

EDITORIAL

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*Welcome to the first
publication of the
International Journal
of Lifelong Learning in
Art Education!*

I take great pleasure in writing this editorial for the first issue of the *International Journal of Lifelong Learning in Art Education* (IJLLAE). IJLLAE is the official journal of the Lifelong Learning (LLL) interest group of the National Art Education Association (NAEA). Discussions on developing the journal began over 15 years ago, when I was a doctoral student and new member of LLL. Since that time research in community-based art education, intergenerational art education, and creative aging has increased. Few if any scholarly journals examine arts learning for the aging or intergenerational populations. With research in the field of lifelong learning growing, there is a need for peer-reviewed scholarship. IJLLAE seeks to provide a platform for researchers, educators, and artists working with this population to share and develop knowledge through scholarly articles and visual essays.

This inaugural issue comprised of three articles and one visual essay, taken as a whole covers the full range of the aims and scope of IJLLAE. In *Leaf-ing a Legacy*, Susan Whiteland writes about intergenerational art research she conducted with her university students, an elementary classroom, and residents in a long-term health/rehabilitative center through artmaking and digital technology.

Participants at each site spent time making on their own inspired by the concept of legacy and sharing their projects digitally. This virtual method of working has the potential to connect learners in various geographic settings in meaningful, empowering, and transformative ways.

Co-authors Jodi Kushins and Amy Brook Snider represent two generations. These dynamic artist-educators first met as student and teacher and over the years developed a friendship. Their article, *Intergenerational Narratives: The Personal as Professional*, highlights their journey and shifting relationship through narrative and performance with puppets made in their image.

Elizabeth Langdon's article, *Older Artists and Acknowledging Ageism*, based on her dissertation research, reflects Langdon's unconscious ageist perspective through interviews she and a student conducted with a local artist, each representing a different generation. The author warns that intergenerational learning may reinforce rather than diminish ageism if one is not aware of the ways in which they re-present narratives and experiences of aging subjects.

Margaret Walker's visual essay, *The Unity Mural: Bridging Communities Through Artmaking*, examines the socially transformative nature of community-based art education, through a partnership between two very different universities in the same community. Violence was the impetus for an art project that brought together people of different races, ages, and artistic skills to build unity in a diverse and often troubled community.

I want to thank the authors, editorial board, reviewers, my editorial assistants, Scholar's Compass at Virginia Commonwealth University, and BePress for helping launch this journal. It was a long time coming and required a lot of labor, but I am very pleased with the outcome, tone, depth, and breadth of scholarship in this first issue and look forward to developing the second issue.