# A STUDY TO DETERMINE THE ATTITUDES OF 7, 8, AND 9TH GRADE STUDENTS TOWARD THEIR ART CLASSES AT LEWIS AND CLARK JUNIOR HIGH SCHOOL BILLINGS, MONTANA

---

A Paper

Presented to

the Faculty of the School of Art

Montana State University

---

In Partial Fulfillment

of the Requirements for the Degree

Master of Applied Art

---

by

Arthur A. Jacobsen

June, 1969

P378
J1551

P378
J1551

## ACKNOWLEDGMENTS

The writer here expresses appreciation to the following persons for the contribution they have made to the planning and conducting of this study and to the writing of the research report: Mr. Cyril H. Conrad, Mr. Sydney Kurland, Miss Frances Senska, Mr. Francis Sprinkle, and Mr. John W. Bashor.

TABLE OF CONTENTS


| CHAPTER | | PAGE |
|---|---|---|
| I. | INTRODUCTION | 1 |
| | The Problem | 3 |
| | Statement of the problem | 3 |
| | Importance of the study | 3 |
| | Limitation of the Problem | 4 |
| | Definitions of Terms Used | 4 |
| | Junior high school | 4 |
| | Attitude | 4 |
| | Cultural explosion | 4 |
| | Aesthetic | 5 |
| | Leisure | 5 |
| | Art education | 5 |
| II. | REVIEW OF THE LITERATURE | 6 |
| III. | METHODS OF COLLECTING AND HANDLING DATA | 15 |
| | The Plan of Procedure | 15 |
| | Construction of the questionnaire | 15 |
| | The study population | 15 |
| | Administration of the questionnaire | 16 |
| | Remaining Organization | 17 |
| IV. | ATTITUDES OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA TOWARD THEIR ART CLASSES, SPRING, 1969 | 18 |
| | Art as a Subject | 18 |
| | Art Appreciation | 19 |

CHAPTER PAGE

Art Projects . . . . . 19

Art Appreciation . . . . . 24

Art Teacher . . . . . 25

Physical environment . . . . . 27

Art Appreciation . . . . . 28

Art Projects . . . . . 30

Continuing in Art . . . . . 31

Comments . . . . . 34

Seventh grade comments . . . . . 34

Eighth grade comments . . . . . 35

Ninth grade comments . . . . . 36

V. CONCLUSIONS . . . . . 38

Conclusions . . . . . 38

Recommendations for future studies . . . . . 41

SELECTED BIBLIOGRAPHY . . . . . 42

APPENDIX A . . . . . 44

APPENDIX B . . . . . 61

LIST OF TABLES


TABLE PAGE

I. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward Art As A Subject, Spring, 1969 . . . . . 45

II. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School Toward Uses of Art in Everyday Life, Spring, 1969 . . . . . 45

III. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward Art Projects, Spring, 1969 . . . . . 46

IV. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward the Area of Art in Which They Would Like to do More Work, Spring, 1969 . . . . . 47

V. Response to Number of Times 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Have Been Given a Free Choice of Projects, Spring, 1969 . . . . . 47

VI. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward Art Projects When First Presented, Spring, 1969 . . . . 48

VII. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward Ability of Art Projects to Hold Interest, Spring, 1969 . 49

TABLE PAGE

VIII. Response of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, as to Why They Lost Interest in Art Projects, Spring, 1969 . . 50

IX. Number of Hobbies Involving Art Work of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Spring, 1969 . . . . . 50

X. Responses of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, as to What Kind of Art Work They Have Done as a Hobby, Spring, 1969 . . . . . 51

XI. Response to Extent Principles Learned in Art Have Helped 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, to Become Better Judges of Artistic Values, Spring, 1969 . . . . . 52

XII. Number of Times 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Have Visited the Yellowstone Art Center, Spring, 1969 . . . . 53

XIII. Responses of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, of Visits to Art Exhibits Other Than at Yellowstone Art Center, Spring, 1969 . . . . . 53

XIV. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School Toward Art Teachers at Billings, Montana, Spring, 1969 . . . . . 54

TABLE PAGE

XV. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward Physical Environment of Classroom, Spring, 1969 . . . . 55

XVI. Response of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward Development of Interest in Art by Their Art Projects, Spring, 1969 . . . . . 56

XVII. Attitude of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Toward the Quality of Their Art Work, Spring, 1969 . . . . . 56

XVIII. Responses of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, Indicating Their Ability to Judge When They Produce Valuable Art, Spring, 1969 . . . . . 57

XIX. Responses of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, as to the Extent With Which They Agree With Their Teacher's Evaluation of Their Art Work, Spring, 1969 . . . . . 57

XX. Responses of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, as to Attitude of Parents Toward Art Projects, Spring, 1969 . 58

XXI. Responses of 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, as to Their Plans for Continuing in Art at the Next Grade Level, Spring, 1969 . . . . . 58

TABLE PAGE

XXII. Reasons Given by 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, for Electing to Take Art at the Next Grade Level, Spring, 1969 . . 59

XXIII. Reasons Given by 7, 8, and 9th Grade Students at Lewis and Clark Junior High School, Billings, Montana, for not Electing to Take Art at the Next Grade Level, Spring, 1969 . . . . . 60

# CHAPTER I

## I. INTRODUCTION

Automation has created for mankind the greatest amount of leisure time ever known in history. With present statistics indicating that the average work week will be decreased from 40 to 30 hours a week, many authorities feel that the resulting increase in leisure time will present difficulties for our society unless that leisure time is directed into productive activities. Education for good use of leisure time must start at an early age, and educators point out that the person who has not had the opportunity to explore many different subject areas and areas of special interest, or who has restricted his knowledge to only occupational skills may find his life far from satisfying.

Increased leisure time has already led to an increase in cultural pursuits as evidenced by the cultural explosion of the last ten years. This cultural explosion has pointed up the need for people to have an appreciation of the arts and to gain some basic understanding of the arts early in life. Too often the school curriculum does not provide students with an opportunity to explore fully the areas of learning that would not only enable them to make the most of their leisure time, but also enable them to participate in the growing cultural dimensions of American society.

One of the most important areas of cultural development in the United States has been in the field of art. Tremendous growth has been noted in the number of people actively engaged in artistic and creative

hobbies and in the number of people interested in cultural activities. Even more people will be engaged in these activities in the future. With the many forces working to insure that students receive professional and vocational training, the possibility of neglecting art education for leisure-time use becomes great. Future interests of the student dictate that it not be overlooked.

The student himself, as well as his parents, is often unaware that knowledge and development of interest in art for leisure usage and individual creative growth is as important as the other areas of preparation. He often sees art as important only for those who intend to make it a profession, and not important for any other purpose. Students are influenced by parents, friends, teachers, and relatives, as well as by their own previous experience in art classes, in their attitudes toward art.

Because of the growing importance of cultural activities in the American society and the growing importance of filling leisure time productively, it was the purpose of this study to investigate the attitudes of seventh, eighth, and ninth grade students toward their art classes at Lewis and Clark Junior High School in Billings, Montana. It was hoped that the results of this study would indicate how these students felt about six areas of their art class, including art as a subject, art projects, art appreciation, physical qualities of the art classroom, art teachers, and continuing in the art area at the next grade level.

## II. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the attitudes of 7, 8, and 9th grade students toward their art classes at Lewis and Clark Junior High School, Billings, Montana.

Importance of the study. All students in the Billings, Montana, public school system are required to take art at the seventh grade level. Eighth grade students are permitted to choose two out of three non-academic subjects they wish to take in the eighth grade. The choices they may select from are music, art, industrial arts for boys, and home economics for girls. Of these three choices, the student must elect two. Out of a total of 530 seventh grade students enrolled at Lewis and Clark Junior High School in art classes for the school year, 1967-1968, the year preceding this study, only 194 were enrolled the following fall in eighth grade art classes. This represents a loss of 64 percent of the seventh graders from the art curriculum between the seventh and the eighth grade. Out of a total of 582 eighth graders enrolled at Lewis and Clark Junior High School that same year, a total of 123 chose to take art in the ninth grade, representing a 79 percent loss in art students between the seventh and the ninth grade. It was felt that the reasons for such a high loss of students to the art curriculum should be investigated.

The reasons for students electing not to take art are important to student and curriculum planner alike. For the student, they may affect development of aesthetic values and skills needed for

better use of leisure time in the future. For the educator, these reasons may indicate a need to change present offering to make the school curriculum a reflection of present day needs of society.

## III. LIMITATIONS OF THE PROBLEM

This study was limited to twelve sections of seventh grade students, six sections of eighth grade students, and five sections of ninth grade students enrolled in art classes in the spring of 1969 at Lewis and Clark Junior High School in Billings, Montana. Each section is comprised of approximately 24 students. Because of the numbers involved, all art students in the seventh and eighth grade were not used as the study population. However, all ninth grade students were included. Those seventh and eighth grade classes selected were chosen at random by the three art teachers involved in the administration of the questionnaire.

## IV. DEFINITION OF THE TERMS USED

The junior high school is defined as grades 7, 8, and 9.

