

Biography

Basics:

* Born in Detroit, Michigan in the "Summer of Love- 1969."

* Left - Handed, a dedicated "South Paw!"

* Likes to sit in the backyard at his home studio and idly shoot Pomegranate seeds through a McDonald's straw between the boards of his wood privacy fence at the neighbors dog - Belle... she still doesn't know where there coming from... :0)

* Regrets:

Wasn't living in California at the time of the Gray Davis recall. Really wanted to get my name on that ballot.

* Art:

It is imperative for the artist, himself, to become the product people invest in. Not the residual art works produced over the years. Think Service! > NOT Product!

* Politics:

Republican on Tuesdays and Thursdays. Democrat on Monday, Wednesday and Friday. And staunch independent on weekends!

* Philosophy:

I make autobiographical artworks that address my unfolding political agenda. Topics such as: religion as corporate entity, positive and negative concepts inherent in street violence and protest as a vehicle for social change and personal martyrdom, corrupt western governments and their "bedfellows" corporations and PAC's, mistaken identity, cultural amnesia, and scientific and genetic ethics. These are just some of the more recent subject matter explored in my installations and writings. My desire to make these works personal helps them find diverse audiences and the narrative style of my artwork, I hope, only lends credence to the subject matter explored.

I firmly believe for one to become a great artist and educator of art, an individual has to be committed forever to the continual development of their craft - both intellectually and physically through the production of artwork. The artist/educator should continually challenge their audience, thereby creating a brighter and gifted force for social change. My experiences as an artist - which have included conducting interviews, hybridizing techniques and sometimes working with collaborators - are the primary forces behind my pedagogy as an artist/art instructor. By opening up the "classroom," studio, and museums (in some cases galleries) to collaboration, critical thinking and dialogue, I hope to provide colleagues and students with possible directions rather than just formulas for making art.

Thank you for your time and I sincerely hope you find the works thought provoking and maybe even a little personal at times.

Gary Crook | Artist
garycrookartist.com

Art Resume

Art Education Background:

2002-2004 Vermont College. MFA in Visual Art. Montpelier, Vermont
1988-1993 University of New Mexico. BAFA. Albuquerque, New Mexico
1991-1993 Apprentice to Arthur Sussman Albuquerque, New Mexico

Exhibits and Showings

1990-1991 One Artist Show. Commons Gallery. Albuquerque, New Mexico
July 1991 One Artist Show. Beyond Ordinary Gallery. Albuquerque, New Mexico
Sept. 1991 Group Show. New Mexico State Fair Gallery. Albuquerque, New Mexico
Sep-Nov. 1991 One Artist Show. Patrician Design Gallery. Albuquerque, New Mexico
Nov. 1991 Group Show. Iris's Salon, UNM Experimental Theater, Albuquerque, New Mexico
Nov. 1991 One Artist Show. Spotted Dog Gallery, Albuquerque, New Mexico
Nov. 1991 One Artist Show Rafael's Gallery. Albuquerque, New Mexico
Jan-Feb 1992 South Broadway Cultural Center. Albuquerque, New Mexico
March 1992 One Artist Show. Rafael's Gallery. Albuquerque, New Mexico
Feb-Aug 1992 One Artist Show Paradise Hills Community Center Albuquerque, New Mexico
Dec. 1992 Group Show. 8th Street Gallery, Albuquerque, New Mexico
Dec. 1992 Group Show. Ralph Greene Gallery, Albuquerque, New Mexico
Dec.-Jan 1993 One Artist Show. Spotted Dog Gallery Albuquerque, New Mexico
Feb. 1993 Studio Show. At the studio of the artist. Albuquerque, N.M.
Oct. 1994 One Artist Show. Cafe Brazil Dallas, Texas
March 1995 Two Artist Show. Art Bar and Gallery. Deep Ellum-Dallas, Texas
Sept. 1995 One Artist Show. CMM & Mixed Media Gallery Dallas, Texas
Oct. 1995 Group Show. Trammel Crow Building. Downtown Dallas, Texas
Jan-Feb 1997 One Artist Show. Patrice Sloan Alaskan Art Gallery. Anchorage, Alaska
June-July 1997 Group Show. The Patrice Group, The World Trade Center, Dallas, Texas
Nov. 1997 Group Show. Barns Gallery, Plano, Texas
Feb. 1998 Group Show. Bear Creek Gallery, Dallas, Texas
July-Aug 1998 Group Show. Dallas Visual Art Center. Dallas, Texas
Nov-Dec 1999 Group Show. Dallas Visual Art Center. Dallas, Texas
April-May 2000 Two Artist Show. Quorum Art Gallery. Addison, Texas
Dec. 2001 Group Show. Wyoming Educators Art Show. Cheyenne Civic Center. Cheyenne, Wyoming
March 2003 One Artist Show - Esther and John Clay Fine Art Gallery Laramie County Community College. Cheyenne, Wyoming.
February 2004 Graduate Show. T.W. Wood Art Gallery, Vermont College Campus. Montpelier, Vermont
February 2004 One Artist Show - AVA Art Center, Gillette, Wyoming
June 2004 Group Show. "Destination: Biscay." BACKROADS Gallery, Damariscotta, Maine
Nov-Dec. 2005 Group Show. "Small Works" Group Show. SHOH20 Chelsea Gallery. New York, New York
November 2006 Group Show. "Night of 1000 Drawings" Group Show. Artists Space Gallery. New York, New York
December 2006 Group Show. "Drawing Room: The Inaugural Exhibit - Opening!" Drawing Room. Portland, Maine
July 2007 Group Show. "TRANSLATION: DREAMS/NIGHTMARES" BACKROADS Gallery, Damariscotta, Maine

