



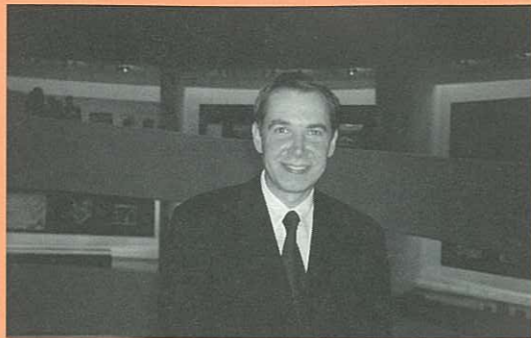
learning through art

The Guggenheim Museum Children's Program



30th anniversary

Learning Through Art/The Guggenheim Museum Children's Program (LTA) was founded in 1970 by Natalie K. Lieberman in response to the elimination of art and music programs in the New York City public schools. Serving more than 4,000 public-school children annually, LTA designs each program to increase learning and communication skills of underserved elementary school children, through an innovative multidisciplinary approach based on conceptual program development. Twenty-two week curriculum-based workshops are conducted in the schools by teaching artists from a variety of disciplines, including the visual and performing arts, design, media, and architecture. These artists work in close collaboration with classroom teachers and museum educators to develop specific programs that are tailored to meet the interests, needs, and abilities of their students. LTA helps boys and girls develop self-esteem and respect for their own work as well as for the work of others. Children are encouraged to develop an understanding of and appreciation for themselves and the world around them. Workshops can also serve to foster harmony and tolerance. Each in-school program incorporates class trips and special tours of museum exhibitions designed to supplement workshop subject matter and increase exposure to the cultural arts. For the past twenty-nine years, Learning Through Art/The Guggenheim Museum Children's Program has served over 124,000 children, teachers, and parents, primarily in New York City. In 1995-96 LTA established international program partners, extending its methodology worldwide. In the 1998-99 school year, worldwide partnerships included Trenton and Alexandria Township, New Jersey; Monroe County, Louisiana; Mexico City, Mexico; the Comune di Padova, Italy; and programs in the Basque region of Spain with the Guggenheim Museum Bilbao.



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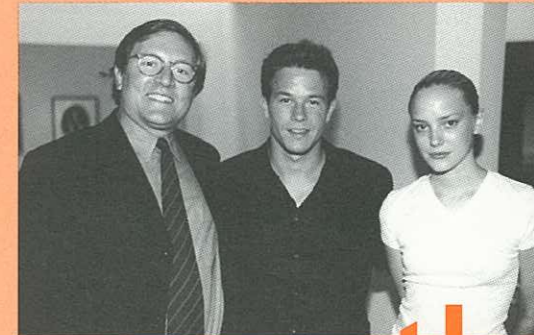
1. Art Start Award recipient artist Jeff Koons enjoys viewing the exhibition before dinner. Photo by Amy Whitaker

2. Aprendiendo a través del arte, Mexico, board member Clemente Serna; SRGM Director of Education, Marilyn JS Goodman; and Mrs. Kofi Annan. Photo by Chi Chi Urbino

3. SRGF Trustee and education-committee chair, Wendy L-J McNeil enjoying the festive mood of the evening. Photo by Chi Chi Urbino



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the gala

A NIGHT FOR ALL THE ARTS

On Monday June 7, 1999, the gala benefit *A Night for All The Arts* was held in support of Learning Through Art/The Guggenheim Museum Children's Program and the educational programs of the Solomon R. Guggenheim Museum. This special occasion celebrated *A Year with Children*, the annual exhibition of artwork and writing created by metropolitan-area students, as well as LTA partnership schoolchildren in New Jersey, Louisiana, Mexico, Italy, and Spain. This year's exhibition was generously sponsored by Warner Bros.

Wynton Marsalis, Grammy Award-winning musician and 1997 recipient of the Pulitzer Prize for music, as well as a member of the Educational Advisory Council of the Guggenheim Museum, served as Master of Ceremonies for the evening. Included in the festivities was the presentation of the *Art Start for Children Awards* to filmmakers Ken Burns and Lynn Novick, award-winning creators of the critically acclaimed television series *The Civil War* and *Baseball*; choreographer and dancer Donald Byrd; visual artist Jeff Koons; and Terry McMillan, author of *Waiting To Exhale* and *How Stella Got Her Groove Back*. This elegant gala event, co-chaired by Suzanne and William Plotch, and Kimberly and Lorenzo di Bonaventura, raised over \$200,000 in support of educational programs.

The festive evening included a silent auction featuring first-class travel to Venice on TWA with accommodations at Hotel Cipriani, and a raffle with fabulous prizes such as a diamond and sapphire Chopard watch. Music was provided by the Aaron Flagg Quartet with an impromptu session with Wynton Marsalis.



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1. Gala co-chair Suzanne Barnett Plotch; EAC member Vivien Serota; gala co-chair and EAC President Bill Plotch; and SRGF Trustee Gail May Engelberg. Photo by Chi Chi Urbino

2. Gala co-chair Lorenzo di Bonaventura; actor Mark Wahlberg and friend. Photo by Chi Chi Urbino

3. Author Terry McMillan accepting the Art Start Award from Wynton Marsalis. Photo by Chi Chi Urbino

4. Art Start Award recipient Donald Byrd with Master of Ceremonies Wynton Marsalis. Photo by Amy Whitaker

5. Filmmaker Lynn Novick receiving the Art Start Award. Photo by Amy Whitaker

GMB Director of Education Marta Arzak, GMB LTA Coordinator Marta Prado, and LTA Mexico Artistic Coordinator Mario Rangel participate in the installation of the exhibition in New York. Photo by Veronica Pesantes

the exhibits



A YEAR WITH CHILDREN

The annual LTA exhibition *A Year with Children*, generously sponsored by Warner Bros., was on view in the Tower 7 Gallery of the Solomon R. Guggenheim Museum from May 28 through June 20, 1999. Featured this year were over 850 colorful, creative, and often enchanting artworks and writings made by participating schoolchildren from approximately sixty classes in New York City's five boroughs, as well as from LTA partnership programs in Mexico City; Padua, Italy; Bilbao, Spain; Trenton, New Jersey; and Monroe, Louisiana. Included in the exhibition were three-dimensional constructions, murals, paintings, masks, puppets, sculptures, block prints, wall hangings, photographs, videos, and computer works. The exhibition was curated by Dr. Marilyn JS Goodman, Director of Education at the Solomon R. Guggenheim Museum.

Projects on display included sixty life-sized puppets created by students at P. S. 126 in the South Bronx during a special workshop, which was held in tribute to the late Mel Jacobs and focused on social studies, folklore, and costumes. Students at Trenton Community Charter School in New Jersey created a giant, patterned butterfly, whose body and wings were filled with intricate mathematical patterns of squares and small insects. Many elaborate murals filled the exhibition space, including three murals that depicted important epochs of Mexican history and were created by students at Mexico City's Escuela Republica de Dahomey. Likewise, fifth-grade students at P. S. 148 in Queens contributed an intricate felt mural comprised of individually embroidered inventions, including a "machine that does homework." Several murals, jewelry, and replicas of artifacts from Ancient Egypt were made by students at P. S. 155 in Spanish Harlem. Most works were accompanied by student journals written during the course of the workshops.

This exhibition helps to reaffirm LTA's commitment to motivate schoolchildren and improve their basic academic, communication, and critical-thinking skills through innovative, multidisciplinary arts in education workshops. Moreover, it was heartwarming and joyful to watch and listen to the children who came with their classes to view their work.

A Year with Children was generously sponsored by Warner Bros.



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FAMILY DAY

On Saturday, June 12, participating LTA students were invited, along with their families and friends, to attend a special "Family Day" celebration during the Museum's *A Year with Children* exhibition. Students were proud to exhibit their writings and artworks, and to share their accomplishments with parents, teachers, school principals, teaching artists, and members of the museum's education staff. Educational entertainment included selections by "The Voices of My Roots: An Exploration of Our Community and Communities Around the World through Music and Visual Arts," a workshop conducted by teaching artist Manny Vega and fourth-grade teacher Pascual Villaronga, featuring the P. S. 155 Afro-Cuban Drum and Dance Corps with the fourth-grade "Voices of My Roots" chorus.

APRENDIENDO A TRAVÉS DEL ARTE IN BILBAO

During the 1998-99 school year, Aprendiendo a través del arte (Learning Through Art) in Bilbao organized their first major exhibition of children's artwork in the galleries of the Guggenheim Museum Bilbao. GMB Director of Education Marta Arzak and GMB LTA Coordinator Marta Prado traveled to New York to participate with SRGM staff in the installation of the 1999 *A Year with Children* exhibition. Their training in New York prepared them for the installation of the Bilbao LTA exhibition, which was generously sponsored by Fundación Bilbao Bizkaia Kutxa and on view from the June 16-27.



