

mentor's introduction

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Robert Sabol is in the unique position of viewing concerns related to visual art testing from the perspective of an elementary art teacher and test developer. His participation in the development of the Indiana Visual Arts Proficiency Guide, the Visual Arts Curriculum Standards Guide, and the Visual Arts Diagnostic Achievement Test Program serve to give him insights that most teachers experience second hand.

Art testing seems inevitable to those administrators and community members who desire to see what they are getting or will get "for their money." As art testing becomes mandated in many states, the field of art education will need thoughtful, knowledgeable, and experienced persons to develop and critique these tests. Many of the issues and concerns, as well as positive outcomes that art testing may bring, are discussed with depth and candor by Sabol. He plans to do his dissertation in the area of art testing for artistically talented students. His practical experiences as well as his insights into issues and concerns related to art testing indicate that his research in this area will be contributory. His return to teaching elementary art classes while he is immersed in his research will ensure that he will have one foot on earth as his ideas soar to the sky above. We, as art educators, anxiously await results of his research which should make an impact on the next decade in which evaluation at all levels in all areas is slated to become a "hot topic." We do not want the visual arts to be burned nor do we want them to be cast out in the cold. The role of evaluation, in terms of testing, is one that deserves attention in the 1990s by impartial and careful researchers.