

STATEMENT OF PERMISSION TO COPY

In presenting this paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this paper for financial gain shall not be allowed without my written permission.

Signature

James Roger Guder

Date

June 3, 1976

ATTITUDES, OBJECTIVES, AND PRACTICES OF ELEMENTARY ART
IN SIX SELECTED HI-LINE ELEMENTARY SCHOOLS

by

James Roger Gorder

A professional paper submitted in partial fulfillment
of the requirements for the degree

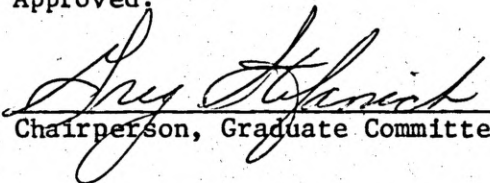
of

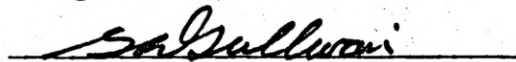
MASTER OF EDUCATION

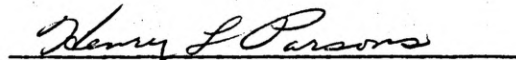
with concentration in

Elementary Administration

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1976

ACKNOWLEDGEMENTS

The author is grateful to the members of his committee and to Dr. Eric Strohmeyer, for the cooperation which they gave in this study. He is especially appreciative to his major advisor and committee chairman, Dr. Greg Stefanich, for his guidance and encouragement.

Appreciation is extended to the Chester Elementary School, Hingham Elementary School, Inverness Elementary School, Joplin Elementary School, Kremlin-Gildford Elementary School, and Rudyard Elementary School, for their permission to conduct this study. The researcher is grateful to all the teachers and students who participated and made this study possible.

The author expresses special thanks and appreciation to his wife, Jane, for her encouragement and understanding throughout the completion of this study.

TABLE OF CONTENTS

VITA.	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES.	vi
ABSTRACT.	viii

Chapter	Page
1. INTRODUCTION.	1
Statement of the Problem	2
Need and Purpose of this Study	2
General Questions to be Answered	3
General Procedure	3
Limitations and Delimitations	5
Definition of Terms	6
Summary	7
2. REVIEW OF LITERATURE	8
Importance of Art for Children	8
Creativity Related to Elementary Art Education.	11
Teachers' Responsibilities in Elementary Art.	13
Trends in Teaching Elementary Art	15
Summary	17
3. PROCEDURES.	19
Population Description and Sampling Procedure	19
Investigative Categories	20
Controls of Irrelevant and Contamination	
Variables	21
Method of Collecting Data	21
Reliability and Validity.	23
Organization and Analysis of Data	24
Precautions Taken for Accuracy	25
Summary	25

Chapter	Page
4. ANALYSIS OF THE FINDINGS OF THIS STUDY	27
Report of the Teacher Questionnaire	27
Report of the Student Questionnaire	49
Summary.	78
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	80
Conclusions.	82
Recommendations	84
REFERENCES	86
APPENDIXES	
A. Instrument for Teachers.	88
B. Instrument for Students Grade Levels 4-6	92
C. Instrument for Students Grade Levels 1-3	97
D. Letter from Elliot Eisner	99
E. Letter to Principals	101

LIST OF TABLES

Table	Page
1. Teachers' Opinions of Art Objectives in Elementary Schools Without an Art Specialist (1-3)	29
2. Teachers' Opinions of Art Objectives in Elementary Schools With an Art Specialist (1-3).	31
3. Teachers' Opinions of Art Objectives in Elementary Schools Without an Art Specialist (4-6)	34
4. Teachers' Opinions of Art Objectives in Elementary Schools With an Art Specialist (4-6).	36
5. Art Specialists' Opinions of Art Objectives in Elementary Schools	39
6. Art Activities Included in Elementary Art Programs (1-3) by Teachers Without Art Specialists.	42
7. Art Activities Included in Elementary Art Programs (1-3) by Teachers Having an Art Specialist in Their School	43
8. Art Activities Included in Elementary Art Programs (4-6) by Teachers Without Art Specialists.	45
9. Art Activities Included in Elementary Art Programs (4-6) by Teachers Having an Art Specialist in Their School	46
10. Art Activities Included in Elementary Art Programs by Art Specialists	48
11. First Grade Students Preference of Art Activities	52
12. Second Grade Students Preference of Art Activities	53
13. Third Grade Students Preference of Art Activities	54
14. Fourth Grade Students Preference of Art Activities.	55
15. Fifth Grade Students Preference of Art Activities	56
16. Sixth Grade Students Preference of Art Activities	57

Table	Page
17. Participation of Fourth Grade Students in Art Activities During Their Free Time (monthly).	60
18. Participation of Fifth Grade Students in Art Activities During Their Free Time (monthly).	61
19. Participation of Sixth Grade Students in Art Activities During Their Free Time (monthly).	62
20. Participation of Fourth Grade Students in Art Activities During Their Free Time (yearly)	65
21. Participation of Fifth Grade Students in Art Activities During Their Free Time (yearly)	66
22. Participation of Sixth Grade Students in Art Activities During Their Free Time (yearly)	67
23. How Fourth Grade Students Perceive Their Art Ability and Art Classes	70
24. How Fifth Grade Students Perceive Their Art Ability and Art Classes	71
25. How Sixth Grade Students Perceive Their Art Ability and Art Classes	72
26. Fourth Grade Students Attitudes About Artists and Art Works	75
27. Fifth Grade Students Attitudes About Artists and Art Works	76
28. Sixth Grade Students Attitudes About Artists and Art Works	77

ABSTRACT

The problem of this study was to determine which art objectives and practices are important to elementary teachers from six selected Hi-Line elementary schools in Montana, and determine the attitudes of the elementary students from the same selected schools in regard to art in the elementary curriculum.

