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Mentor's Introduction

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The aim of research, we say, is to make a contribution to knowledge. Setting aside the epistemological question of how this is possible, I can best describe how it is done at N. Y. U. by anecdote and example. This is because those of us who are engaged in the multifarious activities collectively called "the doctoral program" tend to be preoccupied with the tensions arising out of what may well be a necessary conflict between the requirements of an institution, discipline, or profession on the one hand, and personal values and expectations on the other. For me the only acceptable resolution of this conflict is the successful completion of a dissertation with the student's professional and personal identity not only intact but enhanced. And this continues to be my aim as doctoral adviser in the Department of Art and Art Education to hundreds of students over the years. Our students, many of them already launched on successful careers in art and art education, bring with them an enormous range of competencies, accomplishments, and insights. To help them shape these into formal research proposals leading to "contributions to the field of specialization" is my daily responsibility and privilege. My colleagues on the faculty are inordinately proud of our many graduates and current students. I am especially pleased with the progress of the two persons presenting their ongoing research in the following pages. Cynthia Schwarz and Laurence Montalto would be considered outstanding doctoral candidates in any university. But I must withhold praise as their advocate. They are quite capable of speaking for themselves.