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Marilyn Zurmuehlen Working Papers in Art Education
ISSN: 2326-7070 (Print)
ISSN: 2326-7062 (Online)

Volume 2 | Issue 1 (1983) pps. 1-1

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Recommended Citation
Dorethy, Rex. "Mentor's Introduction." *Marilyn Zurmuehlin Working Papers in Art Education* 2 (1983): 1-1.

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Mentor's Introduction

REX DORETHY
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Jeralyn Hufford is interested in understanding the developmental stages of children's drawing. She thought there might be parallels in the learning processes of young children who are handling spatial and symbolic information to those of college students who lack the skills required to translate spatial information into a drawing.

Research for the dissertation investigates a teaching methodology that can be used to teach basic perceptual skills in drawing to college students. The ability to recognize values, contours, and compositional elements seems to be a problem for some of the students with whom she works. Through the use of a grid (explored but not researched by Da Vinci and others) the students' attention is focused on the individual squares that contain visual information; values and contours, apparently are easier to discern and to handle through the use of this device. The operable factors are probably isolation of key information, and lack of redundancy in the visual array.

Jeralyn has had an interest in the expressive aspects of drawing for several years. Spontaneity and directness are important elements in the process of a drawing, but she believes that competency in handling and understanding basic skills is necessary before aesthetic competence can be fully achieved. The research interest grew from a need to help students handle visual elements with greater acuity; therefore, producing better drawings.

Luise Morton has been a doctoral fellow in Art Education at Ball State University for three years. She received a B.F.A. degree in painting and drawing as well as an M.A. degree in art history from Washington University, St. Louis, Missouri. Prior to coming to Ball State, Ms. Morton served as an art consultant for the city of St. Louis, spent a year as artist-in-residence for University City, Missouri under a grant from the Rockefeller Foundation, and taught art history at several universities. Her area of specialization has been 19th and 20th century art history.

At Ball State University, Ms. Morton's doctoral studies have been in five areas: art education, philosophy, sociology, educational psychology, and educational foundations (history and philosophy of education). Her present research--an historical, philosophical, and sociological analysis of Conceptual Art and its impact on art education--is an outgrowth of her cross-disciplinary interests, training, and the fact that among the studio faculty at Ball State are several who are interested and/or involved in Conceptual Art.