The population consisted of twenty-five teachers, two K-12 art specialists, and 363 elementary students in grades one through six from the elementary schools in Chester, Hingham, Inverness, Joplin, Kremlin-Gildford, and Rudyard.

Two questionnaires were used to collect the data. Teachers were surveyed by an instrument developed by the researcher from related literature, and a modified version of the Eisner Art Attitude Inventory was used with the students. This researcher traveled to each elementary school to administer the questionnaire to the total population of elementary students in grade levels one through six from the selected elementary schools. While the students completed their questionnaire, the teachers were asked to complete the questionnaire designed for them.

The general conclusions of this study were: 1) the teachers and art specialists in this study agreed on the importance of most of the objectives; 2) the teachers and art specialists have children draw and paint more than other art activities; 3) students in grade levels four through six were highly interested in art and enjoyed art classes; 4) students in grade levels four through six believed that advances in the field of art are important for a country's progress; 5) students in grades four through six indicated they would enjoy a visit to an art center; 6) students in grades four through six designated that working with art projects is not frustrating and that they had good feelings about completing art projects; and 7) students in grade levels four through six indicated that art is not boring to look at and that good art is a matter of personal taste.

Recommendations for this study involving the six selected Hi-Line elementary schools were: 1) provide elementary students more art activities involving molding clay and pottery; 2) visits to an art museum or art gallery should be provided for the students; and 3) results from this study should be applied in developing an art curriculum that better fits the needs and interests of the students.

Chapter 1

INTRODUCTION

Some people have mixed feelings about art and wonder what use art has in the life of a child. In many cases the public has not seen the full range of experiences in the arts and consider art as a "frill" in the elementary school curriculum.

Art becomes an important part of the education process when it is a means of communication. Art as a means of communication allows children to express their feelings, develop perceptual skills, and exercise their creativity. At the elementary level art education can contribute to children's sensitivity to aesthetic experience and help them assume responsibility for awareness of their environment. Art in the elementary curriculum can improve the quality of education by inviting active involvement and learning of children (Greenberg, 1972: 100-102).

The intent of this study was to determine which art objectives and practices are important to elementary teachers from six selected Hi-Line elementary schools and from the same selected schools determine the attitudes of elementary students about art. The researcher selected these areas because they are important phases to examine before developing a curriculum in elementary art. This researcher believes that careful planning for a curriculum in elementary will help eliminate art being viewed merely as a "frill".

Statement of the Problem

The problem of this study was to determine which art objectives and practices are important to elementary teachers from six selected Hi-Line elementary schools, and determine the attitudes of the elementary students from the same selected schools in regard to art in the elementary curriculum.

Need and Purpose of this Study

With rising costs and tight money, administrators and the public are asking for accountability with defined objectives. They are demanding high quality programs that will benefit children (Greenberg, 1972:106). Information relating to the interests of children and areas which teachers feel should be emphasized would be a valuable asset in designing quality programs in elementary art.

There were two major thrusts in this study. One purpose of this study was to obtain information concerning what art objectives and practices elementary teachers believed were of importance in the six selected Hi-Line elementary schools. The second purpose was to gain information from the elementary students in the selected elementary Hi-Line elementary schools to find out their attitudes toward art, artists, and art activities. This research contributes information from teachers and elementary students that may be used in developing an elementary art program.

General Questions to be Answered

1. What objectives for elementary art do elementary teachers from six selected Hi-Line elementary schools believe are most important for children in grade levels 1-6?

2. What art activities do elementary teachers from six selected Hi-Line elementary schools believe are of importance for children in grade levels 1-6?

3. In what art activities do children prefer to engage in at six selected Hi-Line elementary schools in grade levels 1-6?

4. To what extent do children in grade levels 4-6 from six selected Hi-Line elementary schools, engaged in art activities in their free time?

5. To what extent do children participate in visiting art centers in grade levels 4-6 from the selected Hi-Line elementary schools?

6. How do children from the six selected Hi-Line elementary schools perceive their ability and interest in art?

7. What are the attitudes of children from the six selected Hi-Line elementary schools, grade levels 4-6, towards artists and art works?

General Procedure

To attempt to solve the problem of this study, two instruments were used. One instrument was given to 25 elementary teachers and two

K-12 art specialists from six selected Hi-Line elementary schools to determine which art objectives and practices they believe are important for elementary art. (See Appendix A) This instrument was designed with twenty-one objectives and each objective had a four point rating scale which was ranked from most important to the least important. A mean score was determined for each objective and the objectives were then ranked from the highest mean score to the lowest mean score. A second part of the instrument was designed with 17 activities listed to find out the frequency teachers used the activities. A mean score was also determined for the activities and they were ranked from the highest mean score to the lowest mean score.

The second instrument was a modification of the Eisner Art Inventory which was administered to 363 elementary students from the six selected Hi-Line elementary schools by this researcher (Smith, 1974:72-77). This instrument investigated four areas: (1) how elementary students feel about certain art activities; (2) how much elementary students participate in art activities in their free time; (3) how elementary students feel about their own art ability and art classes; and (4) how elementary students feel about artists and art works. Areas one, three, and four of the instrument had questions answered on a four point scale which was ranked from most important to least important. The second area of the instrument had the questions answered by having a rating scale with a specific number of times that

a child had participated in an activity. A mean was determined with the data collected for each question. The questions were then ranked from the highest mean score to the lowest mean score.