Attitude is defined as a feeling toward a given situation or environment.

Cultural explosion is defined in this study as the rapid growth in both creation and interest in the arts, including music, ballet, drama, painting, sculpture, various literary forms, movies, radio and TV. In this study, however, emphasis was primarily on the field of art, including painting, sculpture, crafts, drawing, design, and lettering.

Aesthetic is defined in this study as pertaining to the beautiful.

Leisure is defined as time free from occupation, work or employment.

Art education is defined as a course of study in basic principles and appreciation involved in the field of art.

# CHAPTER II

## REVIEW OF THE LITERATURE

A review of the literature indicates that great searching is going on today in the minds of people about leisure time and what to do with it. The clamor is for a meaningful use of leisure time which will not only benefit the individual, but the entire American society as well, In this search for meaningfulness, many have attempted to become engaged, either as spectator or participator, in the arts, but often without sufficient art education to judge the good art from the bad. It is necessary to explore very briefly some of the literature dealing with leisure time and the present cultural explosion, as well as present significant trends in art education, in order to arrive at a final view of what society is asking from the field of art education.

The United States is emerging from an economy based on hard work, as a means of producing goods, to an economy based on freedom from work as a way of life. The world of yesterday was characterized by hard work and a small amount of leisure. Today's world is characterized by labor-saving machines and more and more leisure. Tomorrow, it is predicted that we will live in a society that is leisure-oriented, in which toil as a means of subsistence has been eliminated. There are those who believe the use of leisure time is the final test of civilization, and that when man has reasonable security and leisure, he can seek cultural and spiritual values that he could not seek in a work-oriented world. Leisure time means time to practice the arts of leisure,

including the arts of civilization such as music, self-improvement, making things, and growing things. Gracious and happy living is said to be the object of the arts, and happy living has to do with meaningful activities.

The problem has been pointed out by Eric Fromm:

> How can man make use of leisure time in an active and meaningful way, if there is no relatedness to what he is doing. He will always remain the passive and alienated consumer. He consumes ball games, books, lectures, social gatherings, natural scenery in an alienated and abstracted way. He does not participate actively, but wants to "take in" all there is to be had and get as much pleasure, culture and what as possible. His taste in manipulated. The value of fun is determined by its success on the market.[1]

Fullness of life is not assured, then, merely by the provision of leisure time. Leisure time is not a luxury. It is not time to kill, but rather a challenge and an opportunity. The challenge lies in whether or not man can construct a creative way of behaving in a leisure-oriented world.

The need is here to think seriously about the character and traits for which Americans will educate in the years immediately ahead. What attitudes toward work and leisure must be developed in the young? It is obvious that we need to prepare the youth for this world of leisure, and to introduce into education all types of social, aesthetic, and creative interests.[2]

Especially important is the need to re-orient education in earlier years so that its emphasis will be broadened to prepare students

---

[1]Walter Stone, "A Sociologist Discusses the New Meaning of Recreative Use of Leisure," Parks and Recreation, 2:22, April, 1967.

[2]Earle Zeigler, "A Riddle for Tomorrow's World," Parks and Recreation, 2:28, September, 1967.

for living rather than concentrating mainly on preparation for earning a living.[3]

Already the increase in leisure time has brought about an increase in cultural interests. In the past two decades, and especially in the last decade, the United States has witnessed a tremendous growth in its cultural areas. This growth has reached such proportions as to be termed a "cultural explosion." Some authorities even term this growth a revolution. An example of the changes in cultural importance can be seen from this statement made by President Johnson: "Art is a nation's most precious heritage for it is in our works of art that we reveal to ourselves and to others the inner vision which guides us as a nation."[4] Can one conceive this being said in the 1920's?

Art is a deep reflection of the society in which it exists. This has been true throughout the history of mankind. The notes and plates in Selz's New Images of Man reveal that a prominent group of painters and sculptors comprehend man as brutish. The figures painted on the canvases of Francis Bacon often are solitary, almost featureless. Other imagists, Armitage, Appel, Baskin are no more hopeful. Artist after artist records in their works despair in reaction to civilization.[5] It becomes the task of educators to try to make a new society peopled by compassionate men and women.

---

[3]Ralph Lazaurus, "Time on Our Hands," National Education Association Journal, 54:15, May, 1965.

[4]John Walker, "Our Common Goal," Arts and Activities, 59: 16-17, June, 1966.

[5]Robert Beck, "The Social Background of Art Education," National Society for Study of Education, (Chicago: University of Chicago Press, 1966), p. 5.

This idea is not new. John Dewey in his writings emphasized the profound, far reaching and transforming values which the arts might have in life and education. Dewey felt that art was a language more universal than speech. One of his main convictions was that the modern world was confronted with the task of integrating its heritage from the past and its present knowledge into a coherent whole, and he believed the arts might serve this purpose.[6]

Despite the increased interest in cultural pursuits and despite the fact that for some time artists have been painting man as an alienated soul, we find little or no change in the art education curriculum in the public schools for the past 20 years.

Statistics reveal that the United States elementary schools average less than 15 minutes a day for art activities, that fewer than half our schools have any art course of study, one-third of them do not require the ability to teach art as a condition of teacher employment, one-fourth lack even minimum materials, and only one school in three has the equipment necessary for teaching of art.[7]

Not much attention in our schools is being given to the fact that the average citizen has comparatively few opportunities to use the historic or scientific thought processes he has been taught in school, but

---

[6]"John Dewey and Education Through Art," School Arts, 66:33-7, February, 1967.

[7]Charles M. Dorn, "Directions in Art Education," The National Elementary Principal, 47:47-51, November, 1967.

he is constantly being called on to make aesthetic decisions. He purchases clothes, furniture, car, and house with aesthetic values in mind. Even a more important reason to the average citizen for sound artistic training in school is that the greatest and most profound thoughts of man have been expressed in aesthetic terms. Failure to teach an understanding of arts in school condemns future citizens to a life of ignorance of great human thoughts.[8]

Much discussion on possible curriculum changes is going on among art educators today, but before we can understand what art education is today, it is necessary to briefly review what it has been in the past.

Art during the first half of the nineteenth century was viewed as an important cultural accomplishment, and a skill that could prove useful in some vocations. During the last half of this century, as the nation became more and more industrialized, art education gained great importance as the means by which to train craftsman. During the last few years of the nineteenth century, the field of art education began slowly turning toward art as a means of understanding the child. By the turn of the century, art had become a tool for this purpose.[9]

In the first quarter of the twentieth century, art became a means of sensitizing children to the beautiful as well as developing

---

[8]M. Korel, "Allied Arts Course," The Education Digest, 31:35-37, May, 1966.

[9]Elliot Eisner, "American Education and the Future of Art Education," Art Education, National Society for the Study of Education, 64th Yearbook, (Chicago, Illinois: University of Chicago Press), p. 310.

moral virtues. In the decade that followed, art as the developer of the child's latent creativity, and art as a way of life became the two most prevalent themes.[10]

The 1940's saw a change in art education as educators began to emphasize the "materials approach" to art education. Novel materials and processes began to appear in the classroom, and with the "material approach" came the new theory of creativity which stated that the major contribution of art education to the child was to help him grow through art creatively and mentally.[11]

Despite the diverse functions which art has served in the school system--functions of cultural accomplishment, preparing craftsmen, understanding children, developing moral attitudes, and helping the child grow creatively and mentally, art has seldom been considered a central aspect of American education, and more often has served ends outside itself.

An example of the secondary status of art was demonstrated a few years ago by Downey in Task of Public Education.[12] In his study, about 4,000 educators and lay citizens were asked to rank, in order of importance, 15 tasks traditionally encompassed by the school. Aesthetic development was one of the tasks. It was placed twelfth in the list of sixteen by educators and fourteenth by noneducators, being outranked by

---

[10] Eisner, op. cit., p. 306.

[11] Eisner, op. cit., p. 306.

[12] Lawrence Downey, Task of Public Education, (Chicago: Midwest Administration Center, University of Chicago, 1960), p. 260.

physical development, patriotism, citizenship, and others. As much as art is spoken of as important in the education of man, it remains that education in art is peripheral in the American education system.

As indicated earlier in this chapter, there is much unrest among art educators seeking to develop the art curriculum so that art education is no longer on the fringe areas of American education. These educators hope to prepare the child for the environment and for the society in which he will live.

One of the dominant trends in art education is preparation of children to make aesthetic judgments about their environment. In achieving this end, it is often necessary to improve the aesthetic environment of the classroom itself. The school too is felt to be important in bringing the child into contact with an aesthetically inspiring environment.[13]

The past interest in creativity is being tempered by an interest in enabling students to perceive and understand great works of art.[14] The development of art appreciation is a trend that is seen as significant, and is being employed in programs for the gifted and as studies for the college-bound student.

Another trend in art education is the increasing emphasis on departmentalization at the elementary-school level. This makes it possible for a specially prepared teacher to help the child learn

---

[13] Dorn, op. cit., p. 51.

