

# Mentor's Introduction

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The immediate context from which this work grows is puzzlement and problem solving. The researcher's puzzlement is about the contrast between her interest in works of art and her students' seemingly limited interests. She has speculated that the students experience little of the richness and open-endedness she experiences, and she has reflected on the role of her past experiences with art in making this involvement possible. She has addressed the students' involvement and apparently limited reflection as problems to be understood and resolved. In doing this she draws on disciplines, primarily art history and philosophy, that may provide insights and contribute to a solution. This approach is interdisciplinary, or even what Meeth (1978) calls "transdisciplinary" and reflects what Gardner and Goodyear (1977) see as researchers' growing impatience with boundary lines drawn around traditional fields.

Since this work is based on the researcher's reflections and results in revisions of her interpretation and approach, the work is what Aoki (1978) calls "critical-interpretative." It also would be categorized by Beittel (1982) as "humanistic" research which he sees as an important current development in the context of art education.

Aoki, Ted. Towards curriculum research in a new key. In J. J. Victoria & E. J. Sacca (Eds.). Presentations on Art Education Research: Phenomenological Description-Potential for Research in Art Education (No. 2). Montreal: Concordia University, 1978, pp. 47-69.

Beittel, Kenneth R. Art and education. In Harold E. Mitzel (Ed.) Encyclopedia of Educational Research (5th Edition), New York: Free Press, 1982, pp. 159-171.

Gardner, Trudy and Goodyear, Mary Lou. The inadequacy of interdisciplinary subject retrieval. Special Libraries, 1977, 20, pp. 193-197.

Meeth, Ricahrd. Interdisciplinary studies; a matter of definition. Change, 1978, No. 7, p. 10.