

The Journal of Social Theory in Art Education

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to promote the use of theoretical concepts from the social sciences—which include, but are not limited to, anthropology, sociology, and political science—to study visual culture and the teaching of art; to inform art educators about theory and practice in the social sciences, thus acting as a liason between social scientists and art educators; to encourage research into the social context of visual culture and teaching art; and to develop socially relevant programs for use in the teaching of art.

The editors invite formal and informal contributions on all matters relating to social theory in art education. Correspondences, book and exhibition reviews, and performance pieces are welcome. Original manuscripts, together with three copies should be prepared according to an internally consistent publication style. Membership is not a precondition for submittance. Deadline for submission for JSTAE No. 13 is February 15, 1993. Send relevant articles to:

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Editorial Essay

Marginalia on Marginality and Diversity

Harold Pearse

The 1992 NAEA Conference in Phoenix highlighted a series of sessions as "A Celebration of Diversity," a kind of "conference within a conference." Organized in response to Arizona's decision not to establish an official state holiday in honour of the birthday of Dr. Martin Luther King Jr. as an alternative to boycotting the convention, the forum provided art educators with an opportunity to explore how issues of diversity and marginality relate to our field. As could be expected, the relationships are diverse, involving not only racial, cultural and ethnic considerations, but also issues involving gender, disability, economics and class. Since the postmodern orientation results from and includes insights and attitudes borne out of the revolt of those marginalized by virtue of gender, race, or class and minority and socially critical concerns, it should come as no surprise to learn that many of the sessions explored diversity and marginality within the context of postmodernism. It should also come as no surprise to learn that many, if not all, of the articles in this volume, intentionally or not, derive from or extend notions of diversity and marginality.