This past November, art therapy students and alumni were selected to give a panel presentation at the annual conference of the American Art Therapy Association, held in Miami, Florida. Their presentation described their partnership with the Wayne State University School of Medicine in facilitating an art therapy pilot and subsequent intervention study of Syrian and Iraqi refugee families who resettled in Michigan for approximately one year, who tested
positive for high stress. The 12-week intervention study allowed for youth aged 17 and under to choose to participate in either art therapy or a therapeutic movement group, while their mothers participated in mindfulness-based yoga and their fathers, high intensity interval training. The objectives of the study were to provide interventions to alleviate refugees’ stress and symptoms of trauma, to prevent ongoing negative effects of PTSD, anxiety, and depression in their day-to-day life and to support them as they adjust to their new environment. The art therapy presentation focused on the youth who participated in the art therapy sessions.

To determine the effectiveness of art therapy, data were collected before, at the midterm and at the conclusion of the study. Data included standardized questionnaires to assess for stress and anxiety, along with other objective measures including hair and saliva samples which were collected from each participant by School of Medicine personnel in order to determine levels of cortisol and inflammation markers. Art products and behaviors corroborated these measures to assess the effectiveness of art therapy, which showed promise for addressing symptoms of PTSD. Participants seemed to enjoy most the media that allowed for kinesthetic, sensory stimulation and that allowed them to express their cultural pride.

The panel of art therapists which included interns and a graduate research assistant who planned and facilitated the art therapy sessions, shared how art therapy was used to provide the social support needed to help children facilitate reduction of trauma symptoms. The panel also shared the positive effects of these sessions in building for the future by incorporating knowledge of subjective psychological and objective biological metrics that will provide scientific efficacy for art therapy—hopefully making art therapy a main component of standard care in the future.

Student Interviews: Why did students choose to pursue arts professions?

(Micah Ross, 3rd year Art Education undergraduate student)

I want to be a teacher because I want to help kids and one way that I can help is through something I love, art. I’ve been creating art since I was three years old, but while I was growing up I didn’t have an art class or instructor until I began middle school, and that was only once a week. High school is where I really began to learn and experience art. One of my high school Art teachers, Carole Morisseau, is one of the reasons that I was inspired to become an art teacher. Attending Wayne State has allowed me to build on my art skills and learn new ones. Being here as also allowed me to meet instructors and peers who encourage me and push me to not only be a better artist but a better person.

Randy Komlenovich (left) First year Art therapy graduate student.

My name is Miranda or Randy, either is fine, and I am a first-year art therapy student. I heard about the art therapy program my first year at Wayne State four years ago. I thought it would be an interesting way to merge my love of art and ability to help people. Throughout my under grad I talked to other students who had battles with mental health and who said that they would have liked more access to art therapy programs during their struggle. I want to be able to help people work through their mental health as well as others in my community. I am a non-binary and use they/them pronouns. As a member of the LGBTQ+ I also want to be able to help others through a tough transition and be part of their support system. The Art Therapy program has been supportive and understanding of my transition to being non-binary and has offered myself and other students the ability to grow as an art therapist.
Remembering Professor Fred Attebury –
WSU 1968-1995
By Dr. Arthur Park, Retired Professor, Art Education
Wayne State University

I have been asked to present here the eulogy I
gave at the funeral for retired Professor Fred Attebury on
Saturday, September 8th, 2018 and that will soon follow.
However, it occurred to me that many or perhaps most of
those who will read this have no idea what the art
Education program area was like between 1968 and 2000
basically the years Fred and I were on the faculty. I’ll try
to keep this short.

When Fred and I arrived at WSU, just one year
apart, the city of Detroit had more than 350 art teachers.
Most if not all had been trained at WSU and were doing a
great job. The Art Education program area had the
reputation of being one of the best in the country for
teaching art teachers to teach. There were eight full time
art education faculty members in addition to part time
adjuncts. More importantly, we faculty members advised
our own students and we got to know them personally. In
many ways we considered ourselves a family more than a
department. That is why we have remained close to many
of our students over the years.

It took me a while to write the following, mostly
because in doing so the memories overwhelmed me.

This is what I said at Fred’s funeral. (gently edited, but
leaving my pause dots for reading in):

For Fred:
I have been struggling with what to say about
Fred.
If this talk seems disconnected, convoluted and
rambling, that is how I have been since Fred passed . . . a
little disconnected, convoluted and with many rambling
thoughts and memories.
I also want you to know that I have two wonderful
women in my life who were taught by Fred, my beloved
wife Mary and our magnificent daughter-in-law Rhonda,
my son Steve’s wife . . . So, I better get this right.
Mary and I knew this day was coming for some time. In
fact, just after visiting the Doctor and receiving the news,
Fred, Sandy and Clark went to TJ’s Restaurant in Detroit
where, by very rare chance, Mary and I were also having
lunch. It was then that Sandy whispered the news to me.
. . . So, we have known this day would eventually come
much longer than most but still it came much sooner than
any of us wanted or expected.
I have had time to think about what to say but not
the will to think about it . . . I guess I was hoping this day
wouldn’t come.