[14] Eisner, op. cit., p. 322.

intelligently.[15] One of the greatest weaknesses in the art program has been the lack of preparedness on the part of the teacher in the self-contained classroom.

Another very important trend in art education is toward more experimental research. Although there are a number of art educators who are actively opposed to empirical research in art, the place of scientific inquiry in art has been established, and was made possible by funds from the U. S. Office of Education, National Science Foundation, and Ford Foundation. Graduate studies in art education research are growing as are the number of published articles in art education journals.[16]

The needs are still many, however. There is a need to develop useful methods for evaluation of student growth in art. There is a need for more and better research on different modes of art instruction, but the most important need is for the field of education to take seriously the role of art in education.

This last, but most important need, can be met by developing sequential curricula throughout all grades. Skilled teachers, prepared to teach art are necessary in the primary and intermediate grades. Visual art in the form of reproductions, original art work, and slides need to be acquired and used. Greater experimentation and collaboration

---

[15] Ibid.

[16] Ibid.

among teachers of the arts should be encouraged. Funds on par with those obtainable by the National Science Foundation need to be provided for art research and curriculum development.[17]

A new and fresh look at the art programs of our schools is necessary if we are going to develop tomorrow's citizens into men and women who are sensitive to their environment, compassionate toward their fellow men, and who feel an identification with their society.

---

[17] Eisner, op. cit., p. 322.

# CHAPTER III

## METHOD OF COLLECTING AND HANDLING DATA

### I. THE PLAN OF PROCEDURE

The basis of this study was to determine the attitudes of 7, 8, and 9th grade students at Lewis and Clark Junior High School, Billings, Montana, toward their art classes.

Construction of the questionnaire. The first procedure in collecting the data was to construct a questionnaire. After examining many other questionnaires and talking to other art teachers, the author constructed the survey instrument keeping in mind that simplicity would be of utmost importance in order that these students would understand the questions and be able to answer them. The questionnaire contained a total of 34 questions, and was divided into six categories dealing with the attitude of the student toward art as a subject, art projects, art teacher, the physical aspects of the art classroom, art appreciation, and desire to continue in art curriculum at the next grade level. The questionnaire was then submitted to the principal of Lewis and Clark Junior High School for criticism and comments, and then prepared for administering.

The study population. The study population included 327 seventh graders, 115 eighth graders, and 111 ninth graders enrolled in art classes at Lewis and Clark Junior High School in the spring of 1969.

A total of 553 students, enrolled in 23 sections of art classes, composed the study population. This study population was enrolled in art classes instructed by three different art teachers. All students enrolled in 7, 8, and 9th grade art classes were not used for this study because of the large numbers involved. Sections were chosen at random by the art instructors taking part in this study.

Administration of the Questionnaire. The questionnaire was administered to the students in three grades, 7, 8, and 9th, at Lewis and Clark Junior High School, Billings, Montana, during their regular art class periods by their respective art teachers. No advance notice was given to the students that a questionnaire was going to be given to them to answer. The three art instructors each introduced the questionnaire to their respective art classes, and explained to their students that they were not to put any identifying marks on their questionnaire. The students were told that the purpose of the questionnaire was to help in a study that was being conducted. Brief instructions on completing the form were given by each art instructor. Students were urged to answer the questions honestly without thought of reprisal or reward. Since names were omitted from the questionnaire, the student could feel free to answer exactly as he felt, and was instructed to do so.

Of a total number of 553 students in the 23 sections of art to whom the test was administered, 553 completed the questionnaire, representing a return of 100 percent.

## II. REMAINING ORGANIZATION

After the questionnaires were completed and returned, the data was analyzed. Chapter IV was developed from the results obtained on the questionnaire. The data was presented in percentages for each grade level, 7, 8, and 9, and were recorded in table form. Chapter V was written to give the conclusions of the study plus recommendations for further studies.

# CHAPTER IV

## ATTITUDES OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD THEIR ART CLASSES, SPRING, 1969.

The purpose of this chapter is to present and analyze the data gathered from the 34 questions of the questionnaire administered to 553 junior high school students on how they felt toward their art classes. Percentages were computed for answers to each question for the three grade levels, 7, 8, and 9. These percentages were rounded to the nearest full number. Not all students answered all questions on the questionnaire; therefore, the percentages were based on the number of students answering the question.

Art as a subject. Responses to the first two questions were in the area of how the student felt toward art as a subject. The results of the responses are shown on Table I, Appendix A. The majority of the seventh graders, 94 per cent, indicated that either they liked art in the grade school or felt it was all right. Ninety-seven per cent of the eighth graders felt the same way, as did 98 per cent of the ninth graders.

In response to whether or not the student liked his present art class, 46 per cent of the seventh graders indicated that they liked their art class with 56 per cent of the eighth graders and 75 per cent of the ninth graders responding favorably.

From these responses, it would appear that the majority of students either liked art in the grade school or felt that it was all right.

As far as liking present art classes is concerned, both eighth and ninth graders responded more favorably than did the seventh graders, and since students in both these grades had some choice in whether or not they took art, this would be an expected finding. By the time the student is a ninth grader, if he doesn't especially like art or doesn't like it at all, he has elected not to take it.

Art appreciation. Responses to question number three, which is concerned with the student's ability to find uses for art in his everyday life, are found on Table II, Appendix A. The responses indicated that the ninth grade students are aware of the uses of art in everyday life with 57 percent replying in this manner. Forty-three percent of the seventh and eighth graders had found uses for art also, but a large percentage, 43 and 41 percent respectively, had never thought about the uses of art in everyday life.

Art projects. Table III, Appendix A, shows the results of the responses to question number four asking how students felt about their art projects. Twenty-five percent of the seventh graders liked drawing best while 24 percent of the eighth graders felt that they liked sculpture and design equally well. Thirty-two percent of the ninth graders also felt that they liked sculpture best. Lettering was not liked at all by 22 percent of the seventh graders and 23 percent of the eighth graders, while 14 percent of the ninth graders felt that way.

Since seventh grade students have little exposure to crafts, sculpture, and design until the latter part of the year, after the survey had been made, many of them did not answer how they felt about these projects. This was true to a lesser extent with both eighth and ninth grade students.

The percentages indicated that the largest number of students felt that their projects were "all right," but they did not express either like or dislike for them. This is especially true in the seventh and eighth grade.

The results would seem to indicate that eighth and ninth grade students liked sculpture best of all while the seventh grade students liked drawing best of all projects.

Art projects. Question number five dealt with the area of art in which the student would like to do more work, and the responses to this question are shown on Table IV, Appendix A. Seventh graders indicated that they would like to do more work in drawing, 31 percent, and in sculpture, 26 percent. Eighth graders favored these two areas also with 23 percent indicating they would like more drawing, and 31 percent indicating they would like to do more work in sculpture.

Sculpture was rated the highest by the ninth graders, with 32 percent indicating they would like to do more work in this area, followed by 23 percent indicating they would like to do more work in crafts.

Sculpture was rated the highest by both eighth and ninth graders and second highest by seventh graders as the area of art in which students would like to do more work.

Art projects. Table V, Appendix A, shows the results of the responses to question number six which asked the number of times the student had been given a free choice of art projects. Fifty-eight percent of the seventh graders, 45 percent of the eighth graders and 74 percent of the ninth graders indicated that they had been given a free choice of art projects between one and five times. Only 14 percent of the ninth graders indicated that they had never been given a free choice of art projects, while 32 percent of the seventh graders indicated such, as did 48 percent of the eighth graders.

From the responses, it would appear that the eighth grade students received the fewest opportunities to make a free choice of art projects, while the ninth graders received the most opportunity to do so.

Art projects. Answers to question number seven, which was concerned with the attitude of students when art projects were first presented, indicated that seventh graders were the most enthused when drawing was first presented with 34 percent indicating this. Design followed next in interest with 27 percent indicating enthusiasm for it when first presented.

Eighth graders were the most enthusiastic about design project when they were presented with 29 percent indicating this followed very closely by project in sculpture, 28 percent, and crafts, 27 percent.

Ninth graders were overwhelmingly enthusiastic about sculpture projects with 43 percent indicating so. Crafts was the second choice of ninth graders with 29 percent indicating they were enthused about craft projects when first introduced. Table VI, Appendix A, gives detailed information.

Both seventh and eighth grade students indicated disinterest in lettering projects with 35 percent of the seventh graders and 36 percent of the eighth graders responding so. Design was the project of most disinterest to ninth graders with 21 percent indicating this followed closely by disinterest in drawing, 20 percent.

The largest percentages appear in the "interested" column for all three grades indicating that the greatest number of students found all six projects of interest to them when first presented. However, it appeared that sculpture projects were received enthusiastically by a high enough percentage of all three grades to be of significant interest.

Art projects. Responses to question number eight asking students to indicate how projects held their interest are shown on Table VII, Appendix A. Drawing enthusiastically held the interest of seventh graders with 32 percent indicating this. Sculpture, 23 percent, and design, 26 percent, were the other two high responses indicated by seventh grade students. Lettering lost the interest of seventh graders with 42 percent indicating this.

