
Mentor's Introduction

RONALD W. NEPERUD
University of Wisconsin

Although the study by Rochelle and the proposed study by Mark are quite dissimilar in conception, and approach, they represent an interest area that has not received its due in research efforts. Secondary art education and students, although the recipients of a significant portion of our teaching efforts, have been overshadowed by studies of younger children's development. These two studies reflect a change of focus from the sifting-down process of expert views upon learning to examining more directly the dynamics of secondary schooling. Rochelle looks at how creative/productive adolescents differ from other adolescents not as involved in the arts. Mark hypothesizes that aspects of art disciplines such as art history are a part of current studio based secondary art education and examines secondary art teachers' concepts and practices of art history instruction in existing classroom situations. The focus of both of these papers is helpful in illuminating existing practices and views as contrasted to using the usual university or college population of undergraduates from which to generalize findings to school age populations.