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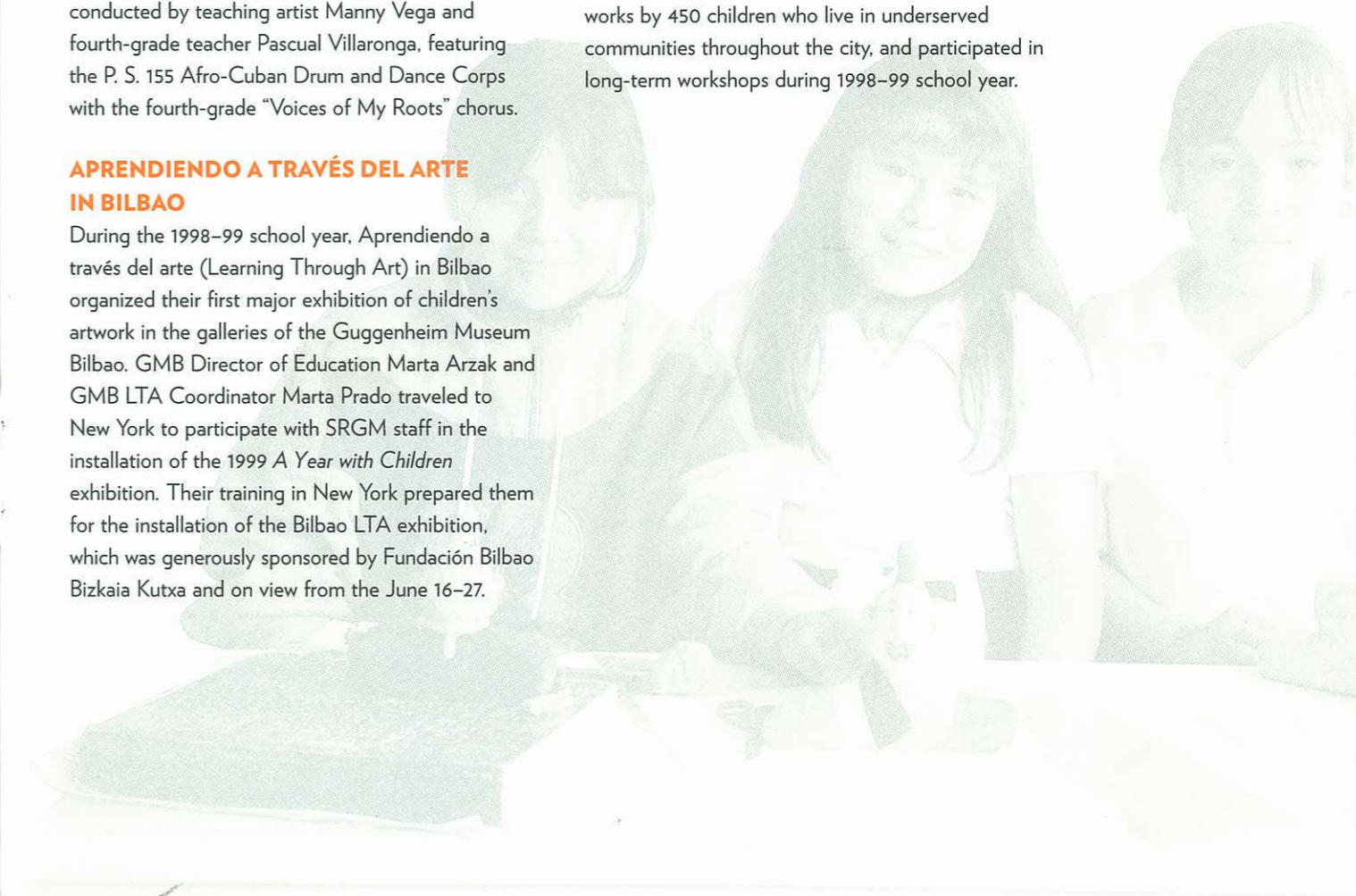
APRENDIENDO A TRAVÉS DEL ARTE IN MEXICO

We look forward to the fourth annual exhibition to be held in October in Mexico City. Previous LTA exhibits in Mexico were held at the Museo Luis Cuevas and at the Museo Rufino Tamayo in Chapultepec Park. This year's show, coordinated by LTA Mexico's General Director Gabriela Serna, Artistic Director Mercedes Gertz, and Academic Coordinator Samuel Morales, will be on view in the center of Mexico City at the prestigious Palacio de Bellas Artes.

The Mexican exhibition will be comprised of works by 450 children who live in underserved communities throughout the city, and participated in long-term workshops during 1998-99 school year.

1. Drummers from the P. S. 155 after-school workshop, *Voices of My Roots*, performing at Family Day. Photo by LTA

2. Children from the Basque public schools view their work on exhibit at the Guggenheim Museum Bilbao. Photo by Marilyn JS Goodman

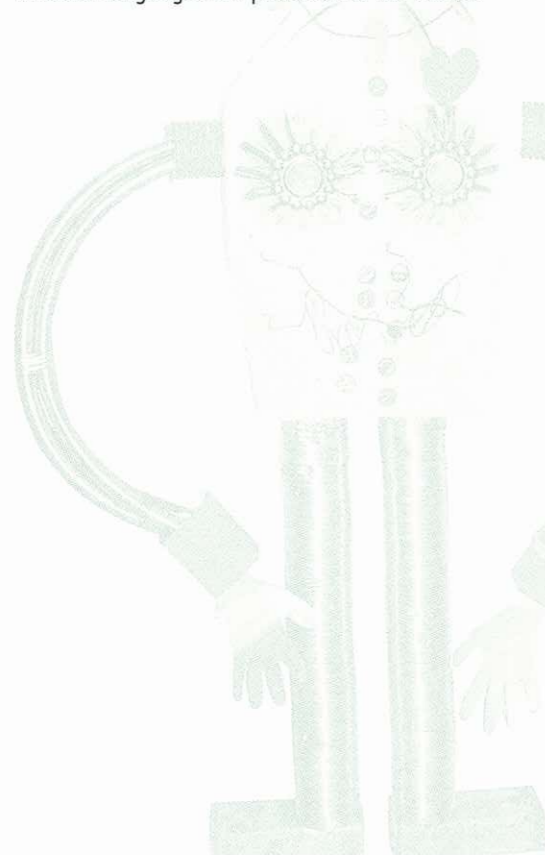


1, 2. Pastel Interpretations of Goldilocks and the Three Bears by fifth grade students at P. S. 124, Queens

PUBLICATION OF LTA CHILDREN'S BOOK

During summer 1999, the Solomon R. Guggenheim Museum published its first children's book, *Learning Through Art: The Guggenheim Museum Collection*. Written by Director of Education Dr. Marilyn JS Goodman, with LTA Founder Natalie K. Lieberman, this delightful book is based on the museum's extraordinary collection of twentieth-century art, and inspired by the museum's LTA program. It uses art to explore basic subject areas such as math, language arts, science, sports, music, and social studies. Designed by Takaaki Matsumoto, this publication is aimed towards elementary school children and their families.

The book includes full-color reproductions of artworks from the Guggenheim's collection. The book's twelve sections are filled with information, exploratory questions, writing and drawing activities, fun facts, and additional projects to do at home. A special pen is included to use on the book's erasable pages. A delightful gift for children and parents to enjoy together, the book is being distributed by Harry Abrams, Inc. Copies may be purchased at the Museum's retail shop, or by calling 212-423-3870 or 800-329-6109. Translations in other languages are planned for the future.



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LTA 30TH ANNIVERSARY

The 1999-2000 school year marks the thirtieth anniversary of LTA/The Guggenheim Museum Children's Program. Since its founding in the 1969-70 school year by Natalie K. Lieberman, LTA has been committed to the idea that arts in education programs are most successful when working with the same children over the course of the school year. LTA is distinguished among arts in education programs because it provides creative, conceptual, tailor-made activities based on the unique interests, needs, and abilities of both the participating classroom teachers and the students. Moreover, the workshops stress collaboration, tolerance, and respect for others.

In our thirtieth year, we celebrate the classroom teachers, school administrators, and teaching artists for their support and commitment to this award-winning program, which has made a tremendous difference in the hearts and minds of so many youngsters.