Sculpture held the interest of eighth graders enthusiastically with 33 percent indicating this followed closely by both drawing and design, 30 percent. Sculpture also held the interest enthusiastically

of the ninth graders, with 41 percent responding so. Drawing was second with 30 percent indicating that it held their interest. Painting and lettering were indicated by 30 percent each as losing the interest of the ninth grade student.

Both eighth and ninth grade students indicated that sculpture held their interest enthusiastically, and to a greater degree than did any other area of art. Painting and lettering failed to hold the interest of eighth and ninth grade students to the largest degree. Lettering also lost the interest of the seventh grade students with 42 percent indicating that they lost interest in lettering projects before completing them.

Art projects. The reason for losing interest in an art project was overwhelmingly given as the project was too long by 32 percent of the seventh grade students, 39 percent of the eighth grade students, and 18 percent of the ninth grade students. Table VIII, Appendix A, gives the results of responses to this question.

Art projects. The responses to question number ten asking how many hobbies involving art work the student had are tabulated on Table IX, Appendix A. The greatest number of students had between one and five hobbies involving art work with 43 percent of the ninth graders, 37 percent of the eighth graders, and 39 percent of the seventh graders indicating this response. The highest percentage of more than five hobbies was given by the seventh graders with a 12 percent response. All ninth graders indicated having at least one hobby involving art.

Art projects. Responses to what kind of art work the student had done as a hobby are found on Table X, Appendix A. Seventh graders indicated that drawing and painting were the major areas in which they had done art work as a hobby with 35 percent indicating drawing and 25 percent indicating painting. This was true of eighth and ninth grade students also as 29 percent of the eighth graders and 40 percent of the ninth graders indicated painting, and 28 percent of the eighth graders and 45 percent of the ninth graders indicated drawing as the types of hobbies they had done. Design was given by students at all three grade levels as the third type of project they had done as a hobby with 12 percent of the seventh graders, 18 percent of the eighth graders, and 21 percent of the ninth graders indicating this.

Art appreciation. Responses to question number twelve asking to what extent the principles learned in art had helped the student become a better judge of artistic values are found on Table XI, Appendix A. Students in all three grades indicated that the principles learned in art had helped them the most in the areas of room decoration and art appreciation. These same students indicated they were least able to judge artistic values in clothing and gifts.

Art appreciation. Table XII, Appendix A, shows the results of the responses to question number thirteen asking how many times the student had visited the Yellowstone Art Center. Forty-six percent of the seventh graders, 49 percent of the eighth graders, and 15 percent of the ninth graders indicated that they had never been to the Yellowstone Art Center.

Forty-three percent of the seventh graders, 42 percent of the eighth graders, and 66 percent of the ninth graders indicated that they had visited the Art Center between one and five times. Only 19 percent of the ninth graders, 9 percent of the eighth graders, and 10 percent of the seventh graders had visited more than five times.

It would appear that the majority of the students had visited the Yellowstone Art Center at least once, and that the higher the grade level of the student, the more apt they were to have visited the Yellowstone Art Center.

Art appreciation. Responses to question number fourteen are found in Table XIII, Appendix A. The majority of students in all three grades had visited art exhibits other than the Yellowstone Art Center with 64 percent of the seventh graders, 57 percent of the eighth graders, and 66 percent of the ninth graders answering positively.

Art teacher. Questions number fifteen through nineteen dealt with the students' attitude toward their art teacher, and the results are found on Table XIV, Appendix A. The highest percentage of students, at all three grade levels, liked their art teacher. For seventh grade students this was reflected by 50 percent, for eighth grade students, 58 percent, and for the ninth grade students, 72 percent. Forty-six percent of the seventh graders neither liked nor disliked their teachers, followed by 36 percent of the eighth grade students, and 26 percent of the ninth graders. A very low percentage of students, at any of the three grade levels, indicated dislike of their art teacher with seventh grade students indicating only 4 percent, eighth graders, 5 percent, and ninth graders, 2 percent.

Most students felt that the art teacher was interested in their art projects with 63 percent of the seventh graders, 57 percent of the eighth graders, and 63 percent of the ninth graders replying in this manner. Only 12 percent of the seventh graders, 16 percent of the eighth graders, and 23 percent of the ninth graders felt that the teacher was very interested in their projects, however. Seventh graders scored the highest percentage in feeling that their art teacher was not interested in their projects with 24 percent indicating this, followed by 16 percent of the eighth graders and 15 percent of the ninth graders.

The quality most disliked about art teachers by their students was the discipline exercised by that teacher as indicated by 19 percent of the seventh graders, 20 percent of the eighth graders, and 19 percent of the ninth grade students. This discipline covered a wide range of items such as staying after school for talking, punishment for chewing gum in school, and being put out into the hall for disturbing others.

The quality most liked about art teachers by students was helpfulness as indicated by 24 percent of the seventh graders, 30 percent of the eighth graders, and 22 percent of the ninth grade students.

When students themselves were asked to name the quality they felt was most important in an art teacher, 39 percent of the seventh graders, 48 percent of the eighth graders, and 28 percent of the ninth graders replied "helpfulness." "Knowledge of art" was given by the ninth grade students as the most important characteristic of an art teacher with 41 percent of the ninth graders indicating this followed by 34 percent of the seventh graders and 30 percent of the eighth graders.

Physical Environment. Responses to questions number twenty through twenty-four are found on Table XV, Appendix A. The largest percentage of students felt that their art room was all right, but was not either attractive or unpleasant with 57 percent of the seventh graders, 70 percent of the eighth graders, and 68 percent of the ninth grade students indicating this.

Most students seemed to feel that the size of the art classroom was just right with 52 percent of the seventh graders, 59 percent of the eighth graders, and 75 percent of the ninth graders so indicating. However, a significant number of both seventh and eighth graders, 47 and 39 percent, indicated that their art classroom was too small. Twenty-three percent of the ninth graders gave this response also.

Exactly 50 percent of both the seventh and eighth grade students indicated that the art room was cheerful, while 69 percent of the ninth graders gave this response. Forty-three percent of the seventh graders, 42 percent of the eighth graders, and 29 percent of the ninth graders indicated that the art classroom was "all right." A very small percentage, 7 percent of the seventh graders, 8 percent of the eighth graders, and 2 percent of the ninth graders, indicated that the art classroom was unpleasant.

Supplies were termed "adequate" by the majority of the students at all three grade levels. Fifty-seven percent of the seventh graders, 60 percent of the eighth graders, and 57 percent of the ninth graders answered in this manner. Thirty-eight, 33 and 41 percent of the seventh, eighth, and ninth grade students, respectively, answered that supplies were "usually adequate."

A very small percentage of students indicated that supplies were not adequate, with 4 percent of the seventh grade, 6 percent of the eighth grade, and 2 percent of the ninth grade replying so.

An overwhelmingly high percentage of students, at all three grade levels, felt their art classrooms were well lighted and well ventilated.

Art appreciation. Based on Table XVI, Appendix A, 50 percent of the seventh and eighth grade students indicated their art projects had developed their interest in art some. At the same time, an overwhelmingly large percentage of the ninth graders, 64 percent, indicated that their art projects had definitely developed their interest in art. Seventeen percent of the seventh graders, 12 percent of the eighth graders, and 4 percent of the ninth grade students indicated that their projects had not developed their interest in art at all.

Art appreciation. Table XVII, Appendix A, suggests that the greatest number of students answered that they liked the work they had done in art, but they would have liked to make it even better with 51 percent of the seventh graders, 53 percent of the eighth graders, and 64 percent of the ninth graders indicating this. Twenty-nine percent of the seventh graders replied that they did not feel that their art work was good compared with 23 percent of the eighth graders and 26 percent of the ninth graders replying the same way. Only 19 percent of the seventh graders, 24 percent of the eighth graders, and 10 percent of the ninth graders felt that they were usually happy with their art work.

Art appreciation. According to Table XVIII, Appendix A, 42 percent of the seventh graders, 41 percent of the eighth graders, and 43 percent of the ninth graders replied "Sometimes," when asked if they could tell when they produced a piece of work that was valuable and worthwhile. This answer was followed with 38 percent of the seventh graders, 32 percent of the eighth graders, and 26 percent of the ninth graders indicating, "Usually." The seventh graders indicated by 16 percent that they could "Never" tell when they produced a piece of art that was valuable, and 15 percent of the eighth graders and 20 percent of the ninth graders replied in the same manner. "Almost always" was indicated by 13 percent of the seventh graders, 12 percent of the eighth graders, and 10 percent of the ninth grade students.

Art appreciation. Table XIX, Appendix A, indicates that students of all three grade levels almost always agree with their teacher's evaluation of their art work as to its quality with 33 percent of the seventh graders, 32 percent of the eighth, and 35 percent of the ninth grade students giving this response. Thirty percent of the seventh and 32 percent of the eighth graders, however, indicated that sometimes they agreed with the teacher's evaluation of their work. Only 19 percent of the ninth graders indicated "Sometimes," in their response. Thirty-four percent of the ninth graders indicated that they usually agreed with the teacher's evaluation of their work while 23 percent of the seventh and 27 percent of the eighth graders gave this answer. Only 12 percent of the seventh graders, 9 percent of the eighth, and 11 percent of the ninth grade students indicated that they rarely agreed with the teacher's evaluation of their work.