A letter was written for permission of the use of the modified Eisner Art Inventory, and Elliot Eisner gave permission to this researcher to use the instrument. (See Appendix D) This researcher also telephoned the principals of the schools involved in the study for permission to administer the instruments in their schools. A letter was then sent to the principals stating the purpose of this study and a schedule was arranged. (See Appendix E)

Limitations and Delimitations

There are very few art museums in the State of Montana and this researcher views this fact as a limitation in the study. There were questions about museums in the instrument and with a small number of art museums in Montana this may affect how some students will answer part of the instrument.

Reliability and validity data has not been reported for the Eisner Art Attitude Inventory for any grade level below the eighth grade.

A delimitation was placed on the population of the study by limiting the study to six selected Hi-Line elementary schools in Montana. The study only included grade levels 1-6. Also the children

in the grade levels 1-3 were only surveyed in one area of the Eisner instrument, how they feel about art activities.

This study was limited to the reaction of elementary teachers in the six selected schools involved in this study to specific objectives and practices presented in the instrument developed by this researcher.

A delimitation was placed on this study by only examining two areas of importance in developing a good program in elementary art, teacher views of art objectives and practices and elementary student views of art.

Definition of Terms

Selected Hi-Line Elementary Schools. The term selected Hi-Line Elementary Schools refers in meaning to six specific elementary schools on the Hi-Line in Montana. Chester Elementary School, Hingham Elementary School, Inverness Elementary School, Joplin Elementary School, Kremlin-Gildford Elementary School, and Rudyard Elementary School were the selected schools for this study.

Art. This researcher used the term art meaning the visual arts. Good (1973:42) defines visual art as, "the products which can be seen or comprehended through the eye, such as painting, sculpture, or architecture."

Elementary Art Program or Elementary Art Curriculum. The terms

program and curriculum have the same meaning in this study. They relate to elementary art as a course of study in a school program.

Summary

According to literature elementary art is beneficial to children by helping them in expressing their feelings, developing perceptual skills, and exercising their creativity. Also elementary art can improve education by involving children actively in the learning process.

Literature indicates that administrators and the public are asking for quality programs. This research is a process of gathering information that may be used in developing a quality program in elementary art at the six selected Hi-Line elementary schools. One phase of this research determines the objectives and practices that elementary teachers from the selected schools believe are of importance. Another phase of this research determines attitudes of the elementary students from the same selected schools in regard to art, artists, and art activities.

Chapter 2

REVIEW OF LITERATURE

A review of related literature was used to examine important areas in elementary art education that are pertinent in program development procedures. The review is organized into four categories. The first category illustrates the increasing importance that art can have on lives of children. The second category delineates creativity as it relates to elementary art education. The third category is an overview of teachers' responsibilities in elementary art. The fourth category views trends in teaching elementary art.

Importance of Art for Children

According to Lowenfeld (1970:33), art is particularly important for children's thinking processes, perceptual development, emotional development, social awareness, and creative development. Art education is primarily concerned with the effects it makes upon children, while fine arts is mostly concerned with resulting products (Lowenfeld, 1970:10).

Art can favorably help a child's self-concept by gaining success in an area of education. Many children have difficulties with the verbal educational procedures and success in a non-verbal area can sometimes encourage a child to do better with the verbal areas (Cohen, 1974:170).

The development of self-concept is of great importance for children. Children need to see themselves as being worthy individuals in order to manage in their complex environment. Producing an art project allows the child to view it as an extension of himself and this helps him to perceive himself better (Cohen, 1974:172). When a classroom teacher sees a child in a new role as a successful and productive art student, she will undoubtedly treat him in a different manner than when she saw him only as a poor reader. Teachers help children to develop good self-concepts of themselves by seeing them as being worthy individuals (Cohen, 1974:179-180).

Art is more than a pastime for children; it is often thought of as an important means of communication. Art as a means of communication becomes a social expression. Drawings and paintings of a young child begin to include people and as the child becomes older his art work reflects his growing awareness of his social environment (Lowenfeld, 1970:33). Lowenfeld (1970:5) believes that creative art activities provide an opportunity for an individual to live cooperatively in his society and that art helps a child to learn to be responsible for his own actions. Art activities can develop healthy companionships and participation sets the stage for rapport and harmony in a classroom.

When a child completes a piece of art work, it gives him a feeling of accomplishment. Every painting, drawing, and craft activity contributes to his aesthetic growth. Art activities bring children a

wholesome experience that allows them to organize and communicate their thoughts and feelings to someone else (Erdt, 1962:4). Art provides a youngster the possibility to seek answers of his own, therefore, his growth is not limited to areas predetermined by schools (Lowenfeld, 1970:34).

Art can be beneficial for children by serving as a visual or concrete structure in other disciplines. Art can be correlated with other subject areas because it is intrinsically appealing to most children. Often a child that has difficulties in school finds it easier to write about his work in art than to write an imaginary story. Making an art object develops a child's confidence and he is able to write about it. To discover how things work or what things look like can give a child a purpose to read about it (Luca, 1968:13). Cohen (1974:181) sees art as, "a sort of cement, binding understanding in social studies, literature, and science into an integrated whole".

To develop creativity in children is a basic goal of teaching art in the elementary school. Teaching art creatively can help a child to express himself in his own unique way and add to his creative growth. Lowenfeld (1970:46-47) stresses that probably the most important aspect that creativity has provided our educational system is divergent thinking, in which there are any number of possible solutions to problems. Divergent thinking allows children an opportunity to have success, which again helps an individual's self-concept (Lowenfeld, 1970:46).

