

Memorial Resolution

Dr. Gilbert Clark
(1928-2018)

Gilbert Clark was born a fifth-generation Californian in San Francisco. He served in the army at the end of the Second World War. He then received his undergraduate degree in education from Chapman College and his master's degree in School Administration from San Diego State University. He worked in the nursery business, taught gifted and talented elementary students in San Diego, and taught botany to adults as an adjunct professor at several universities before receiving his doctorate in art education from Stanford University. He then taught at Ohio State University, worked as a Southwest Regional Laboratory educational writer for the Elementary Art Research & Development Program, and in 1976, joined the School of Education faculty at Indiana University as a professor of art education and gifted/talented education.

When Gil worked with the Southwest Regional Education Laboratory (SWIRL), he helped create a body of materials which presaged the types of materials made available to art educators as initiatives of the Discipline-Based Art Education (DBAE) movement. As an advisor to the Getty Center for Education in the Arts, he was commissioned to co-author the monograph defining DBAE as a curricular framework for teaching and learning to create, understand, and appreciate visual art. The DBAE approach continues to influence art education curriculum development in the United States and abroad.

As professor of art education and gifted/talented education, Gil investigated art curriculum theory and development, child development in art, art test development, and assessment of learning in art and gifted education. He developed several highly respected national curriculum programs and instructional strategies, including a methodology for engaging audiences in looking and talking about art. His ideas about looking and talking about art are evident in emphases that schools, museums, and community centers use with audiences of all ages in contemporary times.

He developed and authored Clark's Drawing Abilities Test (CDAT), which currently is used in the US and abroad as one of the only assessment instruments to determine the ability of students who have a high interest and ability in the visual arts. For a decade, he co-directed the IU Artistically Talented Program for gifted students from underserved, rural, ethnically diverse, and economically disadvantaged backgrounds. During this time, he was co-recipient of a Jacob Javits Gifted and Talented Students' Grant in three rural sites with diverse populations in Indiana, New Mexico, and South Carolina (1993-1996).

Gil also was co-recipient of an NEH Youth Project Grant (1982-1984) and a Getty Institute for Education on the Arts Preservice Teacher Education Grant (1986-1988). He received several additional grants for improving pre-service art education at IU, served as a program and curriculum evaluator of national and international programs in art education, and directed four art education projects implementing DBAE principles. He received awards for his research and teaching from the Art Education Association of Indiana, the Indiana Association for the Gifted, the National Art Education Association, and the National Association for Gifted Children.

Early in his academic career, Gil was a founding member of the Council for Policy Studies in Art Education (CPSAE), a group that continues to serve in an advisory position to the National Art Education Association (NAEA) on matters related to art educational policy in school and community settings. He was involved in advancing the status of art education globally through his work with the International Society for Education Through Art (InSEA) and was elected a world councilor for InSEA from 1988 to

1992. As co-editor of the InSEA News, which was distributed to InSEA members worldwide, he received the United States Society for Education through Art (USSEA) Service Award (2000).

In 1993 Gil received a grant from The Getty Institute for Education in the Arts to establish an ERIC/ART in the IU School of Education as part of the ERIC/ChESS center for social studies education. He was director of ERIC/ART until his retirement in 1996. Gil served as editor of *Art Education*, commentary editor for *Studies in Art Education*, and a contributing editor to five other journals. Throughout his career, Gil authored more than 65 articles in professional and popular journals. Some of the books he co-authored with Enid Zimmerman include *Art/Design: Communicating Visually*, *Educating Visually Talented Students*, *Understanding Art Testing*, *Identification of Students Gifted and Talented in the Arts*, and *Teaching Talented Art Students*.

Gil was a beloved professor, dedicated scholar, and mentor with a perpetual twinkle in his eye and a gift for listening. His students also were inspired to become leaders in the field of art education. Following his retirement from Indiana University, Gil continued to lecture, teach workshops, and conduct seminars throughout the United States, East Asia, and other parts of the world, often at the invitation of former students by whom he was treasured. His guest lectures to students in art education and early childhood education courses in the IU School of Education were always warmly welcomed after he retired. Because of his passion for education, former students, colleagues, family, and friends have established the IU School of Education Gilbert Clark Professional Development Award in Art Education that will be given annually to art education students. In addition, the annual National Art Education Association Gilbert Clark and Enid Zimmerman Award for Leadership and Advocacy will be given for the first time at celebration of the 75th anniversary of this organization.

Gil enjoyed traveling with his wife, Dr. Enid Zimmerman, a retired art education faculty member, visiting friends and colleagues and exploring the world. He took pleasure in spending time reading, attending performing arts and film events, and caring for his garden. He was a master gardener, and in his later years, he preferred to be known and appreciated as much for his gardening as for his illustrious academic career. When family, friends, colleagues, or former students came to visit, he would walk them along the hillside by his home, calling attention to each new seedling or flower. He was a kind and caring man, a gentleman in every sense. All who knew him will deeply miss him.

It is requested that this memorial resolution be presented to the members of the Bloomington Faculty Council, be preserved in its minutes and archive, and that a copy be presented to his wife, Dr. Zimmerman.

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