As the great American poet, playwright, author
and painter E.E. Cummings once wrote:
“dying is fine) but Death? o baby I wouldn’t like Death
if Death were good: . . .”

So, I struggled to come up with these words about
Fred . . . Fred was always so Alive . . . Really Alive.

They say things happen in threes. . . . August
was not a happy month. . . Three great people passed in
August; Aretha Franklin, John McCain and Fred Attebury
- The Queen of Soul, a great senator and a fantastic Art
Educator. All sadly passing from the same disease. . . Is
there a family that has not been touched by this horrible
disease? . . .

Aretha . . . in one of her greatest hits, expressed
loud and clear one of the things that each of these three
shared – R-E-S-P-E-C-T. But respect is not the only
virtue that they shared. All three are also known for their
integrity, morality and for caring for others.
Fred Attebury may not have been as
internationally known as Aretha Franklin or John McCain
but at Wayne State University, Fred Attebury is truly a legend and the hundreds of Art Education alumni who had the fortune to attend our department while Fred was there, can testify that Fred had a far greater impact on their lives then either Aretha or John and thousands like them. Those alumni know Fred went far beyond the simple role of professor of his students to become their mentor and for many a lifelong friend.

Fifty years ago, right after the Detroit Rebellion, Fred and his family came to Michigan - to Wayne State. At that time, Wayne State already had a stellar art education program.

When Fred arrived, they had Freda Herrington, Polly Hughes and Fern Zwicky who beyond their teaching provided a sense of warmth and elegance to the program. They had Earl Wiley, Murray Douglas and Otto Jiskra all excellent craftsmen. So, what could they do to make their program better? . . . Answer: Hire Fred Attebury.

Forty-nine years ago, I was fortunate to join that faculty to fulfill my role. Later, Gwen Hogue, who incidentally had been Aretha Franklin’s art teacher, joined us. But it was Fred, throughout his tenure at Wayne, whose energy, knowledge, passion and compassion helped forge that faculty into a team that I honestly think became the best Art Education teaching program in the country and I had graduated from an internationally known program.

Fred and I grew close. It was always great to visit his home along the river. We each attended the weddings of at least some of our children and Fred and Sandy came to my 80th birthday party a couple of years ago among many other connecting times over the years . . . . Clark I still have that bamboo letter opener you made us when you were . . . what 14? So, thanks again.

Fred, like most of us, taught a number of subjects. Most notably was Light Sound Space and Motion that brought the use of technology to our students and the famous “Saturday Art Class”, the heart of our program, that really taught our students to teach by videoing them teaching and discussing their achievements or lack thereof. I occasionally taught that class with Fred and found him to be a great storyteller who made his classes exciting, informative and fun. Fred was a man dedicated to his students – passionate about his work and the field of Art Education.

After Fred’s retirement, to maintain Fred’s legacy, I taught Saturday Art Class with my wife Mary, who as I said studied under Fred and who was an exemplary Detroit art teacher. Mary taught this class for some years after my retirement, keeping Fred’s great program alive as long as we could. To our delight Fred and Sandy often came to our exhibit openings.

In the various classes Fred taught he brought considerable knowledge and background, Mary said that we were not just ‘jacks of all’ but also masters of them - but not of one. The Dean called both Fred and I into his office and asked us to teach a new field open to all students - computer graphics. This was in 1979. Few had even seen a small computer in 1979. Very few in the college knew anything about a computer. But because Fred taught Light Sound Space and Motion and because I could type and mail merge a letter on a computer (a skill the Dean said made me the most computer knowledgeable person on the faculty) the Dean tapped Fred and me to teach this new course. Fred and I talked about sitting with terribly written articles and books on how to plot a line from X to Y so many pixels apart and then mixing the light colors Red, Blue and Green to make white. Mixing Red and Green lights made Yellow. We used Apple 2e color computers with their amazing 64K memory capacity with disks that were inserted and removed to save our work. Computer graphics was truly in its infancy and Fred and I were a small part of this new revolution. A few years later computer graphics went vertical. It was impossible to keep up, so we both jumped off.

I can’t leave this section on courses without mentioning a particular moment in my career for which I am most grateful to Fred. Before coming to Wayne, I had for years taken a deep interest in ceramics and had even studied with two internationally renowned Japanese Intangible Culture Treasures. However, the then program chair continued to deny me the opportunity to teach ceramics. In that chair’s defense, he taught ceramics, but he also hired a local Jr. High School teacher to teach the other section part time. When Fred became Program Chair, even though he also liked ceramics, and in spite of considerable opposition from the former chair, Fred gave me that opportunity and I taught ceramics at Wayne for more than 25 years.