Creativity Related to Elementary
Art Education

Visual art and creativity have always been closely related, but it is possible to have an art program in school that is not creative in nature. It is important for teachers to realize that not all art programs are creative, so that they encourage children to develop habits and attitudes that can lead to creative work (McFee, 1968:129).

Visual art is defined by Daniel Mendelowitz (1963:4) as, "those arts that are meant primarily to be seen. The arts are directed toward the senses - the visual arts are designed for the eyes". June McFee (1968:129) defines creativity as, "peoples' behavior when they do such things as (1) invent a new pattern, form, or idea; (2) rearrange already established objectives, patterns, or ideas; and (3) integrate a new or borrowed factor into already established organizations". The researcher has provided the definitions for visual arts and creativity to illustrate the possibility of having a visual art project that is not creative in nature. For example, a classroom of students coloring a mimeographed figure is not being creative, but it can be tied to visual art.

The basic principles of creativity are listed by Smith as:

(1) All children are born creative. (2) There is a relationship between creativity and intelligence. (3) Creativity is a form of giftedness which is not measured by current intelligence tests. (4) All areas of curriculum may be used to develop creativity. (5) Creativity is a process and a product. (6) All creative processes cannot be developed at one time or in one

lesson. (7) Creativity cannot be taught. (8) More knowledge, more skills, and more facts are required of each individual in order for him to be more creative than ever before. (9) Theories of creativity development lead us to believe that the unconscious plays a role in creative development. (10) Excessive conformity and rigidity are true enemies of creativity. (11) Children go through definite steps in the creative process. (12) Creative teaching and creative learning can be more effective than other types of teaching and learning. (13) Children who have lost much of their creativity may be helped to regain it by special methods of teaching (1967:4-6).

A child "creates" in a more pure way in his first two or three years of his life (Landcaster, 1975:3). Creativity is possible for almost everybody, but it is easier for young children to develop creativity. Older children tend to seek a type of conformity in their art work and will often exclude their personal feelings. Teachers should set the stage then for students at a young age to allow creativity to develop because it cannot be taught (Smith, 1967:5).

Seville (1971:12) has written that, "the ideal method to stimulate the natural creative instinct of children is to provide a creative environment and atmosphere and encourage it by moving among the children, sitting with them, watching and discussing their work." Teachers can set conditions for creativity and then it can become a quality possessed by all children. Another important factor that children should possess is inner freedom. A child that has this inner freedom can relate to problems easily (Merritt, 1964:14).

Smith sets the conditions for creative teaching art as:

(1) To be creative, experiences in art must be open-ended. (2) The teacher should strive for individuality and uniqueness; each art product should differ from all others. (3) The teacher should try to understand the processes involved in creating and not expect realism in products. (4) The teacher must recognize that the ability to express one self through art is developmental. (5) In order to set conditions for creative art experiences in the classroom, materials must be easily accessible. (6) A continual flow of stimuli must be present to encourage mental images which challenge the child to express himself through the media at hand. (7) The teacher must provide a permissive atmosphere and a level of expectancy in the classroom which will keep the children experimenting, producing and discovering. (8) The teacher should develop a sensitivity to beauty - an aesthetic sense. (9) Continuous effort on the teacher's part should be made to help each child develop his creative ability, though the abilities of individual children will vary widely ((1967: 18-38).

There are a number of things that can prevent creativity. Conformity and rigidity are two facets that stop creativity. The authoritarian atmosphere and the "anything goes" atmosphere are also detrimental to creativity (Lowenfeld, 1970:47).

Lowenfeld (1970:49) has written that if children are to visualize themselves as being creative persons, then children need the opportunity to see teachers as creative models. This does not mean that teachers must be accomplished artists, but teachers need to have a proper attitude about art in order to provide children opportunities to develop creativity.

Teachers' Responsibilities in Elementary Art

In the state of Montana, the State Department of Education does

not have a curriculum in Elementary Art. Therefore, the main responsibility for developing elementary art programs is left with the teachers.

The major role of the classroom teacher is to serve as a catalyst bringing about children's growth in creativity. Teachers should expose children to many art forms which allow them experiences to develop their own sensitivity for making artistic judgements (McFee, 1968:8).

To develop a program in elementary art it is not essential for the teacher to have the ability to draw. Often teachers that do not draw will do a better job of teaching young children than those who can. Teachers must have an ability to inspire and stimulate children. Another important facet that teachers should display is the ability to evaluate children's work in terms of creative growth (Furney, 1973:6).

The teacher's attitude toward his own participation in creative activities is of importance. An elementary teacher does not have to be an accomplished artist, but it is important that he is willing to experiment and to work with materials. It is important that the teacher feels that he is making progress in art and that both he and the children are enriching their visual interests. Children in the classroom develop a similar attitude that the teacher possesses, so it is important that teachers have good attitudes about art (Merritt, 1964:36).

Quoting Horn and Smith (1971:7), "experiencing art in the elementary school should be an adventure — an opening of doors that

broaden the boundaries of the child's world and nurture his creative and imaginative capabilities." Like in science, children should have creative problem-solving experiences. Teachers with an open-minded attitude can help students enrich their perception of their environment.

Art can often serve the role as a guide for the teacher to understand children. Art at times gives the teacher insight about a child's personality and social background, thus allowing the teacher to relate better with the child. Paintings done by a child indicate to the teacher his interests and concerns, which can provide the teacher a reference for providing proper educational materials that will benefit the child (Lichtig-Rice, 1974:8).

