Mentor's Introduction

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Sandra Finlayson began her graduate work at the University of Oregon in 1986, having been an art educator for six of her ten years as a professional educator. Sandra’s drive as a natural researcher has motivated her to simultaneously and systematically pursue several topics that begin as questions of interest and, through thorough, thoughtful inquiry, become valuable research projects. In this way, the timely topic of this study developed. Sandra’s interest in evaluation issues had its inception in her public school experience and was fueled as she taught Art for Elementary School Teachers, our university course for preservice, elementary education majors. In this setting she developed evaluative instruments for students and became fascinated by the perils of designing standardized art tests. Her work has taken shape in this summation of her thesis; I am certain that this is the first of many fine pieces of research.