After that story, this may sound strange, but it is true. (possibly slightly aided by a retirement or two.) Under Fred’s leadership, we became a family. That is, students and faculty were together a family, each caring about the other. We often ate lunch together and occasionally ventured into Greektown together to see exhibits (long before the Casino). We went to conferences together with both students and faculty often presenting to highlight our program. Under Fred’s leadership we even had annual Thanksgiving feasts, always building between our students and faculty a sense of camaraderie that seldom exists in institutions of learning. We cared about our students. Fred developed ways to help the more financially challenged students to earn some financial assistance. In my opinion, it was this sense of family that forged this remarkable bond between many of our students and faculty members. That bond continues through our retirement as their professors. It
continues through their years of teaching their students and in some cases, it continues through the retirement of those students Fred, others and I taught. Our students became exemplary classroom teachers. Some of our students went on to teach at universities, others becoming exceptional courtroom artists, sculptors, metal smiths, ceramic artists and more, some went into other fields even becoming lawyers, a judge and a member of our state legislature. All while maintaining contact with Fred and some of us other faculty members.

I have been trying to think about what it really was that formed the bond between us – professors and students . . . . In the very early 1970’s an important book was published. In it I found a passage that describes what Art Education was for us. It describes what Fred lived through Art Education, what we all tried to live. The book is The Further Reaches of Human Nature by the renowned psychologist Abraham Maslow. Maslow is best known for his Hierarchy of Human Needs. But, although that hierarchy is related, that is not the Maslow’s writing I want to refer to today. . . Will you think of these words in light of education today? This is what Maslow wrote:

“My feeling is that the concept of creativeness and the concept of the healthy, self-actualizing, fully human person seem to be coming closer and closer together and may perhaps turn out to be the same thing.

Another conclusion I seem to be impelled toward . . . is that creative art education, or better said, Education – Through-Art, may be especially important not so much for turning out artists or art products, as for turning out better people. If we have clearly in mind the educational goals for human beings that I will be hinting at, if we hope for our children that they will become full human beings, and that they will move toward actualizing the potentials that they have, then, as nearly as I can make out, the only kind of education in existence today that has any faint inkling of such goals is Art Education.”

Fred was an exemplary Art Educator. He innately knew it was necessary to find in each individual that which would help them achieve their full potential. Not only was Fred himself a creative, healthy, self-actualizing fully human person; but through his respect for his students and fellow faculty members - regardless of their age, race, financial situation, gender, sexual orientation or religion - through his caring and compassion, Fred was able to help us all become more fully functioning better people.

Look at this amazing Attebury family. It is so evident that Fred, with Sandy at his side, has also helped their children, grandchildren and great grandchildren become better people too. What a wonderful legacy. . . Thank you, Fred, for all you did for Wayne State, for Art Education and for all of us here. Yes, we are grieving . . . I hope you also know and appreciate that mingled with our grief, deep, deep inside, we are also leaping for joy in celebration of the fact that you were in our lives. May you Rest in Peace knowing your life was well lived. Final Note, not included in the Eulogy: Along the path to becoming a superior art educator we must each find both in ourselves and in those whose journey we are charged to help facilitate that creative spark that will ultimately help us all become better, more fully functioning people.
This issue’s Spotlight shines on Visual Art Education Alumna: Melissa Wilson:

Melissa Wilson is a Wayne State Art Education graduate who recently had a show at the Swords into Plowshares Peace center and Gallery, Centering around deportation trauma and family separation. She wrote the following:

What moments in your children’s lives are acceptable to miss: a first communion, an 8th birthday, a confirmation, the birth of a grandchild? Most parents would agree that missing any milestone in their child’s life would be intolerable. However, some parents have no choice due to unforeseen circumstances over which they are powerless. Such is the case with my friend Laura, who was deported to Mexico in November 2017 because she was undocumented, leaving behind her husband, three young children, two grown children and five grandchildren. Laura was a stay-at-home mom who did all of the things that many stay-at-home parents do, including making lunches and dinners, doing laundry, helping with homework, and participating in school fundraisers. Now, her husband, an electrician, is doing his best to manage everything on his own.