Trends in Teaching Elementary Art

In Fairport, New York, schools use an Artist in Residence Program (Nichols, 1974:32-33). The artists are invited to schools to illustrate their daily routines, but in addition many of the artists give demonstrations and teach students their skills. The artists are normally invited for only one week, but most of the artists volunteer to stay an additional two or three weeks because of the high interests of students.

Project Turn-On at the Cloisters in New York is another outstanding way of reaching children with more art experience. Cloisters is a museum that integrated the school and community into a learning

process through the Arts. Directors of the museum and teachers set up workshops to give children more experience in art. Besides observing art in the museum the students were given opportunities to work with many different medias in the workshops. Slides and art objects were used to enrich areas of their teaching. The program grew and Title I funding was redirected to the Cloister program. Students are given the opportunity to work in art areas used during the Middle Ages and other historical periods. The program seemed to improve social studies, some reading skills, and language arts (Davis, 1976:42-45).

One of the most common uses of art in the elementary curriculum is interrelating art with other activities. Ginny Graves (1973:16-17) has interrelated rhythm where students visually define rhythm in painting and also by ear when listening to music. Integrating arts reinforces and expands experiences upon one another. Interrelationship of art is also used with language art experiences with children. Art can help many children in developing better verbal and written communications. Art often gives a child a concrete situation that he is then able to relate to.

Breaking away from the traditional methodology of teaching art is a trend that is occurring in many elementary schools. Creative teaching of elementary art is replacing the traditional teaching of art. People are more receptive to innovation in the fine arts than in other areas of school curriculum. This then gives schools an opportunity

for revising methodology in elementary art currently used in most schools (Smith, 1967:12).

Summary

Literature indicates that art can be important to a child's growth and development. Elementary art education can help a child to develop a good self-concept which allows the child to see himself as a worthy individual. Elementary art education helps children's thinking processes, perceptual development, emotional development, and creative development. Creativity allows a child to develop divergent thinking which gives him an opportunity to seek answers for himself and the possibility of success and growth. Art can also be beneficial for children by being correlated with other subject areas which helps to give an intrinsic appealing to motivate most children.

It is important to provide creativity for children in elementary art because they do not have as many constraints in developing creativity at a young age. Older children have a tendency to have more conformity, therefore, children should be given the opportunity to develop their creative ability at an early age . It is necessary then that teachers set the stage to develop the proper environment and atmosphere for children to allow creativity to develop (Smith, 1967:5).

The review of literature illustrates that the teacher should

serve as a catalyst developing children's growth in creativity.

Teachers do not have to be accomplished artists, but it is important that teachers have a proper attitude toward art. It is necessary for teachers to have the ability to inspire and stimulate children.

Children will use the teacher as a model and will develop the same attitudes about art that the teacher illustrates, therefore, it is important for teachers to have a good attitude about art (Lowenfeld, 1970:47).

Art can help teachers to develop insight about a child's personality and social background. This can help teachers to select appropriate educational materials to help benefit children.

There are many trends in teaching art to elementary children. The most important trend is to use the methodology of creative teaching. Creative teaching of elementary art provides children the opportunity for growth and success along with the possibility of enjoyment of school.

Chapter 3

PROCEDURES

This study made an effort to determine which art objectives and practices are of importance to elementary teachers of six selected Hi-Line elementary schools, and to determine the attitudes of elementary students in regard to art in the elementary curriculum of the same schools.

In this chapter the instruments and related literature are presented as follows:

1. A description of the populations are given.
2. The investigation categories are defined.
3. The method of collecting data is discussed.
4. The method of organization and analysis of data are given.
5. The precautions taken for accuracy are described.
6. A summary of the chapter is presented.

Population Description and Sampling Procedure

The population of this investigation consists of two separate groups from six selected Hi-Line elementary schools. The schools involved in this investigation were Chester Elementary School, Hingham Elementary School, Inverness Elementary School, Joplin Elementary School, Kremlin-Gildford Elementary School, and Rudyard Elementary School. One group consisted of twenty-five elementary teachers and

two art specialists from the selected schools. The other group consisted of all the elementary students from the same selected schools. There were fifty-nine first grade students, fifty-one second grade students, fifty-six third grade students, sixty fourth grade students, sixty-nine fifth grade students, and sixty-eight sixth grade students. Since the total populations were surveyed, no sampling procedure was used.

Investigative Categories

Seven categories were viewed by this researcher. Elementary teachers of grade levels one through six were asked for responses in the following two areas: (1) what art objectives are of importance for children at their respective grade level; (2) what art activities do elementary teachers use in their classroom. The two art specialists were asked to respond to the same two areas.

The students in grades one through third responded to a questionnaire which reviewed how they feel about certain art activities. The students in grades four through six responded to five categories, which were: (1) how they feel about certain art activities; (2) to what extent do they participate in art activities during their free time; (3) how do they perceive their ability and interest in art; (4) what are their attitudes toward artists and art works; (5) how often do they visit art centers.

Controls of Irrelevant and Contamination Variables

Since the Eisner Art Attitude Inventory is written at the sixth grade level, this researcher administered this instrument and read the directions and questions to all of the students to insure that the students would understand the terminology. Some questions were eliminated and others were modified from the original Eisner Art Attitude Inventory to be appropriate for the elementary grade levels. The researcher provided a brief explanation of unfamiliar terms and was available to respond to any questions which children had while completing the questionnaires.

