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Mentor's Introduction

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mentor's introduction

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> The transition from a paradigm in crisis to a new one. . . is a reconstruction of the field from new fundamentals, a reconstruction that changes some of the field's most elementary theoretical generalizations as well as many of its paradigm methods and applications.
> (Thomas S. Kuhn, **The Structure of Scientific Revolutions**, pp. 84-5)

Most of us would probably agree that the field of art education is currently undergoing a paradigm crisis. Many of our fundamental assumptions about the purpose of art education have been called into question in recent years, not only by changes in schooling, but by new developments in art.

In this study, Anne Wolcott examines the value of aesthetic experience as a goal of art education. The central issue in her research is the nature of aesthetic experience itself or even whether such experience actually exists. Rather, she asks whether the concept of aesthetic experience, as it was set out by Dewey, Beardsley, and other modernist philosophers, provides an adequate explanation of contemporary art. To the extent it does not, she asks whether we should continue to see aesthetic experience as a goal of contemporary art education. Her research is an important contribution to the body of literature which suggests that, indeed, it is time for a paradigm shift in the field.

Reference

Kuhn, T. S. (1970). **The structure of scientific revolutions** (2nd ed.). Chicago: University of Chicago Press.