

Social reconstructionist art education strives to empower human agency to understand and transform unjust social relationships through aesthetic experience. Scholarly work in art education conducted with respect to social reconstructionism has been largely theoretical. This study thus investigated the manner in which junior high students understand, interpret, and act upon a social reconstructionist art curriculum. Specific research questions included: 1) what kinds of artistic and verbal expression were generated by students as they engaged in social issues-based art inquiry? 2) to what extent are their visual and verbal artifacts reflective of social reconstructionist positions? Social reconstructionist art education has significant potential for empowering students to examine contemporary issues and become informed citizens capable of confronting unjust social relationships. However, to promote art education for social betterment, art educators must reconceptualize the field of art education and move beyond appreciating art as a form of aesthetic construct. Several recommendations concerning future implementation of social reconstructionist art education are drawn.

Illustrated Classics for Girls (Usborne Illustrated Stories), The Tactical AR-15: High Performance Techniques for Police, Military, and Practical Shooters, Bremner!: The Legend of Billy Bremner, Lord Arthur Saviles Crime (Annotated Edition), An Illustrated Guide to Tactical Diagramming, Torture and Democracy, The Perfect Tear, Write Ways to WIN WRITING CONTESTS: How To Join the Winners Circle for Prose and Poetry Awards, NEW EXPANDED EDITION, State and Local Politics: Institutions and Reform,

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