Art projects. Responses to questions number twenty-nine and thirty are found on Table XX, Appendix A. Forty-nine percent of the ninth grade students answered that their parents liked to see their art projects, and asked them to bring them home. Thirty-two percent of the seventh graders and 34 percent of the eighth graders replied in the same way. Half of both the seventh and eighth grade students replied that parents did not ask them to bring their art projects home, but when they did, their parents took time to look at them. Almost half, 43 percent, of the ninth graders gave this reply also. Fourteen percent of both seventh and eighth graders indicated that their parents didn't seem to be interested in their art projects, while 8 percent of the ninth graders gave this reply.

Thirty-six percent of both the seventh and eighth graders replied that their parents' attitude toward art work did affect whether they felt good about it, and wanted to take it home. Fifty-four percent of the ninth grade students answered positively on this also.

The eighth graders were the highest in indicating that their parents' attitude did not affect how they felt about their art projects with 27 percent indicating this, followed by 20 percent of the seventh graders and 19 percent of the ninth graders giving this reply.

A high percentage, 43 percent, of the seventh graders had never thought about whether their parents' attitude affected the way they thought about their art projects. Thirty-six percent of the eighth graders indicated this as did 27 percent of the ninth graders.

Continuing in art. According to Table XXI, Appendix A, 54 percent of the ninth grade students planned to continue in art the following year. Only 25 percent of the seventh graders and 22 percent of the eighth graders indicated that they planned to continue in art at the next grade level for sure.

If they can work it into their schedule, 35 percent of the seventh graders, 26 percent of the eighth graders and 14 percent of the ninth graders planned to continue their art studies. The eighth graders were the strongest in feeling they would not continue in art with 52 percent responding in this manner, followed by 37 percent of the seventh graders and 32 percent of the ninth grade students.

Continuing in art. Table XXII, Appendix A, indicates the results of question number thirty-two which asked the student to give the three reasons that best explained why he wished to take art the following year in the order of importance. Interest in work was given as the number one reason why most seventh graders chose to take art the following year with 24 percent giving this reply. The second reason given by seventh graders was closely divided between "finding art fun," 13 percent, and "like to see if I can do art work," 12 percent. The third reason given was "find art fun," with 20 percent of the seventh graders giving this response.

"Interest in work," was also the major reason eighth graders planned to take art the following year. This was closely followed by "need to know more," 11 percent, and "find it fun," 10 percent. The

third reason given by eighth graders for continuing in art was "find it fun," with 13 percent indicating this.

A high percentage, 49 percent, of the ninth grade students expressed "interest in work," as the reason they chose to continue in art at the next grade level. This was followed by 15 percent indicating "like to see if I can do the work," and 14 percent indicated "need to know more about art" as the second reason for continuing. The third reason given was a tie between "need to know" and "like to see if I can do it" with 11 percent of the ninth graders giving this as a third choice.

Continuing in art. According to Table XXIII, Appendix A, 16 percent of the seventh grade students indicated that they could not take art at the next grade level because it conflicted with other subjects that they must take. The second reason given for not taking art the following year was that they did not feel art was important with 9 percent of the seventh graders indicating this. The third reason given by seventh graders also was that they did not feel art was important with 11 percent indicating so.

Twenty-three percent of the eighth graders gave "conflicts with other subjects" as the major reason why they could not continue in art. The second reason given by the eighth graders was that they did not feel art was important with 21 percent giving this as their second reason. "Conflict with other subjects" was given as the third reason also by 12 percent of the eighth graders for not electing to take art at the next grade level.

Eight percent of the ninth graders indicated "conflicts with other subjects" and "Art is not important" were the most important reasons why they could not continue in art. "Unable to do work" and "Don't feel art is important to me" were given as the second reason for ninth graders failing to continue in art with 5 percent indicating these reasons. The third reason given by the ninth graders was "conflicts with other subjects" and 10 percent gave this as a reason.

Comments. The last question on the questionnaire asked the students to write any comments he might have in regard to his art courses. The following are some of the comments received from these students.

SEVENTH GRADE COMMENTS

"Grading should be more on a curve."

"I would like to have art more often than twice a week."

"I like the variety of projects."

"We should have a choice of many things instead of no choice."

"I feel I should take more time on my projects, and I might be able to do them better."

"I like art as long as the teacher takes time to help you."

"I don't think art is very much fun sometimes."

"On some projects after I am done, I feel I could have done better."

"I'd like art to be a full course instead of half of one. I wish to become a commercial artist."

"Art is a fun subject. It lets you express your talents in many things."

"Art lets you relax before going to other classes."

"I think our teacher expects too much of us."

"Projects should be thought over and commented on."

"I think art is something wonderful and it makes me proud to see that I can make art works."

"Interesting and stimulating." "It makes me feel like I can go through the whole day after I've been in art." "My best subject."

"I want to know why I get the grade I do no matter what it is."

"I would like to have the art teacher come around and look at the work separately, and show the person what to do to make it better."

EIGHTH GRADE COMMENTS

"I don't have time enough in class."

"When I think my art projects look better with something else, I add that something else."

"I love art, it's a lot of fun. I sure hope my sis who will be at Lewis and Clark next year will take it."

"I like to look at other people's art work, but I do not enjoy doing it myself."

"I enjoy art. I have only one complaint, and that is the fact that everything can't be done two periods per week in one year."

"I wish we had ten people in class, and do long projects, but not boring, but fun, fun, fun."

"Some of the projects we have done this year have no interest to me because I cannot see where they are helping me, but some of them have helped me and I enjoyed them."

"I think that some of them are too babyish for our age group. I think we should do more crafts."

"I don't like drawing human faces, hands, feet, etc. I like to do abstract design."

NINTH GRADE COMMENTS

"I have learned more about art this year than any other year - wish I could do better."

"I like to work in art. I am good at drawing, but usually when it is good it is done at home in my room, it is just something about art class."

"I feel that I could do better in art if I had more time to work on each project."

"I love art, but I think the teacher should grade you according to your own knowledge and talent - not compare you to an artist or her."

"The projects could be fun and undoubtedly are for some people. I am not good in art, and do not enjoy it."

"I think this school has the best teachers and equipment they can get. I have been extremely happy with my teachers and their knowledge of art has helped me very much."

"I enjoyed art this year as I do every year. I plan on majoring in art in college, and this year has brought good experience for me."

"I think Honors Art is really important to me because it gives me confidence."

"I love art classes and I look forward to it every day. Sometimes it is discouraging though."

"I feel that the art teacher must realize the poorer students can turn in A or B projects sometimes and deserve the grade."

"The only thing I didn't like about art this year was art history."

"The art rooms need to be larger and have better desks, and be more modern."

"I've learned more this year than all my eight years put together."

"I think it would be better if you got something for trying. Also it would help if people that were very good were put into a special class."

"I think art is fun, but I never thought I could make pottery and sculpture. I would like it even more if I was better in it, but sometimes I think I don't put enough effort into it."

"It is a very worthwhile course and is as important to me as any other subject."

"I have especially enjoyed the history of art course we had. It has helped me in other subjects (English)."

# CHAPTER V

## I. CONCLUSIONS

Based on a majority of positive or negative response, the survey suggested the following conclusions.

Art Appreciation.

1. Students at all levels have found uses for art in everyday life; however, it is significant that a higher percentage of ninth graders indicated this fact than did students at the other two grade levels.

2. Students in all three grades indicated that the principles learned in art helped them the most in room decoration and art appreciation; the least, in buying gifts and clothing.

3. Most students had visited the Yellowstone Art Center at least once, but a significantly high percentage of seventh and eighth graders had never been there. The majority of ninth graders had been to the Art Center between one and five times.

4. Students from all three grade levels indicated that they had visited art exhibits other than at the Yellowstone Art Center.

5. Only ninth graders indicated that art projects had definitely developed their interest in art while both seventh and eighth graders indicated that their interest in art had been developed only somewhat by their art projects.

6. The results of the study indicated that while the majority of students liked their art projects, they felt the need to make them better.

7. Students of all three grades indicated that "only sometimes" were they able to tell when they produced a valuable piece of work.

8. The majority of students indicated that they "almost always agreed" with the teacher's evaluation of their art work, however, a significant number of seventh and eighth grade students indicated that they "sometimes agreed" with the teacher's evaluation of their work.

Art Projects.

1. Seventh graders liked drawing best. Eighth graders liked sculpture and design best, and ninth graders liked sculpture the best. Lettering was not liked at all by a significant percentage of seventh, eighth, and ninth graders.

2. Most students indicated that they felt their art projects were "All right" but they neither especially liked or disliked them.

3. All three grades indicated they would like to do more work in sculpture. The seventh and eighth graders indicated that they also would like more work in drawing, and the ninth grade students said they would like more work in crafts.

