

Journal Theme: Resiliency

*“The act of caring
can strengthen one’s
resiliency and future
dedication.”*

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This issue of the *International Journal of Lifelong Learning in Art Education* uses the theme of resiliency. The term suggests the ability to withstand and endure, spring back or quickly recover. Resiliency follows in the wake of a two-year global pandemic and characterizes the new normal in which we are currently learning to reside. The authors in this volume share experiences that have enabled resiliency and set the stage for further advancement in their research focus that relates to art engagement and lifelong learning. A consistent thread that runs through the articles is a concern for the wellbeing of others. The act of caring can strengthen one's resiliency and future dedication. This is the case with the Greenberg family's generosity that has made possible the Pearl and Murray Greenberg awards that recognize contributions in the field of art education.

Recently the National Art Education interest group of Lifelong Learning in Art Education awarded emerging scholar Dr. Liz Langdon with the Murray Greenberg award and Dr. Angela LaPorte with the Pearl Greenberg award. Both educators share excerpts from their award acceptance speeches in *Committee on Lifelong Learning 2022 Pearl and Murray Greenberg Awards Lectures*. Dr. Langdon writes about her involvement in politics and advocacy during her university's recent decision to redesign rather than eliminate their art education program. She recounts her experience in researching early Texas artists. She also voices appreciation for her dissertation advisors who introduce her to place and action research and intergenerational art education. Langdon concludes her award speech by acknowledging the influence that her doctoral research continues to play in her current teaching and writing endeavors.

Dr. Angela LaPorte writes that Dr. Pearl Greenberg, the namesake for the award LaPorte received, is responsible for years of inspiration. In her award speech, LaPorte points to some of her early research projects. She tells of one that included working in an institutionalized elder care facility and another with seniors from the Harlem neighborhood in New York. She also mentioned her edited book that emphasizes intergenerational research. These examples illustrate LaPorte's passion for sharing meaningful art experiences with those who typically cannot participate. LaPorte continues in this area as she serves as a professor and Director of Art Education for the University of Arkansas School of Art. While at the University of Arkansas she has expanded her research focus to disability studies and leads students in an approach she terms as inverse inclusion. LaPorte says her goal in research is to study approaches in art education that can break down stereotypes and encourage care and appreciation for others.

In *Grandma Layton: A Cinderella Story* author, Liz Langdon, explores how we can learn about each other through art. She describes a community-based art experience that connects university students, two elementary classes, and residents from a retirement community as they study selected artworks of

Elizabeth Grandma Layton from a local museum exhibition. The participants consider mental health, age, and resiliency while engaging in the creation of a colored pencil collaborative poster.

As a teaching artist and mentor, Rebecca Bourgault offers insights from her arts-based capstone course through reflections on her students' weekly journal entries, field notes, and stories. Through an intuitive inquiry approach, she shares meaningfulness in the reciprocity of learner/mentor relationships.

Linda J. Helmick shares a restorative artmaking experience for educators through Zoom during the COVID-18 pandemic. Through a blending of art therapy and art education and an aesthetic encounter with collage making, she applies a/r/tographic methods to gain a better understanding of the restorative power of art within a virtual collective community experience.

The final story in this volume is Lola's story. Through the voice of a puppet the author details the experiences of a university class that creates puppets to be used in various community contexts. Lola specifically describes the benefits associated with puppetry for an older adult dealing with dementia.

Resiliency has been characterized through each of these articles expressing the idea that we can learn from our experiences and continue to move forward. The editorial staff echoes the theme. We have learned from being in this role for the past 3 years and feel it is time to welcome a new editorial team to lead us forward with our next issue. We gratefully acknowledge you as readers and fellow participants for advocating lifelong learning in art education. We enthusiastically look forward to what lies ahead.

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