

Mentor's Introduction

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Mentor's Introduction

LARRY KANTNER

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Before becoming a doctoral student in art education at the University of Missouri-Columbia, Candace Stout was teaching humanities in a high school. Coupled with this experience, she continues to extend this interest both through her work with undergraduates and her areas of study.

During the time that she has been in the doctoral program she has taught art appreciation for the art department. This course brings her in contact with over one thousand students each year. Her research interest continues to encompass her on-going experience, studies in affective teaching, and the disciplines of English, art history and appreciation, criticism and aesthetic. The study she has reported in this issue is one of many that she has conducted during the past two years. Her major concern is to assist the students to build an understanding, and, ultimately, an appreciation of the visual arts by introducing them to art theory, art practice and art within its cultural context. One consideration is the relationship between the student's linguistic proficiency ability, in particular as it relates to art criticism, and the ability to discern formalistic and expressive qualities in paintings. The analysis of her findings supports the assumption that the structural proficiency in both areas is not only independently important, but has an important cross-cognitive relationship.