Montana has few art museums for elementary students to visit. Therefore, this research included art galleries with art museums to make the questions related to art centers more relevant to the elementary students.

Method of Collecting Data

This researcher traveled to the Chester Elementary School, Hingham Elementary School, Inverness Elementary School, Joplin Elementary School, Kremlin-Gildford Elementary School, and Rudyard Elementary School to administer the Eisner Art Attitude Inventory to all elementary students one through six of these schools. This researcher also gave the instrument for the elementary teachers to the teachers involved in this study. The elementary teachers were

asked to fill out the instrument designed for them during the time this researcher administered the elementary students' instrument.

It took approximately fifteen minutes to administer the Eisner Art Attitude Inventory to each individual classroom involved in the study. The two instruments were administered during the period of March 22-24, 1976, by this researcher. The Eisner Art Attitude Inventory (see Appendix B) investigates four areas: (1) how elementary students feel about certain art activities; (2) how often elementary students participate in art activities in their free time; (3) how elementary students feel about their own art ability and art classes; (4) how elementary students feel about artists and art works. Three areas of the instrument had questions answered on a four point scale which were ranked from the most important to the least important. A fourth area of the instrument had questions answered by having a rating scale with a specific number of times that a child has participated in an activity. There were forty-three questions for the fifth-sixth grade levels. The grade levels one through three only participated in the area how elementary students feel about their own art ability and art classes. The one through third grade levels had eleven questions for response. (See Appendix C)

The instrument (see Appendix A) for the elementary teachers involved in this study consisted of two parts. The first part was a list of twenty-one art objectives that the teachers rated on a four

point scale from highly important to no importance. The second part of the instrument listed seventeen art activities in which the teachers indicated the frequency they used the art activities in their classrooms. Also there was space available to include any additional activities that a teacher used in his/her art program.

Reliability and Validity

Reliability of the Eisner Art Attitude Inventory was determined by the Kuder-Richardson 20 formula. Using this formula for the total population (14,885) the reliability is .934. The reliability of the instrument by grade level does not fall below .908. For the eighth grade level the reliability ranges from .908 to .952 (Eisner, p. 12).

"The Eisner Art Attitude Inventory may be said to have concurrent validity since art interested high school population received higher scores on the instrument than the representative sample of high school students and elementary education majors" (Eisner: p. 13).

This researcher examined two dissertations, Art Education and Practices of Elementary Classroom Teachers in East Baton Parish, Louisiana by Winifred Burks and An Analysis of the Goals and Activities Recommended by Canadian Provincial Elementary Art Curriculum Guides, Compared With Each Other, and With Recent Art Education Literature by Margaret Moody, and other related literature for selection of art

objectives and art activities. The instruments for the elementary teachers and the elementary students were also viewed by Dr. Greg Stefanich, this researcher's advisor, and by Mr. Don Holz, an elementary art specialist. The instruments were also viewed by a statistics specialist, Dr. Eric Strohmeier. The instruments have content validity since the selection of the instrument items were made on the basis of their relevance to areas deemed important and the items were checked for accuracy by experts in the fields of art education and education. Both instruments were tested in Bozeman Elementary Schools at Bozeman, Montana. The Eisner Art Attitude Inventory was tested with a first grade class, a second grade class, and two sixth grade classes. The instrument for the elementary teachers was completed by four elementary teachers and two elementary art specialists in the Wilson School, Bozeman, Montana. These teachers were also asked to comment on the instrument.

Organization and Analysis of Data

Data obtained in this investigation will be presented in tables. A mean score was determined of the responses of the items in the instruments. The tables will delineate a ranking from highest to lowest on each section of the instruments. This research will be descriptive in nature. Presentation of the results of the instruments are included in Chapter 4.

Precautions Taken for Accuracy

Each elementary class was given the same instructions. The instructions were written down and read to each class. The questions from the Eisner Inventory were read to all classes to insure that all students would understand the questions. This researcher explained any terminology that was unfamiliar to students.

Summary

This study made an effort to determine which art objectives and practices are of importance to elementary teachers of six Hi-Line elementary schools, and to determine the attitudes of elementary students in regard to art in the elementary curriculum of the same schools. This investigation included fifty-nine first graders, fifty-one second graders, fifty-six third graders, sixty fourth graders, sixty-nine fifth graders, sixty-eight sixth graders, twenty-five elementary teachers, and two art specialists. The instruments were administered by this researcher March 22-24, 1976.

Data used in this study were primarily used in a descriptive manner. Tables were developed from the data collected which included raw scores and percentages of each survey item. Also a mean was determined for each survey item and the items were then ranked from the highest to the lowest mean score.

The instrument (see Appendix A) for elementary teachers was

devised from related literature and it was examined by experts in the fields of art education and education to give it content validity. A modified Eisner Art Attitude Inventory (see Appendix B) was used for the elementary students. Grade levels one through three only had one area of the Eisner Inventory (see Appendix C) administered to them. Both instruments were tested in Bozeman Elementary Schools. The Eisner Inventory was administered to the students by this researcher and the teachers' instrument was filled out during the time the students completed the Eisner Art Attitude Inventory.

Chapter 4

ANALYSIS OF THE FINDINGS OF THIS STUDY

This chapter reports the data obtained from the questionnaire given to the elementary teachers and the questionnaire administered to the elementary students from the six selected Hi-Line elementary schools. One questionnaire was concerned with the objectives and practices that elementary teachers thought were of importance. The other questionnaire was concerned about determining the attitudes of the elementary students in regard to art in the elementary curriculum. The data are shown in table form with descriptions of the dominate characteristics presented preceeding each table.