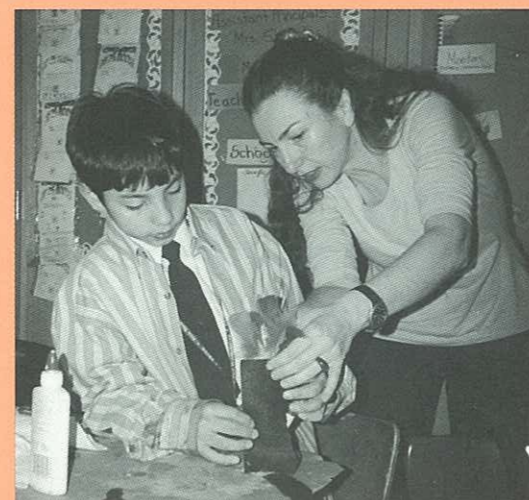
LEARNING ABOUT DIFFERENT CULTURES THROUGH THE TRADITION OF PRINTMAKING

Public School 148, Queens
Teaching Artist: Claire Rosenfeld
Classroom Teachers: Christine Kearns, Rosemary Leoutsakos, Karen Mehta

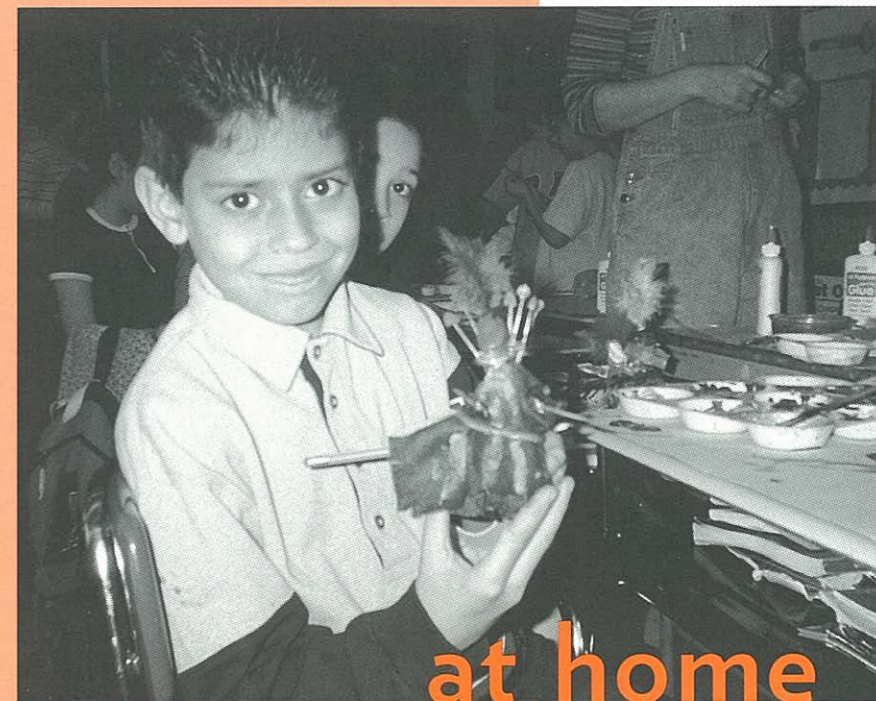
As part of their social studies curriculum, fifth-grade students explored facets of different cultures through printmaking. One class studied and incorporated images that best represented various Latin American countries and their native traditions. Another class used their research on Greek mythology as a source of imagery. Students were introduced to two different printmaking processes: linoleum block prints and collographs. They were required to look at both positive and negative space in relationship to drawing, carving, building up, and eventually printing their images. All three classes learned new visual-arts processes and how to use new materials while advancing their class curriculum.



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at home

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U.S. HISTORY THROUGH VISUAL ARTS

Public School 88, Queens
Teaching Artist: Charo Garaigorta
Classroom Teachers: Frances Beutner, Patricia Howfield, Tracey Marquart

In this workshop, fourth-grade students concentrated on the history of the U.S. as it relates to aspects of their social studies curriculum. The emphasis was on examining life during the 1800s, including the westward expansion, immigration, Native American culture, and colonial America by creating self-portrait drawings that depicted each pupil's imagined identity as a person from this era. The classes examined and documented the clothing, weapons, modes of transportation, architecture, and furniture that shaped colonial life. In addition, they studied political, economic, and religious institutions of the time. Children personalized their self-portraits, some reflecting the plight of Native Americans, while others looked to family life within the colonized states. In another project, each class studied Native Americans and created small figurative sculptures adorned with traditional tribal clothing. Throughout this workshop, each child kept a journal documenting the learning process. The journals contained individual writing exercises, sketches, color charts, vocabulary words, and researched information.

1. A student at P. S. 88 proudly displays his sculpture of a Native American. Photo by Guadalupe Cortina

2. Students at P. S. 148 pose with their colorful prints. Photo by Jennifer Donello

3. LTA teaching artist Charo Garaigorta assists a student at P. S. 88. Photo by Guadalupe Cortina



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ANCIENT AND MODERN CIVILIZATIONS

Public School 88, Queens
Teaching Artist: Jon Cassotta
Classroom Teachers: Matthew Becker, Rosalie Calvaruso, Smaranda Ianculovici

Third-grade students learned about ancient and modern civilizations in England, China, and Egypt. They read and researched stories, folktales, and myths relating to each culture, and then created drawings and paintings based on these stories. Each class researched a specific country and discussed its historical situation and culture, including government, economics, and cosmology. One class examined the architecture, artwork, and popular culture of modern England. Another class studied China, looking at traditional porcelain, calligraphy, and symbolic images relating to folklore. A third group studied Egypt and created group mural paintings inspired by wall drawings found in tombs. Students had the chance to work collaboratively on the paintings and in research groups. When projects were completed, classes rotated their themes enabling all three groups to study each culture.

CELEBRATION OF CULTURAL IDENTITY

Public School 232, Queens
Teaching Artist: Danielle Nigro
Classroom Teachers: Sheri Frimet, Gloria Goldstein, Jackie Lichtenstein

As part of their social studies curriculum, third, fourth, and fifth-grade students used drawing and painting to document their culturally diverse community. They began with creating self-portraits that contained an object representative of their cultural heritage. Each class created a vivid mural using acrylic paint on canvas, while organizing a Culture Fair celebrating the foods, dances, and traditions of various cultures. These projects reinforced students' understanding of and tolerance for other cultures, their traditions, heritages, and identities. Not only did this project encourage self-reflection as students developed a personal understanding of their family history, it also made them aware of the various cultures within their classroom and community.

THE BRIDGE: TWO LANDS OF LIFE

Public School 124, Chinatown
Teaching Artist: Nancy Salomon Miranda
Classroom Teachers: Alison Brita, Bobbi Edelson, Elizabeth Wong

Through dramatic arts, improvisation, writing, research, and visual arts, fourth and fifth-grade students created an original play, *The Bridge: Two Lands of Life*, which was performed at the school and documented on video. This social studies workshop reinforced the students' understanding of the daily life, cultural history, belief systems, and arts of ancient China in comparison to contemporary life in New York City's Chinatown. One class focused on the ancient Chinese invention of paper, while other classes focused on the effects of Chinese immigration. Using cardboard, wood, papier-mâché, and cloth, students created life-sized, movable buildings and railroads for the stage set, as well as making individual costumes. As part of this project, students participated in a special papermaking workshop with visiting artist Robin Ami Silverberg at Dobbin Mill.

Using a Western form of papermaking, children created their own handmade sheet of paper, which fostered their understanding of the process, history, and technology of this utilitarian art form.



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COMMUNITY AND ENVIRONMENT

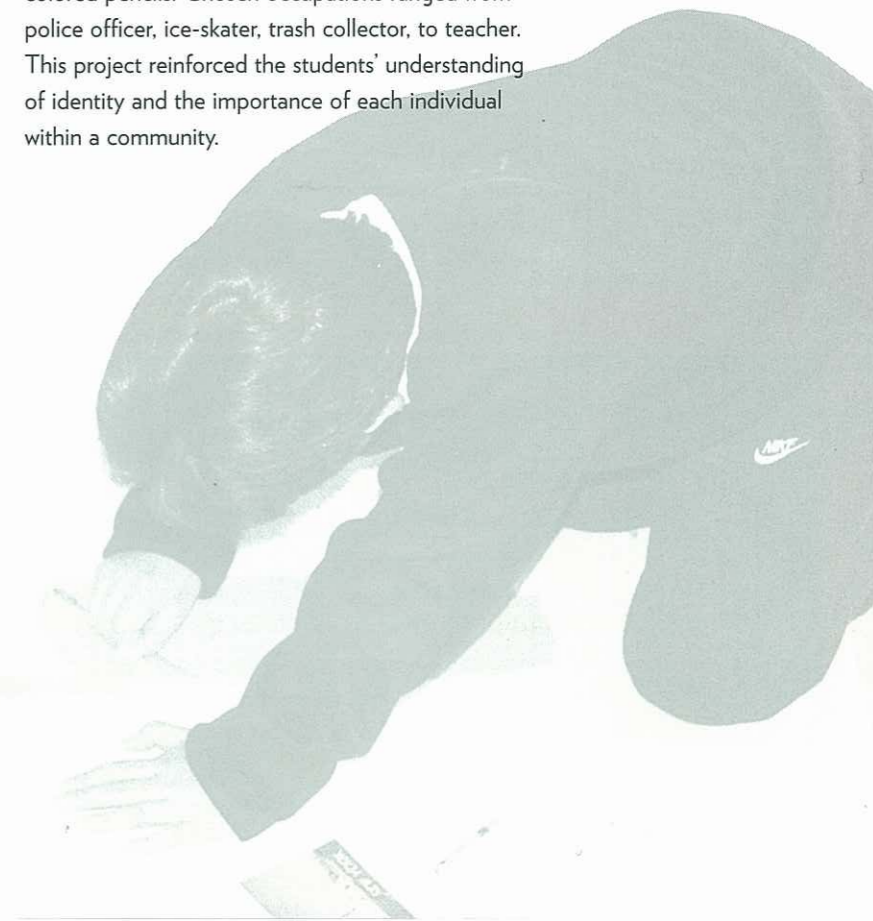
Public School 124, Chinatown
Teaching Artist: Nancy Modlin Katz
Classroom Teachers: Debbie Block, John Hom, Marsha Leo

