Should Be Encouraged To Pursue Careers in Artistic INCLINED STUDENTS.

To pursue careers in art, some may be more inclined due to their interests and talents. Encouraging students with artistic inclinations to pursue careers in this field can be beneficial for both the individual and the industry. It is important to support and nurture these talents to encourage diversity in the art world.

In recent years, there has been a growing trend to incorporate art into various fields, such as science and medicine. For example, artists may work on projects that involve biotechnology or use their skills to create sculptures that can be used in medical research. This interdisciplinary approach can lead to innovative solutions and new perspectives.

However, it is crucial to also consider the financial aspects of pursuing an artistic career. Art can be challenging to fit into a traditional career path, and artists may face difficulties in securing funding or support. Encouraging students to consider the alternatives while pursuing their passions can be helpful in ensuring a sustainable career.

In conclusion, encouraging students with artistic inclinations to pursue careers in art can be beneficial for the individual and the industry. It is important to support and nurture these talents while also considering the financial aspects of pursuing an artistic career. Encouraging students to consider the alternatives can ensure a sustainable career in the art world.
studying a topic that started out as one day’s poetic passion. However, it is somewhat unusual that a person whose innate interests were equally divided between science and the arts would earn a Ph.D. in science. After all, when my hardcore pre-med friends were taking biology and chemistry courses as electives, I was taking Shakespearean Tragedy and Dramatic Arts. My artistic/literary interests have always been strong. So, how did I maneuver a career as a scientist?

One certain endurance factor is my inherent stubbornness. By the time I realized that I was not interested in a medical career, I had already invested a large amount of time in science classes. And later, no matter how frustrating the path to the Ph.D. became, I was not inclined to give up. But there was also a creatively driven endurance factor. My research gave me a continuous source of stories to tell. Not just scientific stories of how an experiment had been conducted or what its results were, but funny stories — stories that could entertain.

I do not believe that I was born to be a biologist. I became a biologist because I discovered an area of biology that gave me interesting information to write about and to relay. Fortunately, no one ever told me that I could not be a scientist because I was not exclusively a scientist. No one ever said that I would not succeed because science was not my only passion. Had I been told those things, my tenacity might have waned, after all.

The general population seems to think that scientists are a unique breed of people who are born to be scientists and who have no other interests or abilities. Only those children who are appropriately weird are encouraged to pursue such careers. (At this point I am forced to admit that when I was reading a medical dictionary at the age of eight, I was weird.) I firmly believe that every field of study can be enhanced by having input and incorporating ideas from diverse sources.

Scientists in general would agree that the true relevance of any scientific work is its ability to be applied broadly. If this is true, does it not make sense that the broader the array of backgrounds scientists arise from, the more likely their works will be applied that way. As such, it is important that educators avoid the temptation to categorize young people into science and non-science boxes. A concerted effort to stimulate a diverse array of interests in all young people is essential in a good educational program. When this is done, productivity in all areas is likely to increase.

Today, I am a Biology professor at a Catholic university. I enjoy my work immensely and I believe that I am good at what I do. The body of science that I have studied is one of the reasons that I am an effective teacher. My inclination to make each lecture an interesting and enjoyable story is another. As we approach our students, with all their talents and quirks, we should remember our own. We should keep our eyes and our minds open to all possibilities. The only way every future physicist, geologist and “Sperm Princess” will be found is if we search for them in the art classes as well as in the science clubs.

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