

Teaching Philosophy

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“Idealism has a high casualty rate. The chances are (statistically speaking) that if you’re an artist, you’re also a student. That says something very encouraging about the desire to learn art—and something very ominous about the attrition rate of those who try. There is, after all, a deadly corollary: most people stop making art when they stop being students.”

Art & Fear, Observations on the Perils (and Rewards) of Art Making, David Bayles & Ted Orland

By employing a “friendly, fair and firm” style of teaching, I strive to prepare students not only with the fundamental skills to be a competent artist, but also with the knowledge and determination to succeed and grow as artists and creative professionals long after graduation. Just as important is challenging students to think independently and to break the paradigms they have regarding what “art” is and what it is not.

In the classroom, I promote the importance of having a strong work ethic among the students I teach. I always stress that the most successful students are the ones who devote the most effort to their work inside and outside of class. Upon graduation, it is my belief that students will be judged not by their grades, but by the quality of their work. I use this as motivation and I challenge my classes to produce the best work they can.

As an artist, I lead my students by example. I continue to make work, exhibit what I produce and make every effort to continue being innovative as an artist. It is important for me to “practice what I preach” and be a model of success for those in my classroom.

For six years prior to teaching, I worked as a designer in the private sector. I understand the challenges my students will face when they get into the “real world”. Using myself and my experiences as an example, I am proof that with hard work, self-motivation and independent thinking, an art major can succeed as a maturing and professional artist long after graduation.