4. Eighth grade students received the fewest opportunities to make a free choice of projects while the ninth graders received the most.

5. The highest percentages of students indicated that they were "interested" in projects when they were first presented. However, it appeared that sculpture projects were received "enthusiastically" by a high enough percentage of all 3 grades to be of significant interest.

6. Drawing held the interest of the seventh graders enthusiastically followed by sculpture and design. Sculpture also held the interest of both eighth and ninth graders enthusiastically. Drawing and design were also indicated as holding the interest of eighth and ninth graders enthusiastically.

7. The primary reason for losing interest in the art projects was the fact that students felt the projects were too long.

8. The greatest number of students had between one and five hobbies involving art.

9. Drawing and painting represented the kinds of art hobbies students of all three grades had.

10. Approximately one-half of all students indicated that their parents didn't ask to see their art projects, but when they brought them home, they looked at them. The parents of the ninth grade students appeared to have more interest in the art projects of their children than did the parents of students at the other two grade levels.

11. Approximately one-third of the seventh and eighth graders indicated that their parents' attitude did affect whether they felt good about their art projects and wanted to take them home. A majority of the ninth graders answered positively on this question also. A significantly high percentage of students had not thought about whether their parents' attitude affected the way they felt about their art projects.

Art Teacher.

1. The students of all three grade levels liked their art teacher.

2. Most students felt that the teacher was interested in their art projects. However, a significant percentage of seventh graders indicated they did not feel their art teacher was interested in their art projects.

3. The quality most disliked by students in an art teacher was the discipline that the teacher exercised.

4. The two qualities most liked in an art teacher were helpfulness and knowledge of art. Seventh and eighth grade students indicated that helpfulness was most important to them while the ninth grade students felt knowledge of art was the most important quality in an art teacher.

Physical Environment.

1. Most students felt their art room was "all right" but not especially pleasant or unpleasant.

2. Most students indicated that the size of the room was just right; however, a significant number of seventh, eighth, and ninth graders indicated that the room was too small.

3. The majority of all students felt that the art room was cheerful.

4. Supplies were termed adequate by the majority of the students.

5. A very high percentage of all students felt the art classroom was well lighted and well ventilated.

Electing to Take Art.

1. Over one-half of the ninth grade students definitely plan to continue in art, but only one-fourth of the seventh graders and approximately one-fifth of the eighth graders plan to continue in art for sure.

2. A third or less of the students at all three grade levels plan to take art at the next grade level if they can work it into their schedule.

3. Interest in art work was the major reason given for continuing in art by students of all three grade levels.

4. Other important reasons given by students for wanting to continue in art were "like to see if I can do art work," "find it fun," and "need to know more."

5. The major reason for students not electing to continue in art was that art conflicts with other subjects that they must take. Other reasons for not continuing were "unable to do art work," and "don't feel art was important."

## II. RECOMMENDATIONS FOR FUTURE STUDIES

Based on this study, recommendations for future investigations could include:

1. Various approaches to developing aesthetically intelligent consumers of art through art education.

2. Means of making parents aware of the importance of art education in the lives of their children.

3. Adequacy of art classroom to stimulate aesthetic development in students.

4. Curriculum development which could offer students expanded opportunity in art exploration.

5. Curriculum offerings in art at the junior high school level.

# SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY


Beck, Robert. "The Social Background of Art Education," Art Education, pp. 1-10. Sixty-fourth Yearbook of the National Society for Study of Education. Chicago: University of Chicago Press, 1966.

"Cultural Explosion," Senior Scholastic, 88:32, April 15, 1966.

Dorn, Charles M. "Directions in Art Education," The National Elementary Principal, 47:47-51, November, 1967.

Downey, Lawrence. Task of Public Education. Chicago: Midwest Administration Center, University of Chicago, 1960.

Eisner, Elliot. "American Education and the Future of Art Education," Art Education, pp. 299-315. Sixty-fourth Yearbook of the National Society for Study of Education. Chicago: University of Chicago Press, 1966.

Feldman, M. "Art - A Social Study," Social Studies, 50:325-8, December, 1964.

"John Dewey and Education through Art," School Art, 66:33-7, February, 1967.

Korel, M. "Allied Arts Course," The Education Digest 31:35-37, May, 1966.

Lazaurus, Ralph. "Time on Our Hands, "National Education Association Journal, 54:15, May, 1965.

Murray, William. "Culture Boom," Holiday, 39:70-5, March, 1966.

Schonberg, Harold. "The Cultural Explosion, Is It a Bomb?" Senior Scholastic, 88:32-36, April 15, 1966.

Stanton, Frank. "The Cultural Explosion, Is It a Bomb?" Senior Scholastic, 88:32-36, April 15, 1966.

Stone, Walter. "A Sociologist Discusses the New Meaning of Recreative Use of Leisure," Parks and Recreation, 2:22, April, 1967.

Walker, John. "Our Common Goal," Arts and Activities, 59:16-16, June, 1966.

Zeigler, Earle. "A Riddle for Tomorrow's World," Parks and Recreation, 2:28, September, 1967.

# APPENDIX A

TABLE I

ATTITUDE OF 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD ART AS A SUBJECT, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Liked art in grade school. | 174 | 53 | 54 | 47 | 68 | 61 |
| Art was all right. | 134 | 41 | 57 | 50 | 51 | 37 |
| Did not like art in grade school. | 18 | 6 | 4 | 3 | 2 | 2 |
| Like present art class. | 152 | 46 | 65 | 56 | 83 | 75 |
| Don't especially like art class. | 163 | 50 | 47 | 41 | 25 | 22 |
| Don't like it at all. | 13 | 4 | 3 | 3 | 3 | 3 |

TABLE II

ATTITUDE OF 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL TOWARD USES OF ART IN EVERYDAY LIFE, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Have not found uses for art in everyday life. | 43 | 13 | 18 | 16 | 7 | 6 |
| Have found uses for art. | 143 | 43 | 50 | 43 | 63 | 57 |
| Have never thought about it. | 140 | 43 | 47 | 41 | 40 | 36 |

TABLE III

ATTITUDE OF 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD ART PROJECTS, SPRING, 1969

| | 7th | | | | 8th | | | | 9th | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Not at all | All Right | Very Much | Best | Not at all | All Right | Very Much | Best | Not at all | All Right | Very Much | Best |
| Painting | 7 | 62 | 24 | 6 | 15 | 62 | 15 | 8 | 11 | 47 | 30 | 12 |
| Drawing | 13 | 34 | 28 | 25 | 21 | 40 | 18 | 20 | 9 | 34 | 43 | 14 |
| Lettering | 22 | 38 | 16 | 4 | 23 | 48 | 23 | 6 | 14 | 42 | 20 | 13 |
| Crafts | 3 | 16 | 13 | 9 | 8 | 23 | 30 | 19 | 5 | 14 | 26 | 18 |
| Sculpture | 6 | 8 | 11 | 17 | 6 | 16 | 36 | 24 | 4 | 7 | 23 | 32 |
| Design | 11 | 38 | 32 | 16 | 6 | 37 | 30 | 24 | 15 | 32 | 32 | 9 |

Figures given in percentages

TABLE IV

ATTITUDE OF 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD THE AREA OF ART IN WHICH THEY WOULD LIKE TO DO MORE WORK, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Drawing | 101 | 31 | 27 | 23 | 20 | 18 |
| Painting | 28 | 9 | 8 | 7 | 19 | 17 |
| Lettering | 26 | 8 | 9 | 8 | 3 | 3 |
| Crafts | 31 | 9 | 18 | 16 | 25 | 23 |
| Sculpture | 85 | 26 | 36 | 31 | 36 | 32 |
| Design | 52 | 16 | 16 | 14 | 8 | 7 |

TABLE V

RESPONSE TO NUMBER OF TIMES 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, HAVE BEEN GIVEN A FREE CHOICE OF PROJECTS, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Never | 105 | 32 | 55 | 48 | 16 | 14 |
| Between one and five times | 189 | 58 | 52 | 45 | 82 | 74 |
| More than five times | 29 | 9 | 5 | 4 | 11 | 10 |

TABLE VI

ATTITUDE OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD ART PROJECTS WHEN FIRST PRESENTED, SPRING, 1969.

| | 7th | | | 8th | | | 9th | | |
|---|---|---|---|---|---|---|---|---|---|
| | Int. | Disint. | Enthus. | Int. | Disint. | Enthus. | Int. | Disint. | Enthus. |
| Painting | 65 | 21 | 13 | 56 | 28 | 16 | 61 | 18 | 21 |
| Drawing | 46 | 20 | 34 | 48 | 29 | 23 | 52 | 20 | 16 |
| Lettering | 34 | 35 | 9 | 43 | 36 | 16 | 46 | 13 | 11 |
| Crafts | 25 | 7 | 17 | 40 | 15 | 27 | 28 | 11 | 29 |
| Sculpture | 14 | 5 | 23 | 47 | 7 | 28 | 21 | 5 | 43 |
| Design | 52 | 18 | 27 | 52 | 17 | 29 | 50 | 21 | 20 |

