

Mentor's Introduction

GILBERT CLARK

Indiana University

One very apparent aspect of art education in the mid-1980's is change. Advocates of several different versions of how the field should change have attracted attention through their writings and conference presentations and are building larger and larger audiences. These are manifestations, however, of a very broadly based movement in general education that has been expressed through a long series of critiques of our schools along with many proposals for changes in teacher preparation, curricula, fiscal bases, assessment methods, and many other aspects of educational policies and practices.

In this paper, Karen Thomas has reported her interpretation of some interlinkages between forces for change in art and general education. That, obviously, is a very ambitious task. Thomas reports implications upon one subject, **art education**, of the possible adoption of changes proposed for general education by Gardner, Sizer, and Adler in the much-publicized "reports", **A Nation at Risk**, **Horace's Compromise**, and **The Paideia Proposal**. Our field is basically ignored or only dealt with indirectly in these reports. Her interpretations, therefore, are an important contribution from a very serious student of art education and an award-winning art teacher. Karen's insights are important to all of us as we watch, and/or participate in, the current debate about how the nation's educational enterprise, and art education as one aspect of the school's programs, will change. Change is inevitable; how we contribute to and help mold such change is a critical issue none of us can avoid.