Judgeships and other Miscellaneous Items of Interest:

- 2003 Solo Judge for the Kurz-Andrews Scholarship art competition, Cheyenne, Wyoming.
- 2003 Judge for the Governors Capitol Art Exhibit. State of Wyoming, Cheyenne, Wyoming.
- 2003 Workshop coordinator and presenter "Digital Arts Marketing on a Shoestring Budget" - Wyoming Arts Council, Cheyenne, Wyoming.
- 2004 Judge for Art Competition "Art with all that Jazz" art auction event. AVA Community Art Center, Gillette, Wyoming.

Mediums:

EVERYTHING! Most inclined to Installation, Writings, Video, Tactile Media, Digital Media, Appropriation, Detournment, utilizing and creating a "Spectacle."

Perspective Role of Art in a University Program

I feel as though it is absolutely necessary for a university to have a fine art program and art community to support it. I will even go one further and state for the record that I feel it should be mandatory for every student, artist or learned individual to be required to take some sort of studio class to “jump start” the creative problem solving exercises so crucial in this Global Economy. It would appear that creative problem solving is really starting to lack in the “hard” disciplines – at least in the United States.

I feel the purpose of art and art business mentoring is to enlighten and somehow inspire individuals to think creatively in their chosen fields. The university in general should continually strive to encourage and foster independent thought. Based on current public education system in the United States, which was designed 50 –60 years ago - where the emphasis was on conformity in an industrial nation - there was no real need for independent thought. The managers did the thinking, and the workers did what they were told.

Now 60 years later, the emphasis in the United States isn’t so much simply doing what you’re told, but more of a “brain tank” environment. The United States society now finds itself in a position where businesses now require a very high level of intelligence in even the most rudimentary level jobs. Businesses and the Western Economy require innovative and creative thinkers to stay competitive in the increasingly global marketplace.

However, the current public education system still has not changed with the times to accommodate this increasing need for free thinkers. The public school system, like most bureaucratic organizations, continues to do what has been done for the last 60 years. The rationale: it is cheaper, easier to keep things “the way they always have been.” Most importantly, however, the very same “end products” of this antiquated public school system are now running the *vary same* current education system based on the way they were taught. Therefore we have a classic catch-22.

This is where art classes and arts business education become the most beneficial in the university level. Hopefully, by encouraging students to take the knowledge they already have and further that knowledge in their own chosen fields of interests, these programs will encourage students to think *bigger*. To become independent thinkers in their own right, and to better enable the student to think creatively in problem solving activities. I feel this sort of pedagogy will come back to benefit western societal culture tenfold by helping to identify a problem a little differently in order to solve that problem creatively to everyone’s benefit.

- Gary Crook | artist

<http://garycrookartist.com>

<http://ArtBusinessMentor.com>