Figures given are percentages

TABLE VII

ATTITUDE OF 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD ABILITY OF ART PROJECTS TO HOLD INTEREST, SPRING, 1969.

| | 7th | | | 8th | | | 9th | | |
|---|---|---|---|---|---|---|---|---|---|
| | Held | Lost | Enthus. Held | Held | Lost | Enthus. Held | Held | Lost | Enthus. Held |
| Painting | 50 | 35 | 13 | 45 | 40 | 15 | 44 | 30 | 25 |
| Drawing | 39 | 28 | 32 | 34 | 34 | 30 | 47 | 23 | 30 |
| Lettering | 27 | 42 | 9 | 39 | 44 | 14 | 42 | 30 | 13 |
| Crafts | 22 | 8 | 12 | 36 | 17 | 23 | 32 | 10 | 27 |
| Sculpture | 13 | 3 | 23 | 40 | 6 | 33 | 20 | 7 | 41 |
| Design | 44 | 26 | 26 | 49 | 20 | 30 | 48 | 19 | 20 |

Figures given in percentages

TABLE VIII

RESPONSE OF 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, AS TO WHY THEY LOST INTEREST IN ART PROJECTS, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Project was too long. | 104 | 32 | 45 | 39 | 20 | 18 |
| Project was too hard. | 31 | 9 | 15 | 13 | 12 | 11 |
| Project was too easy. | 12 | 4 | 3 | 3 | 1 | 1 |

TABLE IX

NUMBER OF HOBBIES INVOLVING ART WORK OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| One | 68 | 21 | 29 | 25 | 20 | 18 |
| Between one and five | 127 | 39 | 43 | 37 | 48 | 43 |
| More than five | 39 | 12 | 13 | 11 | 8 | 7 |
| None | 86 | 26 | 29 | 25 | 0 | 0 |

TABLE X

RESPONSES OF 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, AS TO WHAT KIND OF ART WORK THEY HAVE DONE AS A HOBBY, SPRING, 1969

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Painting | 82 | 25 | 34 | 29 | 45 | 40 |
| Drawing | 116 | 35 | 33 | 28 | 50 | 45 |
| Lettering | 5 | 1 | 3 | 2 | 5 | 4 |
| Crafts | 29 | 9 | 5 | 4 | 9 | 8 |
| Sculpture | 30 | 9 | 4 | 3 | 9 | 8 |
| Design | 39 | 12 | 21 | 18 | 24 | 21 |

TABLE XI

RESPONSE TO EXTENT PRINCIPLES LEARNED IN ART HAVE HELPED 7, 8 AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TO BECOME BETTER JUDGES OF ARTISTIC VALUES, SPRING, 1969.

| | 7th | | | | 8th | | | | 9th | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Not at all | Some | Much | Very Much | Not at all | Some | Much | Very Much | Not at all | Some | Much | Very Much |
| Clothing | 21 | 49 | 19 | 8 | 29 | 47 | 17 | 7 | 18 | 47 | 22 | 10 |
| Gifts | 22 | 43 | 18 | 13 | 21 | 45 | 27 | 5 | 23 | 42 | 15 | 16 |
| Room Decoration | 13 | 32 | 25 | 25 | 10 | 38 | 30 | 21 | 11 | 30 | 21 | 37 |
| Appreciation of Art | 8 | 25 | 24 | 29 | 8 | 24 | 25 | 30 | 2 | 18 | 22 | 50 |

Figures are in percentages

TABLE XII

NUMBER OF TIMES 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA,HAVE VISITED THE YELLOWSTONE ART CENTER, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Never | 151 | 46 | 57 | 49 | 17 | 15 |
| Between one and five times | 141 | 43 | 48 | 42 | 73 | 66 |
| More than five times | 33 | 10 | 10 | 9 | 21 | 19 |

TABLE XIII

RESPONSES BY 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, OF VISITS TO ART EXHIBITS OTHER THAN AT YELLOWSTONE ART CENTER, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Yes | 208 | 64 | 66 | 57 | 73 | 66 |
| No | 103 | 31 | 48 | 42 | 38 | 34 |

TABLE XIV

ATTITUDE OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL TOWARD ART TEACHERS AT BILLINGS, MONTANA, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Like teacher. | 163 | 50 | 67 | 58 | 80 | 72 |
| Neither like nor dislike. | 149 | 46 | 41 | 36 | 29 | 26 |
| Dislike teacher. | 14 | 4 | 6 | 5 | 2 | 2 |
| Feel teacher is interested in projects. | 205 | 63 | 65 | 57 | 67 | 63 |
| Feel teacher is very interested in projects. | 38 | 12 | 18 | 16 | 25 | 23 |
| Feel teacher is not interested in projects. | 77 | 24 | 18 | 16 | 17 | 15 |
| Quality disliked most in teacher is discipline. | 63 | 19 | 23 | 20 | 22 | 19 |
| Quality liked most in teacher is helpfulness. | 90 | 24 | 36 | 30 | 25 | 22 |
| Helpfulness is most important characteristic of art teacher. | 129 | 39 | 55 | 48 | 31 | 28 |
| Knowledge of art is the most important characteristic of art teacher. | 110 | 34 | 34 | 30 | 46 | 41 |

TABLE XV

ATTITUDE OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD PHYSICAL ENVIRONMENT OF CLASSROOM, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Art classroom is attractive. | 108 | 33 | 18 | 16 | 31 | 28 |
| Art classroom is all right. | 187 | 57 | 81 | 70 | 75 | 68 |
| Art classroom is not pleasant. | 32 | 10 | 15 | 13 | 3 | 3 |
| Art classroom is just right in size. | 170 | 52 | 68 | 59 | 83 | 75 |
| Art classroom is too small. | 153 | 47 | 45 | 39 | 26 | 23 |
| Art classroom is too large. | 1 | .3 | 2 | 2 | 0 | 0 |
| Art classroom is cheerful. | 165 | 50 | 58 | 50 | 77 | 69 |
| Art classroom is unpleasant. | 22 | 7 | 9 | 8 | 2 | 2 |
| Art classroom is all right. | 140 | 43 | 48 | 42 | 32 | 29 |
| Supplies are adequate. | 187 | 57 | 69 | 60 | 64 | 57 |
| Supplies are inadequate. | 14 | 4 | 7 | 6 | 2 | 2 |
| Supplies are usually adequate. | 125 | 38 | 38 | 33 | 45 | 41 |
| Art classroom is well lighted and well ventilated. | 239 | 73 | 97 | 84 | 94 | 85 |
| Art classroom is not well lighted or ventilated. | 42 | 13 | 16 | 14 | 8 | 7 |

TABLE XVI

RESPONSE OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD DEVELOPMENT OF INTEREST IN ART BY THEIR ART PROJECTS, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Definitely, yes | 102 | 31 | 29 | 25 | 71 | 64 |
| Some | 164 | 50 | 72 | 63 | 32 | 29 |
| Not at all | 56 | 17 | 14 | 12 | 5 | 4 |

TABLE XVII

ATTITUDE OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, TOWARD THE QUALITY OF THEIR ART WORK, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| I am usually happy with it. | 64 | 19 | 28 | 24 | 11 | 10 |
| Do not feel that it is good. | 94 | 29 | 26 | 23 | 29 | 26 |
| Would like to make it better. | 166 | 51 | 61 | 53 | 71 | 64 |

TABLE XVIII

RESPONSES OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, INDICATING THEIR ABILITY TO JUDGE WHEN THEY PRODUCE VALUABLE ART, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Sometimes | 138 | 42 | 47 | 41 | 48 | 43 |
| Usually | 93 | 28 | 37 | 32 | 29 | 26 |
| Never | 51 | 16 | 17 | 15 | 22 | 20 |
| Almost always | 41 | 13 | 14 | 12 | 11 | 10 |

TABLE XIX

RESPONSES OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, AS TO THE EXTENT WITH WHICH THEY AGREE WITH THEIR TEACHER'S EVALUATION OF THEIR ART WORK, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Rarely | 38 | 12 | 10 | 9 | 12 | 11 |
| Usually | 74 | 23 | 31 | 27 | 38 | 34 |
| Sometimes | 99 | 30 | 37 | 32 | 21 | 19 |
| Almost Always | 109 | 33 | 37 | 32 | 39 | 35 |

TABLE XX

RESPONSES OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, AS TO ATTITUDE OF PARENTS TOWARD ART PROJECTS, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| They like to see art. | 106 | 32 | 39 | 34 | 54 | 49 |
| They don't ask me to bring art home, but are interested. | 162 | 50 | 58 | 50 | 48 | 43 |
| They don't seem to be interested. | 46 | 14 | 16 | 14 | 9 | 8 |
| Parents' attitude does affect how I feel. | 119 | 36 | 41 | 36 | 60 | 54 |
| Parents' attitude does not affect how I feel. | 64 | 20 | 31 | 27 | 21 | 19 |
| Have never thought about it. | 139 | 43 | 42 | 36 | 30 | 27 |

TABLE XXI

RESPONSES OF 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, AS TO THEIR PLANS FOR CONTINUING IN ART AT THE NEXT GRADE LEVEL, SPRING, 1969.