In this short-term workshop, third-grade students created drawings inspired by the architecture, climate, and vegetation of China using chalk, oil pastels, and pencil. This project explored ancient Chinese culture to reinforce the social studies curriculum. In addition, second-graders researched and wrote about the variety of jobs within their community and imagined what job they might wish to occupy. They then created portraits of themselves as part of a future community using markers and colored pencils. Chosen occupations ranged from police officer, ice-skater, trash collector, to teacher. This project reinforced the students' understanding of identity and the importance of each individual within a community.

1. Fourth-graders at P. S. 124 creating props for their play.
 Photo by Miyuki Otaka

2. Teaching artist Nancy Salomon Miranda helps students rehearse for their performance.
 Photo by Miyuki Otaka

3. Shannon Brunette, Education Associate, assists students at P. S. 124 during a papermaking workshop.
 Photo by Miyuki Otaka





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AROUND THE WORLD

Public School 57, Staten Island
Teaching Artist: Nancy Modlin Katz
Classroom Teachers: Kim De Prima, Emanuel Giardina, Michael Miranda, Patricia Reichert

1. A student at P. S. 57 with his sea serpent sculpture. Photo by Ellen Birch

2. A second-grader at P. S. 57 paints her navigational tool sculpture. Photo by Ellen Birch

3. Images of Ancient Egypt, P. S. 155, Manhattan, Grade 6. Photo by Ellen Labenski

4. A student at P. S. 155 paints an image of Ancient Egypt. Photo by Shannon Brunette

As part of their ecology curriculum, fifth-grade students learned about North American birds while working with the Audubon Society. Through research, observation, and drawing, they created hand-sewn stuffed birds in a papier-mâché tree using fabric, wire, and cardboard. This project reinforced the students' understanding of the environment around them. Using oil pastels, fabric, wood, wire, and pencil, these students also created a self-portrait set in a special place. This project focused upon self-identity inspired by readings and creative writing activities as part of their language arts curriculum.

Third-grade students studied creative writing, grammar, and poetry related to their language arts curriculum through reading, writing, and drawing. Colorful sculptures made using wooden spools, clay, and acrylic paint, incorporated their poems and short stories. This project reinforced the students' understanding of grammatical structures as well as nurturing their ability to collaborate on group projects.

Fifth-graders learned about exploration, explorers, and tales of lost ships as a part of their social studies curriculum. Using research, writing, and drawing the students created sea serpents with clay and acrylic paint, as well as bound books. Children also created navigational tools that would utilize the natural elements such as the sun and stars. These projects reinforced the students' understanding of history, geography and early technology to engage their imaginations in the creation of fictional monsters and navigational tools.

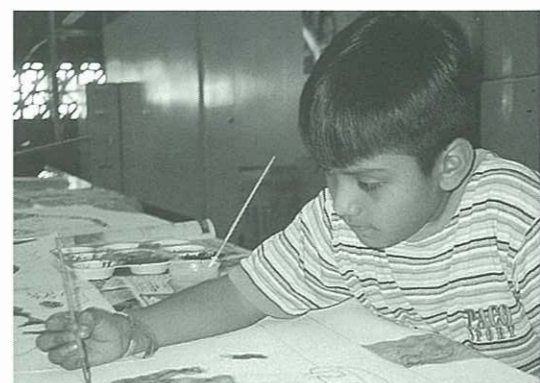
ARTIFACTS OF ANCIENT EGYPT

Public School 155, East Harlem
Teaching Artist: Manuel Vega
Classroom Teachers: Edith Guzman, Arelis Parache

Sixth-grade students concentrated on the history, tradition, community, and environment of Ancient Egypt as part of their social studies curriculum. Using foam core, paint, clay, raffia, beads, and fabric, students created paintings, murals, and reproductions of Ancient Egyptian artifacts such as jewelry, weapons, clothing, and a life-sized sarcophagus. These creative endeavors introduced students to the Ancient Egyptian custom of mummification and the elaborate rituals associated with royal tombs. Students were exposed to a variety of visual arts techniques and mediums as they enhanced their writing and research skills.



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LEARNING ABOUT LITERATURE THROUGH DRAMA AND VISUAL ARTS

The Family Academy, Harlem
Teaching Artist: Nancy Schwartz
Classroom Teachers: Cathlyn Hearn, Nicole Siverls, and Melissa Steel

In this short-term workshop, first-grade students strengthened their reading comprehension, literacy, and communication skills by studying several West African folktale adventures of Anansi the Spider. Students read and discussed the setting, plot, and moral of each folktale and used maskmaking, printing, and drawing to visually express their ideas. All work was then compiled into a visual anthology documenting student responses to the folktales. Through this process, students became more engaged in their language arts curriculum, gained a better understanding of communities around the world, and learned new visual arts concepts.



LA VOZ DE MIS RAICES (THE VOICES OF MY ROOTS)

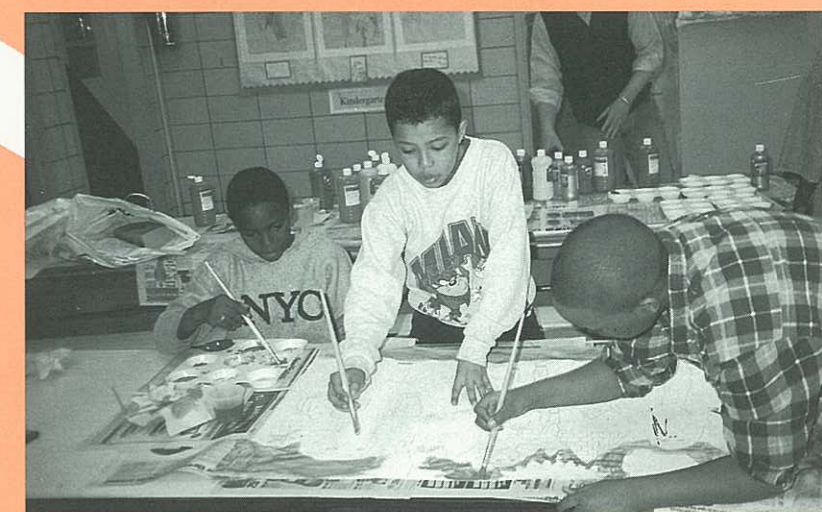
Public School 155, East Harlem
Teaching Artist: Manuel Vega
Classroom Teacher: Pascual Villaronga

As reinforcement of their social studies curriculum, fourth-grade students in this short-term, multi-arts workshop learned about musical traditions through research, drawing, singing, and dancing. They created works on paper by using pencil, markers, watercolor, and tempera paint, and the students grew more aware of the crucial role of music in creating and maintaining cultural traditions and identity. As part of this workshop, students performed with their teacher and other student drummers at the LTA Family Day in June. The performative aspect of this workshop fostered both musical and social harmony while it nurtured positive group dynamics.

This workshop was partially funded by the Education Advisory Council of the Guggenheim Museum.



