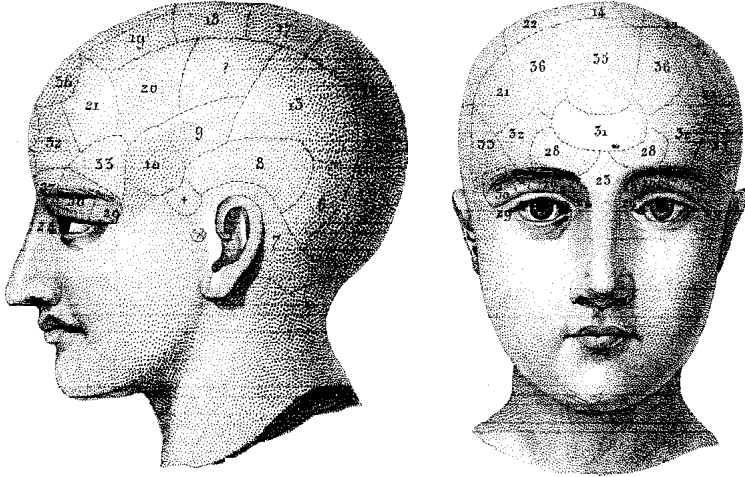


Where's The Art?



Literacy is far more than being able to read and write. Because meaning is the core of literacy, it is the ability to decode or encode in any of the forms through which meaning is conveyed, according to Eisner. What cannot be conveyed in words is often possible in the visual, auditory, choreographic, or the literary—these ought to be primal educational aims. The surest way to create semiliterate graduates from American schools is to insure that many of important forms in which meaning is represented will be enigmas to our students—codes they cannot crack.

Educational equity is provided to our young not simply by giving them access to our schools, but by providing programs that enable them to become fully literate once they pass through the schoolhouse door. Visual learning represents a particular form of human achievement, one that includes our ability to notice what is visually subtle and to use it in ways that are personally or socially meaningful.

Yet, only half of our nation's elementary schools have art teachers, 60% of public secondary schools require arts as a part of graduation requirements, only 35% of higher education institutions count arts grades when computing GPA's, only 34 states license or certify art teachers based on specific arts standards, and only 5 states conduct statewide assessments in the arts.

We need better arts education policies for our students!

What Can State Art Education Associations Do?

- *Lead efforts to generate public understanding of the ideas behind the importance of art education policies that lead to student learning in art.*
- *Develop services that orient members to art education policy development, especially those policies needed to achieve student learning.*
- *Encourage policy strategies for (1) higher education, (2) state education agencies, and (3) local school districts to advance education policies for quality art learning.*

SUPPORT IMPROVING ART EDUCATION POLICIES.

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