

JOURNEYS

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The theme for the third volume of *IJLLAE* is journeys. We asked authors to consider what sort of life journey experiences they encountered when they engaged in collaborative art-based activities. We wanted to know about the transformations that occurred along the way and how art educators ensured that the journeys were meaningful for all participants. The first article in this issue is by Rebecca Bourgault. She writes about her journey to a place of appreciation for simply being present and participating in a socially engaged art practice. Her article describes serving in an urban shelter for homeless and low-income adult women where she was involved in a weekly workshop that offered artmaking and conversation practice. Her reflections indicate a personal transformation that took place as a result of her community-based art education (CBAE).

The second article in the issue by Liz Langdon continues to explore CBAE and its impact for creating memorable life journey experiences. In her review of the book, *Community Based Art Education Across the Lifespan: Finding Common Ground* (Lawton, Walker & Green, 2019). Langdon shares how the authors create a roadmap of information detailing how they planned, partnered, implemented and assessed community-based art experiences. Langdon suggests that the lessons learned are valuable for researchers, k-16 art educators, community artists and non-profit organizations.

In the issue's third article by Thomas Keefe the idea of journey is specifically related to reminiscing about places and events that older adults have encountered through their lifetime. Keefe tells what he experienced as he presented a lecture at a senior living center. He says that through a variety of photographic images of iconic events and conversation participants walked through memories that created a common bond, and enhanced a collective understanding toward others that benefited both residents, staff and himself.

Elise Kieffer's *Prosthetic Ontology into Pedagogy: Applying Garoian's Theory to the Performing Arts*, is the issue's fourth article. It provides the reader with a journey into the life of the author as she recounts the effect of the performing arts on her own well-being. Kieffer shares how she gained from her growing up experiences using art as a medium to express herself and then empowered others to use the performing arts to find their own voice.

Courtney Weida and Carlee Bradbury suggest the unicorn can be a lifelong companion in art education, because it is a timely cultural and artistic phenomenon, worthy of aesthetic discussions that encourage intergenerational exchange through dialogue and creating together. They cite arts education histories of Froebel's kindergarten and Steiner's Waldorf schools centering the unicorn as a standard of children's imaginary play. The authors explain multiple roles unicorns serve, including as complex symbols of the shifting individual human psyche and bridging gaps between sanctioned spaces of art history and contemporary culture.

We close this issue with an article, *Art Education for Older Adults: Rationale, Issues, and Strategies*, by Melanie Davenport, Pamela Harris Lawton, and Marjorie Manifold. The authors promote quality creative arts programming for older adults and advocate for essential preservice teacher education in andragogical theory and practice. They share benefits their students have gained from intergenerational and older adult art education experiences, and suggest the necessity for further research and practice in lifelong learning.

The articles in this issue considered journey. I have embarked on my own journey as editor for IJLLAE and joined hands with two colleagues who are serving as co-editors, Angela La Porte and Liz Langdon. We have begun the first leg of our journey together and anticipate with eagerness the next milestone for what lies ahead. Thank you for embarking with us on this adventure and I hope that you will consider taking an active part as an article reviewer or manuscript author in our next issue that will consider the theme of reflection.

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