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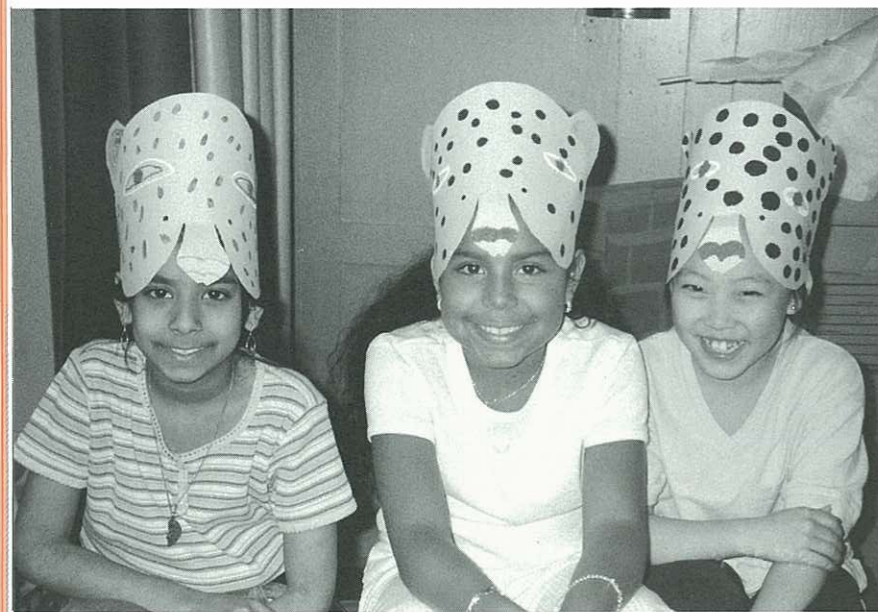


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1. A Family Academy student concentrates on her project. Photo by Kim Frumin

2. A student begins to draw his version of an African statue. Photo by Shannon Brunette

3. Fourth-graders at P. S. 155 painting a mural that illustrates a musical piece they performed. Photo by Shannon Brunette



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LEARNING SOCIAL STUDIES THROUGH ART, TECHNOLOGY, AND PLAYWRITING

Public School 197, Midwood, Brooklyn

Teaching Artists: Erin Courtney, Danielle Nigro
Classroom Teachers: Robin Adelson, Dana Berger, Helen Christopher, Danielle Colleran, Gloria Kieszak, Melissa Pepe, Janis Reich, Viktoria Rehler, Paulette Sammy, Martine St. Jean, Marianne Thompson, Leah Tishcoff, Mary Varca, Denise Watson, Lori Wolf

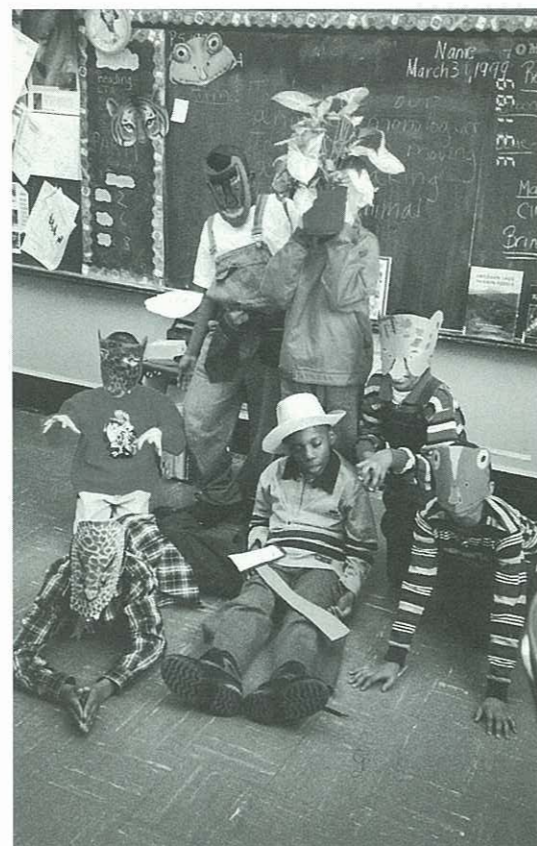
With the support of the Empire State Partnership Initiative, LTA collaborated with twelve third and fourth-grade classes to infuse the arts and technology into the curriculum. Together, teaching artists, classroom teachers, and students studied folklore and immigration through playwriting, performance, technology, and visual arts.

As part of their social studies curriculum, fourth-graders discussed the reasons people chose to emigrate and the difficult process of building a life in a new country. After touring historic tenements inhabited by early-twentieth-century New York City immigrants, students wrote and performed original monologues and dialogues based on the process and experience of immigrating. By placing emphasis on the diverse cultural groups in the U.S., particularly New York City, students discussed what customs and material possessions immigrants brought with them, and how immigrant cultures have impacted contemporary culture. To visually document the importance of immigrant cultures, students used digital cameras to photograph ethnic sites within their neighborhood.

The third-grade students studied world cultures as expressed through different folktales, which emphasized social responsibility and community. In one unit, students read Arapaho and Navajo

folktales and compared the clothing, customs, and environments of the two Native American nations. Students then used digital cameras and computer software to digitally transform themselves into the folktale characters. Students also learned about Chinese culture by analyzing folktales and studying Chinese New Year traditions. They created Chinese New Year lion puppets using construction paper, markers, crayons, and wood. While studying South American culture, students read *The Great Kapok Tree* and created masks and a set design to use during their in-class performance of original monologues based on the folktales. Through these activities, students gained a better understanding of communities around the world and the effects of immigration on the development of New York City. They also strengthened their computer, literary, communication and performance skills.

This workshop was partially funded by the New York State Council on the Arts and the New York State Education Department through the Empire State Partnership Initiative.



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COSTUMES FROM AROUND THE WORLD

Public School 126, Bronx

Teaching Artist: Theodora Skipitares

Classroom Teachers: Ana Maldonado, Mary Reese, Matilde Tyson

Fourth and fifth-grade students learned about world cultures, identity, and traditions with an emphasis on costume, music, and body adornment as a part of a multidimensional project related to their social studies curriculum. Each child selected a specific country to research. He or she then created basic line drawings, color drawings incorporating elements of design, and small paper maquettes to assist in their understanding of the functionality of their characters. Utilizing these skills and techniques, students paired into groups to create life-sized cardboard characters that reflected their assigned country's traditional costume, attire, or fashion. This workshop reinforced the students' understanding of the similarities and differences of various cultures around the world while gaining exposure to a variety of visual arts skills and mediums. Students also worked together in groups throughout this long-term workshop, which was a significant collaborative experience for many of the students at P. S. 126. Performing with their characters strengthened and defined the significance of the cultures they studied and added to the students' own self-esteem and personal identity in relationship to other cultures. After completing this formidable project, students then examined their own culture, heritage, and traditions by creating individual family history books. The final component was an in-school performance. Both projects reinforced social studies skills.

This special workshop, made possible with private funding, was offered in honor of the late Mel Jacobs.

ENVIRONMENT, CULTURE, TECHNOLOGY AND LITERATURE THROUGH VISUAL ARTS

Public School 148, Queens

Teaching Artist: Gustavo Asto

Classroom Teachers: Gabrielle Minassian, Ann Marie Schubert, Tony Sinanis

Fifth-grade students explored a variety of topics including technology and history through several visual arts processes. One class studied the environment as a part of their science curriculum, creating an elegant group collage out of colored pages torn from old magazines illustrating the source of drinking water in New York City. Another group explored script writing by developing cartoon storyboards that portrayed different ecosystems and the respective indigenous animals who struggle daily for survival. A third class focused on the language arts curriculum by creating a self-reflection mural based on the students' poems and incorporating their pastel self-portraits.

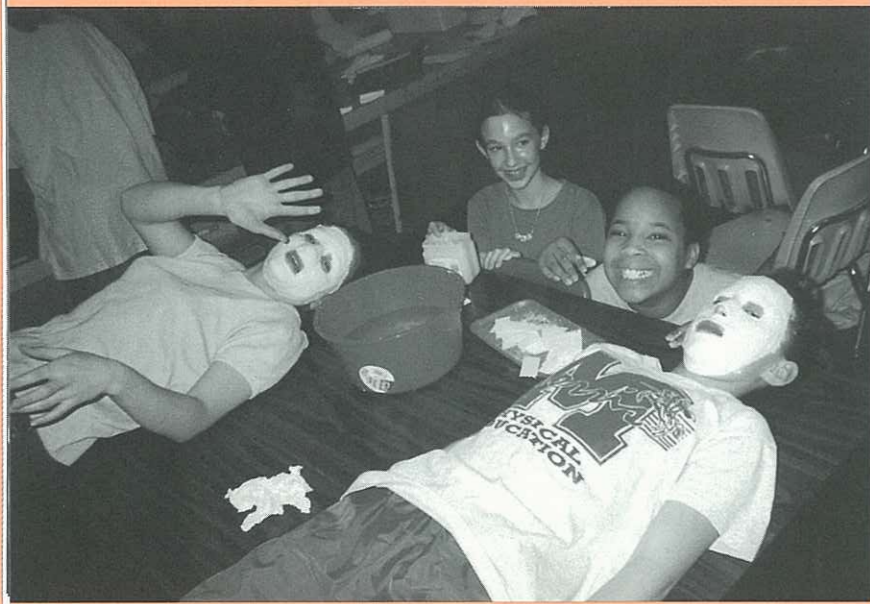
Children created their own inventions that might improve their community's quality of life. Pupils wrote essays describing the purpose and function of their inventions. Each invention and story was incorporated into a group mural. To reinforce language arts, the class read "Pour Quoi" folk tales that answer questions such as "Why do bulls have horns?" They also created papier-mâché masks based on the characters in these stories.

