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Preface

This issue of Working Papers in Art Education presents the works-in-progress of twenty-one graduate students in art education from thirteen universities in North America. The students' "developmental stages" range from those who are beginning to discover their research directions by exploring the literature in art education, philosophy, sociology, history, and psychology to others who nearly have completed marking off a special place in their research lives for the project that we call a dissertation. A simple reading of the list of Contents indicates the richness of their topics for intellectual inquiry; reading the specific papers confirms an equally gratifying diversity in the forms through which they carry on this searching.

At the NAEA conference in New York City, during a session for those involved with using the first edition of Working Papers in Art Education, it was recommended that mentors be asked to provide information about the circumstances in which their students' works are grounded. Accordingly, the mentors for the graduate students in this issue were asked to write introductions which attempt to set intellectual and/or life contexts for the research papers of their students.

Buber wrote that "The relation in education is one of pure dialogue." Certainly, the spirit of dialogue in which these graduate students related with one another is in the finest tradition of what we conceive of as education. The University of Iowa is pleased to extend that dialogue to readers at graduate institutions throughout North America.

Perhaps this publication may nurture yet another purpose which has been held in abeyance. At the meeting of the Seminar for Research in Art Education which convened during the NAEA conference in Houston, Evan Kern, Larry Kantner, and I were asked to draft a statement on information of value to potential doctoral students in choosing institutions for their graduate studies. We recognized that the conceptions of prospective students are based on publications, papers, political activity, gossip, recommendations of those they trust, and a myriad other sources. Because such questions as, "How will I feel about three or four years in this program?: or "How will I feel about this kind of study after I've completed it?" are the basis for life decisions they are rich with ambiguities. Ambiguities are most authentically manifested through concrete instances. While the individuals whose papers appear on the following pages cannot fairly be expected to symbolize all that is possible at their respective institutions, they do reveal something of each particular person's experience at a specific university. Thus, they suggest the possibility of following Husserl's admonition, "To the things themselves."

Finally, I extend my gratitude to these twenty-one students for their intellectual curiosity, for their excitement about the research of other students (as well as for their own work), for their commitment to reflection

and doubt, and, of course, to their mentors who have nurtured these qualities to the benefit of us all. In reading these papers I hope you will find that such people bode well for the future of our profession.

Marilyn Zurmuehlen