| | 7th | | 8th | | 9th | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Plan to take art. | 83 | 25 | 25 | 22 | 60 | 54 |
| If I can work it in, I plan to take art. | 115 | 35 | 30 | 26 | 15 | 14 |
| I do not plan to take art. | 120 | 37 | 60 | 52 | 35 | 32 |

TABLE XXII

REASONS GIVEN BY 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, FOR ELECTING TO TAKE ART AT THE NEXT GRADE LEVEL, SPRING, 1969.

| | 7th | | | 8th | | | 9th | | |
|---|---|---|---|---|---|---|---|---|---|
| | Reasons | | | Reasons | | | Reasons | | |
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Interest in work. | 24 | 4 | 6 | 24 | 3 | 2 | 49 | 13 | 3 |
| Easy subject. | 4 | 4 | 4 | 1 | 4 | 2 | 1 | 3 | 1 |
| Need to know more about art. | 8 | 11 | 3 | 4 | 11 | 3 | 3 | 14 | 11 |
| Like to see if I can do art. | 7 | 12 | 6 | 4 | 4 | 3 | 4 | 15 | 11 |
| Parents want me to take art. | 1 | 2 | 1 | - | 2 | 1 | 1 | 0 | 5 |
| Like the teacher. | 2 | 6 | 4 | - | 3 | 3 | 0 | 3 | 0 |
| Find art fun. | 8 | 13 | 20 | 4 | 10 | 13 | 9 | 10 | 21 |
| Can do art well. | 2 | 3 | 7 | 3 | 3 | 10 | 6 | 9 | 10 |

TABLE XXIII

REASONS GIVEN BY 7, 8, AND 9TH GRADE STUDENTS AT LEWIS AND CLARK JUNIOR HIGH SCHOOL, BILLINGS, MONTANA, FOR NOT ELECTING TO TAKE ART AT THE NEXT GRADE LEVEL, SPRING, 1969.

| | 7th | | | 8th | | | 9th | | |
|---|---|---|---|---|---|---|---|---|---|
| | Reasons | | | Reasons | | | Reasons | | |
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| No interest in art. | 9 | 7 | 3 | 11 | 5 | 6 | 5 | 4 | 1 |
| Unable to do art work. | 8 | 8 | 3 | 11 | 7 | 5 | 8 | 5 | 2 |
| Don't feel art is important to me. | 3 | 9 | 11 | 8 | 21 | 10 | 2 | 5 | 5 |
| Parents don't want me to take art. | 1 | 2 | .03 | 1 | 2 | 1 | 1 | 1 | 4 |
| Feel that art is waste of time. | 3 | 1 | 6 | 1 | 3 | 7 | 1 | 2 | 4 |
| Conflicts with other subjects that I must take. | 16 | 3 | 5 | 23 | 10 | 12 | 8 | 5 | 10 |

Figures are given in percentages.

# APPENDIX B

QUESTIONNAIRE

INSTRUCTIONS: Select the one answer that best expresses how you feel about the question asked, and insert the letter preceding that answer in the blank space at the right.

1. How did you feel about art in grade school? (a) I liked it very much. (b) Art was all right. (c) I did not like it at all. _____

2. How do you feel about your present art class? (a) I like it very much. (b) It's all right, but I don't especially like it. (c) I don't like it at all. _____

3. How do you feel about the importance of art in your everyday life? (a) I have not found uses for it in my everyday life. (b) I have found uses for it in most things I do. (c) I have never thought about it in connection with the everyday things in my life. _____

4. Indicate how you have liked your art projects this year by checking the appropriate column for each area of art we have studied so far this year.

| | Not at all | All right | Very much | Best of all |
|---|---|---|---|---|
| a. Painting | | | | |
| b. Drawing | | | | |
| c. Lettering | | | | |
| d. Crafts | | | | |
| e. Sculpture | | | | |
| f. Design | | | | |

5. If you were given a choice, in which area of art would you like to do more work? (a) Drawing (b) Painting (c) Lettering (d) Crafts (e) Sculpture (f) Design _____

6. Has your art teacher given you a free choice of projects? (a) Never (b) Between one and five times (c) More than 5 times _____

7. Indicate how you felt when art projects in the following areas were presented to you for the first time by checking the appropriate column.

| | Interested | Disinterested | Enthusiastic |
|---|---|---|---|
| a. Painting | | | |
| b. Drawing | | | |
| c. Lettering | | | |
| d. Crafts | | | |
| e. Sculpture | | | |
| f. Design | | | |

8. How well did the following areas of art hold your interest as you worked on your projects? Indicate your answer by checking the appropriate column below:

| | Held my interest until completed | Lost my interest before finishing | Enthusiastically held my interest |
|---|---|---|---|
| a. Painting | | | |
| b. Drawing | | | |
| c. Lettering | | | |
| d. Crafts | | | |
| e. Sculpture | | | |
| f. Design | | | |

9. If you lost interest in your project before you finished it, was it because the project was (a) Too long (b) Too hard (c) Too easy (d)_____ _____
Other Reason

10. How many hobbies involving art work do you have? (a) One (b) Between one and five (c) More than five (d) None _____

11. What kind of art work have you done as a hobby?_____
_____

12. Indicate to what extent the principles you have learned in art have helped you to be a better judge of artistic values in the following areas by checking the appropriate column:

| | Not at all | Some | Much | Very much |
|---|---|---|---|---|
| a. Clothing | | | | |
| b. Gifts | | | | |
| c. Room Decoration | | | | |
| d. Appreciation of the art work of others | | | | |

13. How many times have you visited the Yellowstone Art Center? (a) Never (b) Between one and five times (c) More than five times ____

14. Have you gone to art exhibits other than at the Yellowstone Art Center? ____

******

15. How do you feel about your art teacher? (a) I like him/her very much. (b) He/She is all right, but I don't especially like or dislike him/her. (c) I do not like him/her. ____

16. What quality do you like the most about your art teacher?_____

_____

17. What quality do you dislike the most about your art teacher?_____

_____

18. How do you feel about your art teacher's interest in your art projects? (a) He/She is interested in my projects. (b) He/She is very interested and enthusiastic about my art projects. (c) He/She is not interested in my art projects. ____

19. Which <u>one</u> of the following characteristics or traits do you feel is most important in an art teacher? (a) Helpfulness (b) Fairness (c) Enthusiasm (d) Knowledge of art (e) Other_____ ____

******

20. How do you feel about the appearance of your art classroom? (a) The art classroom is attractive and stimulating. (b) The art classroom is all right. (c) The art classroom is not a pleasant place in which to work. ____

21. How do you feel about the size of your art classroom? (a) It is just right. (b) It is too small and crowded. (c) It is too large. ____

22. How do you feel about the atmosphere in your art classroom? (a) The art classroom is usually a cheerful and relaxed place. (b) The art classroom is an unpleasant place. (c) The art classroom is all right, but not an especially pleasant or unpleasant place. ____

23. Do you have enough supplies and equipment in your art classroom with which to do your work efficiently? (a) Yes (b) No (c) On most things, but not enough for some projects. ____

24. Do you feel your art classroom is well lighted and well ventilated? (a) Yes (b) No (c) Other _____ ____

******

25. Do you feel that your art work this year has developed your interest in art? (a) Definitely, yes. (b) Some, but not a great deal. (c) Not at all. ____

26. How do you feel about the quality of your art work? (a) I am usually happy and satisified with it. (b) I do not feel that it is good. (c) I like what I have done, but would like to make it even better. ____

27. Can you tell when you produce art that is valuable and worthwhile? (a) Sometimes, but not always (b) Usually (c) Never (d) Almost always _____

28. Do you agree with your teacher's evaluation of your art work as to its quality? (a) Rarely (b) Usually (c) Sometimes (d) Almost always _____

29. How do your parents feel about seeing your art work? (a) They like to see it, and ask me to bring things home for them to see. (b) They don't ask me to bring things home, but when I do, they take time to look at them. (c) They don't seem to be very interested. _____

30. Does your parents' attitude toward your art work affect whether you feel good about it, and want to take it home? (a) Yes (b) No (c) Have never thought about it. _____

31. How do you feel about taking art next year? (a) I plan to take art for sure. (b) If I can work it in with my other courses, I plan to take art. (c) I do not plan to take art next year. _____

32. If you plan to take art next year, number below the three (3) reasons that best explain why you wish to do so in the order of importance beginning with Number 1:

_____interest in work
_____an easy subject
_____feel need to know more about art
_____like to see if I can do it
_____parents want me to take it.
_____like the teacher
_____find it fun after doing other subjects
_____can do well in art

33. If you do not plan to take art next year, number below the three (3) reasons that best explain why you do not wish to do so, in order of importance, beginning with Number 1:

_____no interest in work
_____unable to do art work
_____don't feel art is important to me
_____parents don't want me to take art.
_____feel that art is waste of time
_____conflicts with other subjects that I must take

34. In the space below, please insert any other comments you may have concerning your art projects or studies:

_____
_____
_____