All three classes worked collaboratively throughout the year. In addition to gaining a better understanding of many curricular topics and visual arts processes, the students gained an awareness of team work, strengthened their communication and listening skills, and gained respect for their peers through these collaborative efforts.



1. Students at P. S. 126 display a life-sized puppet.
Photo by Jennifer Donello

2. A fifth-grader at P. S. 148 enjoys her colorful creation.
Photo by Hugo Fernandez



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1. Seventh graders at Alexandria Township Middle School make plaster casts of their faces for masks. Photo by Nancy Schwartz

2. Students at P. S. 197. Photo by Kim Frumin

3. A student at P. S. 57 works on her self portrait. Photo by Shannon Brunette



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CHARACTERIZATION AND LANGUAGE ARTS

Alexandria Township Middle School, Alexandria Township, New Jersey

Teaching Artist: Nancy Schwartz

Classroom Teacher: Cathy Sousa

During spring 1999, at the invitation of the Alexandria Township School District, LTA carried out a short-term workshop concentrating on language arts. This project focused on reading, specifically the study of different characters in a novel. Using papier-mâché, seventh-grade students created masks depicting individual characters from John Steinbeck's novel *The Red Pony*. The masks, roughly the size of a child's face, reflected the students' interpretations of characters within this book. Sculpting these masks required the pupils to study in-depth the characters they had chosen. As a follow-up, the class was challenged to create additional characters who, hypothetically, could also have been part of the same novel. Working in small groups, students created large, bulbous, cartoon-like masks, reflecting emotions and feelings intrinsic to the novel.



partnerships

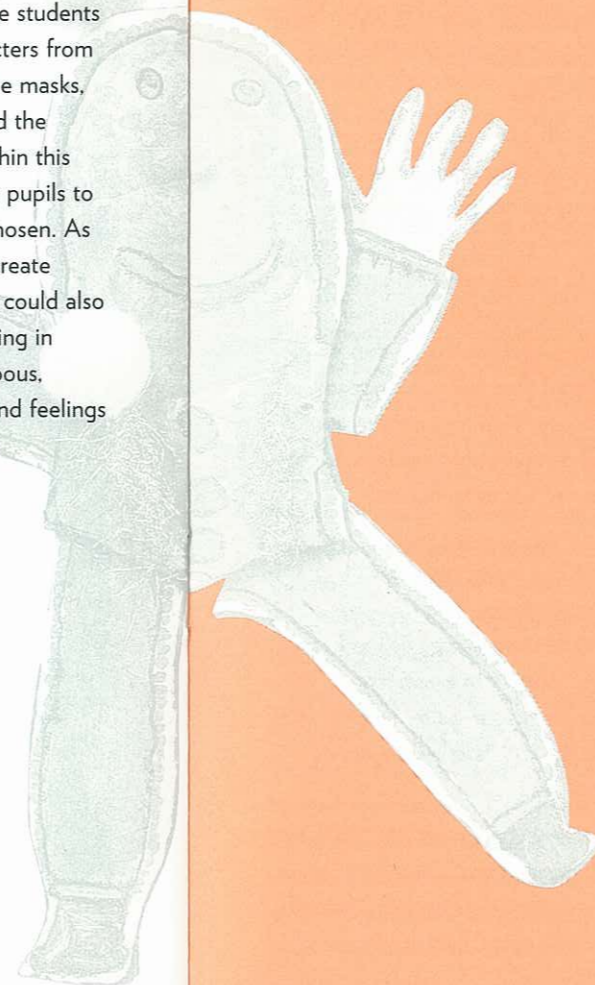
MULTIDISCIPLINARY WORKSHOPS IN TRENTON

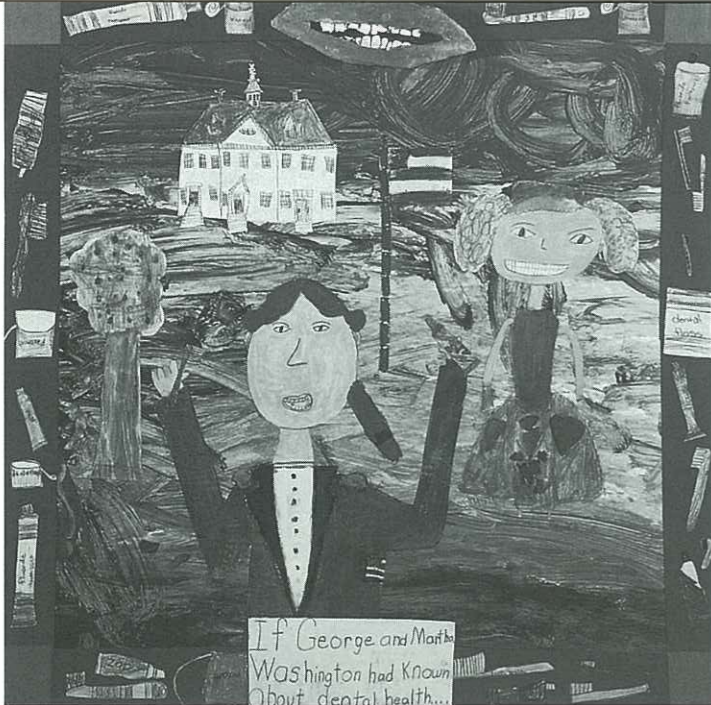
Parker Elementary School and Trenton Charter Community School, Trenton, New Jersey

Teaching Artists: Tina Estes, Kristin Groenveld Goddard, Peter Krumins, Caroline Latham-Stiefel
Classroom Teachers: Diana Bess-Swainson, Elizabeth Brown, Mary Cook, Mattie Cooley, Pamela Devine, Kathryn Flowers, Linda Hochuli, Mirta Jones, Warren Jones, Thomas Lambright, Douglas Morrison, Jolanda Pantoja, Steve Schulman, Bernadette R. Trapp, Danela Vecchio

Vocabulary, community, health, and math were among the subjects explored in the multifaceted projects made in conjunction with LTA's educational partnership with ARTWORKS, The Visual Arts School of Princeton and Trenton, New Jersey. In its second year, the program expanded from two workshops in Parker Elementary School to include workshops at Trenton Charter Community School.

Fifth-grade students focused on botany and wildlife by creating wildflower collages as part of their science and language arts curricula. The collages depicted the different parts of a flower, such as stems, leaves, and roots. Students were encouraged to treat the project as a kind of self-portrait, incorporating photos of themselves to make each piece distinctive and thus encouraging self-exploration. The children wrote about their projects, focusing on the separate parts of the plant as separate parts of themselves, which allowed them to reflect on their own unique qualities. This group also studied the digestive system and the function of bodily organs as a part of their science and health curricula. In creating digestive-system board games,





Mural of George and Martha Washington after Dental Hygiene, Parker Elementary School, Trenton, Grade 3.

children made up related trivia questions. The game boards, trivia cards, game pieces, and game currency were created around this theme.

One of the fifth-grade classes created a mural with houses, boats, stars, and clouds to depict their dreams of the future. This language arts-based project focused on creative writing and grammar such as subject, object, verb, adjective, and adverb. Students were asked to write about their dreams. The children studied Martin Luther King's "I Have a Dream" speech and used it as a basis for writing about their own dreams and hopes for the future. Another group made a row house with windows and a door in relief as part of a "who, what, where" exercise.

As a part of the math curriculum, pupils created colorful designs based on fraction equivalents. The problem given to the children was written numerically at the top of the paper, and the students were asked

to paint a graphic representation of the problem below. In another exercise, students created a quilt of sixty-four squares, focusing on pattern, repetition, and fractions. They developed patterns to fill certain fractioned areas of a surface, which were then divided and rearranged.

Fourth-graders focused upon symmetry, congruent figures, number patterns and sequences, creating a large-scale patterned butterfly. The butterfly's body and wings were filled with intricate patterns of colored squares and drawings of small insects. A variety of multilayered collage shapes were placed on the edges of the wings, and each shape on the right wing corresponded to a shape on the left wing.

In addition, children created a "Liberty Tree" mural of the American Revolution and early American history. The tree had sixteen lanterns hanging from its branches; each lantern depicted a founding father or mother. The students were asked to study a figure from the American Revolution, and in so doing, they learned that liberty trees were important meeting places for the revolutionaries.