To obtain the data this researcher traveled to each selected elementary school to administer the questionnaires to 363 elementary students in grade levels one through six. While this researcher administered the questionnaire to the students, the teachers were asked to respond to the questionnaire designed for them. Twenty-five elementary teachers and two K-12 elementary art specialists were asked to respond to this questionnaire and all of them cooperated in responding to the questionnaire.

Report of the Teacher Questionnaire

Tables 1 and 2 show the results of determining which objectives are most important for elementary students from the selected Hi-Line

elementary schools by teachers at grade levels one through three. The objectives had mean scores determined and they were ranked accordingly from the highest to the lowest mean score.

Table 1 consists of teachers who did not have an art specialist teaching in their school. To be provided with the opportunity to develop creative abilities ranked as the highest objective with a mean score of 4.00. To be provided with many, varied art activities, and to recognize that every pupil is capable of expression in art ranked second and third with both objectives having a mean score of 3.86. To use patterns, dittos, and coloring sheets which are superior to crude work of the child was the least important objective having a mean score of 1.14.

Table 2 consists of teachers that had an art specialist who assisted in providing some instruction in the art program. To be provided with the opportunity to develop creative abilities, and to have art learning experience interacting with the total learning experiences, ranked the highest with both objectives having a mean score of 3.83. To use patterns, dittos, and coloring sheets which are superior to crude work of the child has a mean score of 1.67 and ranks the least important.

Table 1. Teachers' Opinions of Art Objectives in Elementary Schools Without an Art Specialist (1-3).

Survey Items	Mean	Highly Import.		Import- tant		Little Import.		No Import- ance	
		No.	%	No.	%	No.	%	No.	%
Be provided with the opportunity to develop creative abilities	4.00	7	100	0	0	0	0	0	0
Be provided with many, varied art activities	3.86	6	86	1	14	0	0	0	0
To recognize that every pupil is capable of expression in art	3.86	6	86	1	14	0	0	0	0
Have art lessons planned to develop all senses	3.57	4	57	3	43	0	0	0	0
To develop a good self-concept through art learning experiences	3.57	4	57	3	43	0	0	0	0
Be provided with opportunities to develop critical thinking abilities	3.43	4	57	2	29	1	14	0	0
Be provided with experiences to enhance personal expression and individual inventiveness through problem-solving	3.43	3	43	4	57	0	0	0	0
Have art learning experiences interacting with the total learning environment	3.43	3	43	4	57	0	0	0	0
To develop a means of discovering and encourage special talent which may lead to a vocation in art	3.29	4	57	1	14	2	29	0	0
Be provided with challenges to develop aesthetic abilities	3.20	2	29	5	71	0	0	0	0

Table 1. Continued.

Survey Items	Mean	Highly Import.		Import- tant		Little Import.		No Import- ance	
		No.	%	No.	%	No.	%	No.	%
Be provided with planned, organized art learning situations, excluding haphazard novelty	3.29	2	29	5	71	0	0	0	0
To include art a-tivities which will provide for a more effective and beneficial use of leisure time	3.14	3	42	2	29	2	29	0	0
Be given experiences to develop perception	3.14	2	29	4	57	1	14	0	0
Be assisted in developing an appreciation in art	3.14	1	14	6	86	0	0	0	0
Through art, be challenged in concept formation and cognitive growth	3.00	0	0	7	100	0	0	0	0
Achieve mastery of skills in handling varied art materials	2.71	1	14	3	43	3	43	0	0
Be given a sound knowledge of art terms	2.43	0	0	3	43	4	57	0	0
Be taught appreciative modes and basic knowledges about man's art through history	2.43	0	0	3	43	4	57	0	0
To emphasize the finished art product as the main goal of the art lesson	2.29	0	0	3	43	3	43	1	14
To familiarize children with art forms as it relates to architecture and buildings	2.00	0	0	1	14	5	71	1	14
To use patterns, dittos, and coloring sheets which are superior to crude work of the child	1.14	0	0	0	0	1	14	6	86

Table 2. Teachers' Opinions of Art Objectives in Elementary Schools With an Art Specialist (1-3).

Survey Items	Mean	Highly Import.			Import. ant			Little Import.			No Import-ance		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Be provided with the opportunity to develop creative abilities	3.83	5	83	1	17	0	0	0	0	0	0	0	0
Have art learning experiences interacting with the total learning environment	3.83	5	83	1	17	0	0	0	0	0	0	0	0
Be provided with experiences to enhance personal expression and individual inventiveness through problem-solving	3.67	5	83	0	0	1	17	0	0	0	0	0	0
Be provided with opportunities to develop critical thinking abilities	3.67	4	67	2	33	0	0	0	0	0	0	0	0
Be provided with many, varied art activities	3.67	4	67	2	33	0	0	0	0	0	0	0	0
Be provided with challenges to develop aesthetic abilities	3.50	3	50	3	50	0	0	0	0	0	0	0	0
Have art lessons planned to develop all senses	3.50	3	50	3	50	0	0	0	0	0	0	0	0
To develop a good self-concept through art learning experiences	3.50	3	50	3	50	0	0	0	0	0	0	0	0
Be assisted in developing an appreciation of art	3.50	3	50	3	50	0	0	0	0	0	0	0	0
To develop a means of discovering and encourage special talent which may lead to a vocation in art	3.50	3	50	3	50	0	0	0	0	0	0	0	0

Table 2. Continued.

