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## Educational Philosophy:

My love of teaching stems from the same place that feeds my joy as an entertainer, a sheer love of the connection that comes with interpersonal interaction. The sanctity of sharing ideas is akin to that of sharing a laugh or a moment of pain. Working in the arts as an educator affords us the unique opportunity to help our students to learn and grow both technically and artistically while becoming a part of what drives their art.

While it is clearly important for budding artists and technicians to be able to explore and develop independently, it is equally important that they have a definitive direction and a means by which to evaluate themselves. To best facilitate that growth, I subscribe to a system of clear communication, defined expectations of success, and concept application. Together these principles provide students with a flexible structure upon which to base their education. Not a rigid rubric, but a road map that leads them ever deeper into more challenging and fulfilling work.

We often don't like to think of education as a place for failure. I believe we must not only embrace failure, but seek it out. I ask primarily that students prove the concept and effort that went into their designs. If they build a project bigger than I could have imagined and fail then they've learned something. If

they fail spectacularly then all the better. In this way I feel that we eliminate artistic stagnation and leave no place for mundanity and mediocrity. From catastrophic failures, have been born the seeds of some of the most brilliant work I have ever seen. I fear that much of academia has become students sticking to the median to avoid failure. This not only marginalizes our students it makes propagators of uniformed mediocrity. Mistakes can be magical if we give our students the chance to step out and be bold. If we stamp out failure then with it dies experimentation and without that what is art?

As a student, and as a young technician, the bulk of my best learning experiences came from hands on application. In lighting design courses that I have developed, supervised lab hours are always a large part of the student's education. This is acutely important in areas such as lighting and projection, as students now more than ever must keep up with the constantly evolving technology of our time.

At the core of our efforts as educators lies neither the technology, nor the process, but the student. They are our legacy and through our combined labors they are afforded the opportunity to reach even higher than even we thought possible.