As a part of their health curriculum, third-grade students learned about physical fitness, exercise, and the muscles of the body by designing their own fitness shoes, which were later cut out and placed on a background featuring muscle cells with picture frames designed out of action words. Another project depicted George and Martha Washington as they might have looked if they had used modern dental hygiene techniques. Viewing a photograph of George Washington's dentures, students learned the possible consequences of not using fluoride toothpaste.

One group also created magic glasses with corresponding illustrated stories. This language arts project focused on vocabulary words such as frames, lenses, squinted, sharp, perspective, and magic. The group then used their magic glasses to imagine what the world might look like and, later, wrote stories about what they might see.

These workshops were executed by ARTWORKS, the Visual Art School of Princeton and Trenton, NJ, and an educational program partner of Learning Through Art/The Guggenheim Museum Children's Program.

NEW PARTNERSHIP WITH MONROE COUNTY PUBLIC SCHOOLS, LOUISIANA

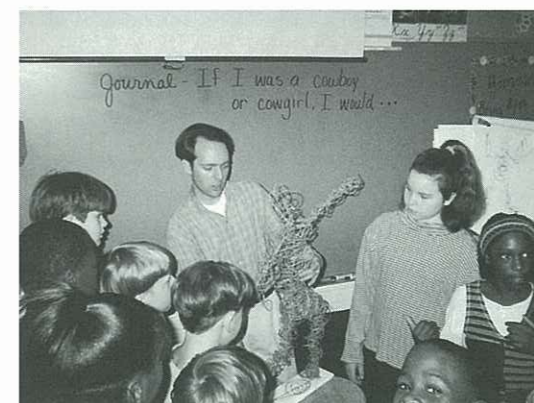
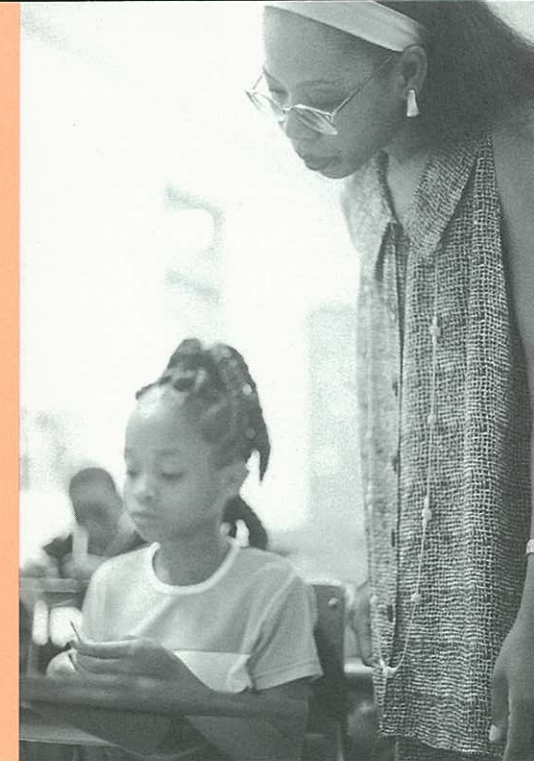
Carver Elementary and Lexington Elementary Schools, Monroe, Louisiana

*Teaching Artists: Angelique Burton, Limuel Eubanks
Classroom Teachers: Jacquelyn Anderson, Ann Caldwell, Lynn Anne Gillum, Harvetta Reddix, Vicki Robinson, Pat Stewart*

During the 1998-99 school year, LTA began a new educational partnership with two long-term workshops in the Monroe County Public Schools in Louisiana. Classroom teachers, teaching artists, and representatives from one of the local colleges participated in a two-day orientation and training session last August, with on-site assessments conducted both mid-year and in June. Social studies, language arts, and math were among the subjects explored.

Third, fourth, and fifth-grade students learned about community, life experiences, and the use of math concepts in their day-to-day lives through playwriting, performance, and visual arts. The children wrote and later performed a play consisting of three acts. In act one, "Live, Work and Play," third-graders used "fabric cities" they had created as a backdrop for their choral reading depicting a community, its people, places, and services. In act two, "My Writing, My Self," fourth-graders performed a mirror-image dance and choral reading to show how writing reflects the writer. The last act, "A World Without Math," performed by fifth-graders, consisted of another choral reading reflecting how different the students' lives and communities would be without math. Through these activities students gained a better understanding of different communities, themselves, and the world around them, while strengthening their performance, writing, reading, and math skills.

Sixth-grade students used sgraffito, an etching technique, to decorate classical urn shapes with designs in the style of Ancient Greece. The students learned the history of Greek black figureware, and the techniques and processes of creating it. They studied and compared different sizes, styles, shapes, and designs of Greek vases such as amphora, krater, hydria, bell-krater, oinochoe, and cup. This project



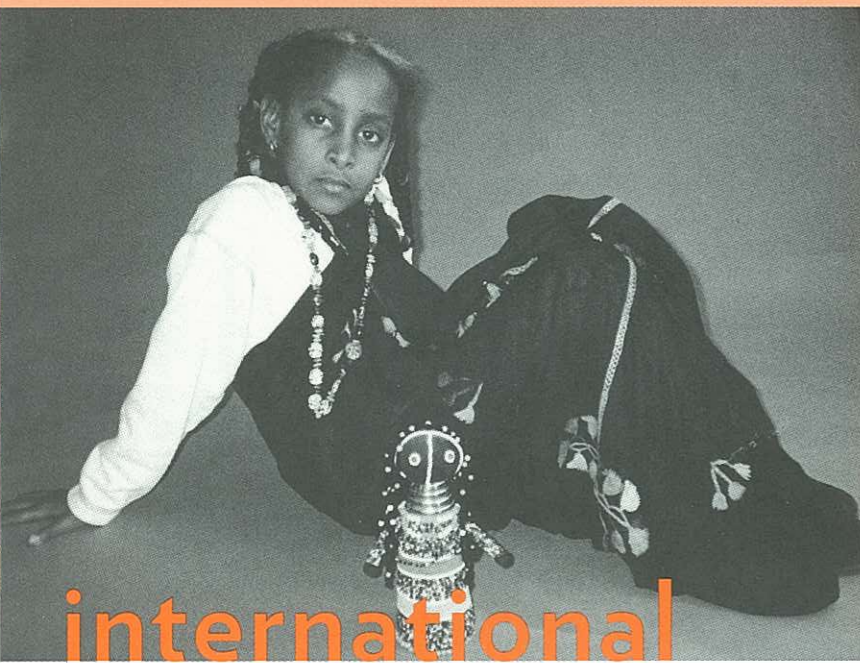
1. Teaching artist Angelique Burton assists a Monroe County pupil. Photo by Monroe County public schools

2. Teaching artist Limuel Eubanks demonstrates a concept for students at Carver Elementary School. Photo by Monroe County public schools

reinforced the students' understanding of Greek art, mythology, history, and culture as part of their social studies curriculum.

Fifth-graders created illustrated scrolls and comic-strip stories as a part of the language arts curriculum. They began by creating a journal inventory of experiences to explore their "firsts and lasts," landmarks, people, places, memories, and sensory observations. They used this journal as a basis for organizing and creating their comic strips. They practiced writing techniques, including the way a comic strip uses dialogue, action illustrations, and sensory images to depict characters, describe settings, and sequence a story. In addition, students learned to work with one another and show respect for the opinions of their peers as a part of this group endeavor.

These workshops were executed by the Monroe County Public Schools, an educational program partner of Learning Through Art/The Guggenheim Museum Children's Program.



AN EXCHANGE OF IMMIGRATION STORIES AND PORTRAITS

1. A photo taken by an Italian student of a fellow classmate. Photo by Marchesin Antonio, age eleven

2. A proud student at P. S. 88 displays his photographic portrait. Photo by Jennifer Donello

Public School 88, Queens; Public School Giovanni XXIII, Comune di Padova, Italy
Teaching Artists: Esther Moux, Renato Roverato
Classroom Teachers: Frances Beutner, Lidia Blasi, Ida Di Bartolomeo, Simona Gazzabin, Elisabetta Lombardo, Clelia Mauceri, Marisa Osti, Giulietta Poli, Paola Sartore, Assunto Varotto

Fourth-grade students in Ridgewood, Queens and Padua, Italy, participated in a short-term program of artistic and cultural exchange in response to the diversity of their respective communities. Through black-and-white photography and autobiographical writing about their family's immigration histories, both groups of students gained an awareness of the similarities between the two distinct cultures of Queens and Padua.

