

Mentor's Introduction

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Mark Jones is a doctoral student in Art Education at the University of Missouri-Columbia. He has completed his course work and is now at the proposal stage. This paper represents one of his beginnings.

Midway through Mark's course work, he became very interested in the concept of the gifted and talented student in the visual arts. Part of his interest was stimulated and extended by his acquaintance with Jonathan, a very talented and gifted third grader.

A number of years ago, Jonathan's mother contacted the department to see if anyone would be interested in giving him art lessons. This contact evolved into Mark's becoming Jonathan's mentor as together they looked, talked, and created art. Through this experience, Mark realized the importance of directing attention to such children and providing them with opportunities, both in and out of the classroom, that would be motivational and challenging.

This paper represents Mark's early investigation into the rational and programmatic considerations for working with gifted and talented students. He has continued his interest and is presently developing a proposal which will address the issues and concerns of the gifted and talented student in the visual arts.