The girls miss their mom and do not understand how or why someone could do this to their family. Imagine that you start to date someone, you fall in love, and then you find out that person is not documented. Marrying her does not make her a legal citizen, but you are in love, so you stay together and you have three children. You are happy but then -- in a blink of an eye -- a government agency (ICE) takes your wife. This is just one story, and it is Doug’s story. Doug and my husband have been best friends since pre-K. They are like brothers, so our family has been traumatically affected by the absence of his wife. As a teacher, I see the devastation that the loss of a parent, through death or a divorce, can have on the wellbeing of a child. I can only imagine the trauma these deportations are causing to United States citizens, particularly to the children left behind. About the Artist Melissa Wilson has been a Fine Arts teacher for 22 years at Lake Orion High School where she is currently the 2018 Teacher of the Year. She attended Wayne State University and the College for Creative Studies. Her undergraduate degree and master’s degree are in Art Education from Wayne State University. She is a painter, photographer, and ceramic artist. She is married and has three children.
Dear Friends, Students, Colleagues, and Alumni,

I arrived at the Wayne State University, Art Education Program in 2002, with a clear commitment and a vision for the program. I have done my best to make those goals a reality; student's 100% pass rate on the State Area exam, districts eager to hire our graduates, and annual exhibitions of student art that are phenomenal. Now 16+ years later, I have decided to retire. This idea came as a surprise to me a year ago, since I love teaching so much, and I am reluctant to give that up, but I also see a need. I have written and rewritten this letter a dozen times since November, I think to avoid all the feelings that accompany it, ranging from the joy of finding new challenges, to a deep sadness about leaving.

I have absolutely loved working with the students here, who have delighted me with their hard work and creativity. It has been a constant source of joy to be a part of their journey of learning. As many of you know, I believe the best learning environments are built upon healthy relationships between the instructor and the students. I have tried to model this to the best of my ability, as much as to discuss its many dimensions. I think that the model of relationships being the best facilitator of learning, is true at all levels, with different emphases emerging, as developmentally appropriate. These relationships, with hundreds of students, have enriched my life immeasurably, and for this alone, I will be forever grateful.

I mentioned a need. I think small programs like Art Education need a regular influx of new ideas. Ideas about teaching, about self-awareness, but especially about making art. I have done my best to remain open and questioning about both. My training as an art teacher was conceptually limited when I received it, but my Art School instructors prepared me well. With that in mind, I have sought to present many varied ideas, methodologies, and studio practices to students here. I have given them permission to question both me and the materials I present, in the hope that the classroom dialectic would bring us all to new ways of knowing. In this, I believe I have been successful, but I think it is time for a new vision, new ideas, coupled with a continued commitment to the importance of learning things that only the visual arts can teach by making art in a meaningful way. It is also time for me to find new challenges! At this time, my plans are to move to San Miguel de Allende, in the central highlands of Mexico. The people of Mexico are warm, friendly, and hardworking (this is a truth I have personally experienced, unlike the propaganda spewed daily from Washington). There are children there who never have an art class and I can help change that. I have begun developing a relationship with a program there called Rodarte, that I liken to art-on-a-cart. Rodarte instructors take a van of art materials out to surrounding towns to give the joys of art-making to rural children. A year from now I hope to be working with them and continue my own art-making process.

So I wish to give my sincere thanks to everyone who has shared this journey with me, but especially: the students; may you have great successes in your careers, the adjunct faculty, for your support, Holly Feen, my esteemed colleague and collaborator, Kathy Arkles, my friend and an inspiration to me for 24 years, Joe White, a steadfast supporter of Art Education in the COE, Bev Schneider, for always going the extra mile for the students, Saundra Sumner, who is always on the "good foot", and Sandy Jenkins, a rock of patience and integrity.

with gratitude and appreciation, Jim Brown
What are they up to now?

“Well, I guess once a teacher always a teacher. For the last several years, I have been teaching at the Ann Arbor Art Center (Teen Figure Drawing, Advanced Teen Figure Drawing and Drawing for Adults). Likewise, I have been teaching a class at the American Numismatic Association's Summer Seminar in Colorado Springs, Colorado. This class focuses on using numismatic material (coins) to create an educational exhibit. Some of my art work can be viewed on the Detroit Artists Market web page (www.detroitartistsmarket.org). Also, I have been fortunate enough to have my art work selected for numerous invitational and juried gallery art shows. Whenever possible, I tell people about the Art Education and Art Therapy programs at Wayne State.” - Larry Sekulich
B.S. Art Ed. (1968)  
M.Ed. (with a variant in Art Therapy) 1987

“In January 2019 I was appointed to a clinical inpatient Art Therapist position with Pediatrics at Beaumont Children’s Hospital of Royal Oak. I graduated in May 2010, with a Master’s Degree in Art Therapy and concentrations in Oncology.”
-Erin Shahly, MEd, ATR

“I had my art on display at the Romeo library in September and October 2018.”
- Rosie Chapman, MSW, M.Ed., ATR

Margret Sands-Goldstein won second place for her photography piece featured in the Livonia arts commission for their 21st annual fine arts exhibition (October 2-26, 2018)