

# *Mentor's Introduction*

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During the past year June Eyestone has been considering the concept of art as language. She approaches the topic through an analysis and comparison of the language and drawing processes. June, as a studio artist in drawing and calligraphy, coupled her interest in art education in early childhood, to lead her to consider the kinds of language available to children. Early in her career she encountered both emergent mark making (Kellogg) and emergent language (Hoffman). This provided the stimulus to concentrate on comparing the thinking processes used when the child develops oral language to those processes used during drawing. This comparison was considered from the sociopsycholinguistic perspective within a social context. The semiotic learning that takes place, in either event, occurs when the signs expressed become meaningful to the individual. Her approach involves the Peirce's independent categories of this process and Halliday's seven language functions for communicative competence. June also provides an interpretive analysis of her own drawing process as it relates to these considerations. This paper represents the beginning of her interest in the area of art as a language. June Eyestone is a doctoral student in art education at the University of Missouri-Columbia.