to escape the routine of working for his mother, but he said it was so he could spend time with me. Did I mention that he's a charmer?)

It is no surprise that, twenty years later, Jesse remembers the difference between a landscape and a still life and a portrait and a genre painting. It is a surprise that he remembers specific paintings. While helping sort through some prints, he pointed out a Frida Kahlo by name, and mentioned that he remembered Rousseau's "Tiger in a Tropical Storm".

*Not all of us get to observe the lasting impact of Art Goes To School.
I am glad I can see it first hand while spending time with my grandson
doing something I love.*

Moreover, the Portfolio Committee is grateful for his help.





NOT Benjamin Franklin

by Maria Kotch, Rosetree/ Media Chapter

There's a Philadelphian of the colonial era whose name should be as familiar to us as Benjamin Franklin's. He was a true Renaissance man who was a painter, inventor, patriot, soldier, politician, museum founder, naturalist, and gentleman farmer. He dabbled in dentistry, taxidermy, shoe making, and silver work. He was the founder of the first museum in the United States which is sometimes described as a precursor to The Smithsonian. This distinguished gentleman's name is Charles Wilson Peale.

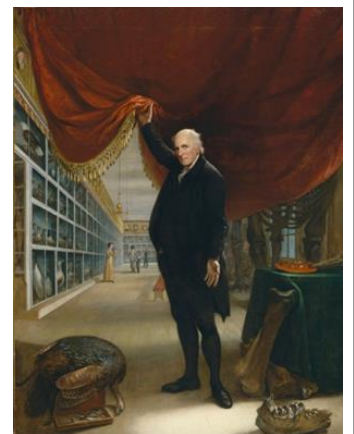
Peale is best known for his portraits of George Washington (who he painted about sixty times) and other Revolutionary War officers. At the time of its sale (2005) one of his portraits of Washington (Washington at Princeton) commanded the highest price ever paid for an American portrait (\$21.5 million dollars).

Peale's portraits were sometimes said to resemble each other which can be explained by Peale's interest in physiognomy. The most obvious elements that Peale repeated were almond shaped eyes, defined eyebrows, upturned mouth, and a generally oval head. He plays with light, shadow, and detail to create a pleasing image. Peale had a brother named James who was also an artist. Charles fathered sixteen children. Many of them became artists and worked with him in his museum. The collective Peale family could arguably be considered the first and most productive American artistic dynasty (my apologies to the Wyeth family). Peale's son, Raphaele, was the founder of The American Still Life School. He also painted portraits and miniatures. It should be noted that Peale, who was a founder of The Pennsylvania Academy of the Arts, was very supportive of women in the arts. It should further be noted that Philadelphia was a center for still life painting and that this exacting style of painting is sometimes considered to be "practice."

Peale studied with Benjamin West and John Singleton Copley. He created 771 oil paintings, 297 miniatures, 29 landscapes, and 10 historical paintings. He established a portrait gallery adjacent to his home which expanded to be his natural history museum. At the height of its popularity the museum had more than 700 bird specimens, 4000 insects in glass cases, live animals, and a mastodon skeleton.

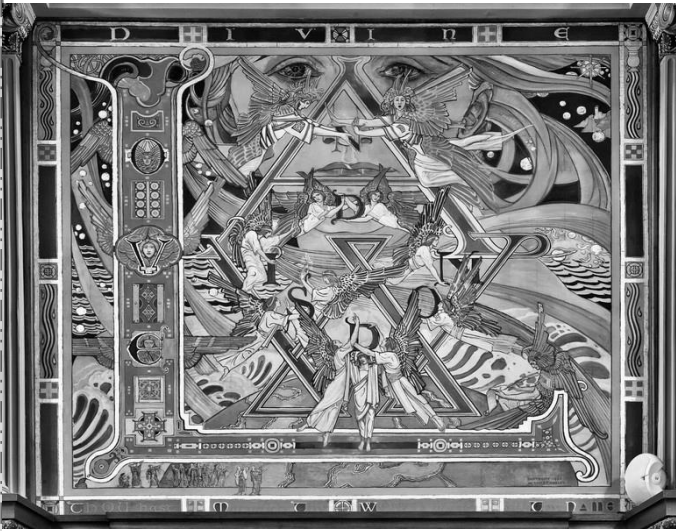
The Philadelphia Museum of Art has taken note of the important contributions of the Peale family. They have a gallery devoted to the Peales that includes portraits, silhouettes, still life paintings, miniatures, and a family tree. The Peale women, our country's first professional female artists are featured. As you are leaving the gallery you may be tempted to "tip your hat" (as George Washington did) to a trompe l'oeil painting of two of the Peale boys (Raphaele and Titian).

If you are interested in more information about this talented family, The Philadelphia Museum of Art published an exhaustive resource, [The Art of the Peales In The Philadelphia Museum of Art - Adaptations and Innovations](#) by Carol Eaton Soltis. It is available at the museum store.



Another Reason I Love Art Goes To School – Cuddly Paintings

By Phyllis Flood Knerr, Haddonfield Chapter



Every year, every new portfolio offers new joys and surprises in the classroom...those amazing things kids say which are soooo insightful...they stick with you.

This year my husband, who joined AGTS after retiring in 2019, and I were facilitating a 3rd grade class. We do a brief Intro to AGTS. Then we ask: Who's been to an art museum? What's the difference between originals works of art in the museum and reproductions here? and What are some of the rules you must follow when you visit a museum? Then they do a "gallery walk" for 5-10 minutes; we mingle but don't hover.

Afterwards they go back to their seats for Q&A, games, and discussions. This year we were leading a group of third graders, doing the Adjective Game. Each kid gets a word on a small piece of paper, and places it in front of a reproduction that they could associate with that word. "No right or wrong answers; it's your choice. There can be one, many or none in front of a work. Then after you have placed your word in front of a reproduction, you may return to your seat."

When all the kids were seated at their tables, my husband began leading a review of the selections, one artwork at a time, noting what words were in front of each, and asking who put individual words here & why? After talking about several artworks in the context of the words associated with them, I scanned the upcoming artworks and the words placed in front of them and pointed out that the word how interesting to see that "cuddly" had been set in front of Violet Oakley's STUDY FOR "DIVINE LAW" (<https://philamuseum.org/collection/object/70868>). (The major contender for "cuddly" in this portfolio was "Little Pets" by Currier and Ives, which had also earned the adjectives "creepy" and "scary" by other 2nd and 3rd graders. Sometimes by the same students, since some kids like this game so much, they ask for more words! In this class, we hadn't really talked about this work.

"Yes, this is very interesting, who placed 'cuddly' here?" my husband asked in a gentle tone.

The room was still.

Then one boy, who had been very quiet up to now, raised his hand and said:

"This work is 'cuddly' because it reminds me of being in church, sitting quietly next to my mom, feeling all warm and cuddly."

"And what else reminds about it reminds you of being in church?"

"....those [mystical hypnotic] eyes [of Violet Oakley's beloved sister]" and as we all looked, seeing the work again, for the first time, the other kids were noticing the puzzle-like letters forming words, the angels near the bottom, and the stained-glass elements forming a frame around the central elements of the work.

***This 'cuddly' drawing had drawn every one of us, including the art teacher,
into one boy's world and into this extraordinary work of art.***

My husband and I all are still sharing our experience with others!