In Padua, students chose to dress in traditional garments or chose one personal artifact as a way of representing the culture or county of their birth. Italian teaching photographer Renato Roverato had the students work in pairs and, with their cameras, shoot several portraits of one another either alone or with their partner. Many of the writings reflect the largely new immigrant population from Africa, Asia, and the Balkans who have come to Padua to start a new life in this historical university city.

In Queens, teaching photographer Esther Moux had students interview one another with scripted questions relating to heritage, traditions, birthplace, and self-identity. The students brought to class objects relating to their background and incorporated them into their photographic portraits. Groups of five children created the photographs, staging the lighting, backdrop, shutter

speed, and poses while another student snapped the picture. Each child had the opportunity to work with the camera and photo equipment. In addition, the students wrote essays about their individual family histories and explained the significance of their personal objects. This project supported the social studies curriculum in both countries.

In addition to being exhibited at the Guggenheim Museum, both sets of photographs will be exhibited at the Oratorio di San Rocco in Padua in November, 1999.

This project was completed in collaboration with Settore Servizi Scolastici, Comune di Padova, Italia.



2

APRENDIENDO A TRAVÉS DEL ARTE IN BILBAO

The second successful year of the LTA program in Bilbao illustrates the program's ability to adapt to the specific pedagogic needs of the Basque school system. Workshops are executed in the Basque region under the auspices of the Guggenheim Museum Bilbao using local visual, performing, and literary artists. Classes are held in both Basque and Spanish. At the beginning of the 1998-99 school year, the teaching artists and classroom teachers who had been selected to participate in the program joined GMB educators and representatives from the Basque Department of Education for an orientation. At this meeting the participants collaborated to design individualized arts in education workshops to meet the needs of each classroom teacher. This year the program served 160 students in eight schools, a notable expansion from the two schools which participated in last year's pilot program.

In one project, sixth-graders learned the importance of scale and composition as part of their language arts curriculum. After reviewing advertisements from magazines, students created their own collaged ad with text and images. Third and fourth-graders reinforced their ecological studies by making an aquarium. They re-created the bottom of the sea with paper starfish, algae, and a variety of other fish. In conjunction with this project, students discussed the ecological importance of caring for the sea and its living creatures.

Many sixth-graders studied Ancient Egyptian culture through a series of creative workshops. One class studied Ancient Egyptian funerary practices by creating clay funeral masks which mimicked the techniques used by ancient craftspeople. Another class looked at the representation of the human body in Egyptian art by making gold-painted clay figures of themselves in similar to the stylized sculptures they had studied. To reinforce their language arts curriculum, another class discussed the importance of written language in Ancient Egyptian culture by inventing their own form of hieroglyphics. Like the Egyptians, the students linked each individual letter to an image and then refined it until it became a concise symbolic equivalent. Another group studying the Roman Empire recreated a colorfully painted column similar to the column of Trajan as they learned about how ancient Romans commemorated their conquests with sculpture and architecture.



1

In addition, the 1998-99 school year included an exchange program in which GMB Director of Education Marta Arzak, made on-site visits to LTA schools in New York, while New York teaching artist Manny Vega traveled to Spain and led a week-long workshop at public school Barandiaran in Bilbao. A colorfully painted mural from this workshop depicting various animals in their natural environment was included in the New York *A Year With Children* exhibition, while the wildly creative animal masks made under the direction of the New York artist were displayed in the LTA exhibition in Bilbao.

Aprendiendo a través del arte, Bilbao has been generously sponsored by Fundación Bilbao Bizkaia Kutxa.



2



1. An enlarged photocopied and painted self-portrait by a first-grader at the Larrabetzu School, Bizkaia, Spain. Photo by Marilyn JS Goodman

2. Basque teaching artist Eduardo Lopez helps a student at the Zubileta School in Getxo, Bizkaia. Photo courtesy of the Guggenheim Museum Bilbao

3. Marta Arzak, Guggenheim Museum Bilbao Director of Education observes a class at P. S. 148. Photo by Hugo Fernandez



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3

1. Children at Carlos Zapata Vela school in Mexico City display their "Tree of Life" project. Photo by Marilyn JS Goodman

2. SRGM Education Coordinator Veronica Pesantes, Escuela Acahualtepec Director Prof. Claudia Anzures Aguilera, SEP/AAA liaison Prof. Silvia Clara Jurado Lugo, and SEP Subdirector Veronica Medina Ochoa at a school in Mexico City. Photo by Marilyn JS Goodman

3. Two girls at Escuela Acahualtepec show off their sculptures of Native Americans. Photo by Veronica Pesantes

APRENDIENDO A TRAVÉS DEL ARTE IN MEXICO

Escuelas Acahualtepec, Republica de Dahomey; Jose Palomares Quiroz and Carlos Zapata Vela
Teaching Artists: Carlos Canedo, Jorge Galaviz, Susana Garcia, Jimena Granados, Maio Jaramillo, Jesus Lugo, Edgar Martinez, Gaby Medina, Ana Miriam Pelaez, Vicente Rojo, Laura Rosete, Javier Tejada
Classroom Teachers: Susana Vital Arreola, Blanca Elena Bustos, Enrique Catalan, Ma. Antonieta Flores, Irma Mendoza Garfias, Ma. Fca. E. Alva Jimenez, Laura Roa Lopez, Carmen Martinez, Elba Quiroz Munguia, Graciela Pedroza, Margarita Perez, Martha Patricia Platas, Fortino Gil Rojas, Irma Becceril Romero, Ma. Carmen Ruiz Santana

The fourth year of LTA's international partnership program in Mexico expanded both in scope and breadth. Elementary school students were engaged in numerous arts in education workshops linked to all the mandated curricula subjects for these grades. An extensive two-day orientation and training session for all participating classroom teachers and teaching artists was facilitated with the assistance of representatives from SEP (Subsecretaria de Educación Pública), the department of education in Mexico City. An even more extensive three-day training session, which will include a slide discussion on Mexican art and architecture, creative writing exercises, hands-on art workshops, and lectures on child development and classroom management techniques will occur this fall. Each year, this partnership becomes stronger and, in 1998-99, the program reached approximately 450 children in long-term workshops.

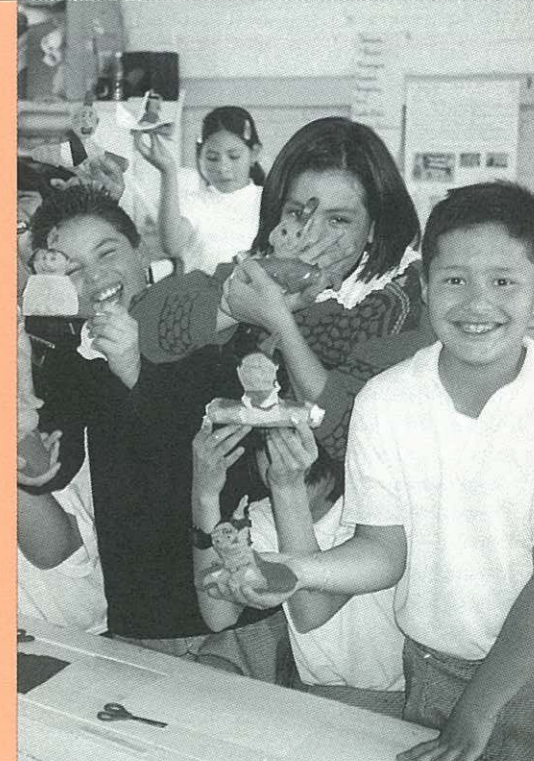
Many beautiful projects from the Mexico partnership were exhibited at the Guggenheim

Museum in this year's exhibition. Among the most interesting projects were five, 13-foot-high painted trees, depicting the natural flora, fauna, and products of each of the regions in Mexico. In another workshop, fourth-graders created *cadaveres esquisitos* (exquisite corpses), which illustrated through drawing and design proper grammatical structures with an emphasis on analyzing sentences.

Other workshops focused on math and science and, more specifically, the human body as an example of symmetry. Using photographs of different parts of the body, children reconfigured these fractionalized images, combining them with tempera paint. The completed mixed-medium works were placed under glass as mirrors reflecting the symmetry of one's own body.

In one fourth-grade workshop, students worked collaboratively to create a paper codex of the plumed serpent Quetzalcoatl and images of the Aztec gods associated with the great temple of Tenochtitlán. This research and art project reflected the class' study of the history of Mexico City.

Aprendiendo a través del arte is an educational program partner of Learning Through Art/ The Guggenheim Museum Children's Program. Local administrators and Mexican visual, performing, and literary artists execute workshops in Mexico City.



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2



3

1, 3. Students at Escuela Acahualtepec with their sculptures. Photos by Marilyn JS Goodman

2. Students at Escuela Acahualtepec and LTA Mexico's Artistic Director Mercedes Gertz smile and wave hello to the LTA children in New York City. Photo by Marilyn JS Goodman



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