Survey Items	Mean	Highly Import.		Import- ant		Little Import.		No Import- ance	
		No.	%	No.	%	No.	%	No.	%
To recognize that every pupil is capable of expression in art	3.33	3	50	2	33	1	17	0	0
Through art, be challenged in concept formation and cognitive growth	3.33	2	33	4	67	0	0	0	0
Be given experiences to develop perception	3.33	2	33	4	67	0	0	0	0
Achieve mastery of skills in handling varied art materials	3.33	2	33	4	67	0	0	0	0
To include art activities which will provide for a more effective and beneficial use of leisure time	3.17	2	33	3	50	1	17	0	0
Be provided with planned, orgnaized art learning situations, excluding haphazard novelty	3.17	1	17	5	83	0	0	0	0
Be given sound knowledge of art terms	2.83	0	0	5	83	1	17	0	0
Be taught appreciative modes and basic knowledges about man's art through history	2.83	0	0	5	83	1	17	0	0
To familiarize children with art forms as it relates to architecture and buildings	2.83	0	0	5	83	1	17	0	0
To emphasize the finished art product as the main goal of the art lesson	2.17	0	0	1	17	5	83	0	0
To use patterns, dittos, and coloring sheets which are superior to crude work of the child	1.67	0	0	1	17	2	33	3	50

Tables 3 and 4 show the results of determining which objectives are most important for elementary art students from the selected Hi-Line elementary schools by teachers at grade levels 4-6. The objectives had mean scores determined and they were ranked accordingly from the highest to the lowest mean score.

Table 3 consists of teachers who did not have an art specialist teaching in their school. Be provided with many, varied art activities, ranks as the most important objective having a mean score of 3.86. The second and third highest raw scores went to be provided with the opportunity to develop creative abilities and to recognize that every pupil is capable of expression in art, both had mean scores of 3.71. The teachers indicated the objective to use patterns, dittos, and coloring sheets which are superior to crude work of the child with a mean score of 1.29 as the least important.

Table 4 consists of teachers that had an art specialist to teach art to their students. The objective, to have art learning experiences interacting with the total learning environment ranked the highest with a mean score of 4.00. Five other objectives had mean scores of 3.80. The objective with the lowest mean score was to use patterns, dittos, and coloring sheets which are superior to crude work of the child with a mean score of 1.40.

Table 3. Teachers Opinions of Art Objectives in Elementary Schools Without an Art Specialist (4-6).

Survey Items	Mean	Highly Import.			Import- ant			Little Import.			No Import- ance		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Be provided with many, varied art activities	3.86	6	86	1	86	0	0	0	0	0	0	0	0
Be provided with the opportunity to develop creative abilities	3.71	5	71	2	29	0	0	0	0	0	0	0	0
To recognize that every pupil is capable of expression in art	3.71	5	71	2	29	0	0	0	0	0	0	0	0
To develop a good self-concept through art learning experiences	3.43	4	57	2	29	1	14	0	0	0	0	0	0
To include art activities which will provide for a more effective and beneficial use of leisure time	3.43	3	43	4	57	0	0	0	0	0	0	0	0
Have art learning experiences interacting with the total learning environment	3.29	2	29	5	71	0	0	0	0	0	0	0	0
Be provided with challenges to develop aesthetic abilities	3.14	2	29	4	57	1	14	0	0	0	0	0	0
Be provided with opportunities to develop critical thinking abilities	3.14	1	14	6	86	0	0	0	0	0	0	0	0
Be provided with experiences to enhance personal expression and individual inventiveness through problem-solving	3.14	1	14	6	86	0	0	0	0	0	0	0	0
Be provided with planned, organized learning situations, excluding haphazard novelty	3.14	1	14	6	86	0	0	0	0	0	0	0	0

Table 3. Continued.

Survey Items	Mean	Highly Import.			Import-ant			Little Import.			No Import-ance		
		No.	%	No.	No.	%	No.	No.	%	No.	No.	%	
Be assisted in developing an appreciation of art	3.00	2	29	3	43	2	29	0	0	0	0	0	
Be given experiences to develop perception	3.00	1	14	5	71	1	14	0	0	0	0	0	
Achieve mastery of skills in handling varied art materials	2.86	1	14	4	57	2	29	0	0	0	0	0	
Have art lessons planned to develop all senses	2.86	0	0	6	86	1	14	0	0	0	0	0	
Through art, be challenged in concept formation and cognitive growth	2.86	0	0	6	86	1	14	0	0	0	0	0	
To develop a means of discovering and encourage special talent which may lead to a vocation in art	2.57	0	0	4	57	3	43	0	0	0	0	0	
Be given a sound knowledge of art terms	2.00	0	0	0	0	7	100	0	0	0	0	0	
Be taught appreciative modes and basic knowledges about man's art and history	2.00	0	0	0	0	7	100	0	0	0	0	0	
To emphasize the finished product as the main goal of the art lesson	1.86	0	0	0	0	6	86	1	14				
To familiarize children with art forms as it relates to architecture and buildings	1.71	0	0	0	0	5	71	2	29				
To use patterns, dittos, and coloring sheets which are superior to crude work of the child	1.29	0	0	0	0	2	29	5	71				

Table 4. Teachers' Opinions of Art Objectives in Elementary Schools With an Art Specialist (4-6).

Survey Items	Mean	Highly Import.		Import-ant		Little Import.		No Import-ance	
		No.	%	No.	%	No.	%	No.	%
Have art learning experiences interacting with the total learning environment	4.00	5	100	0	0	0	0	0	0
Be provided with the opportunity to develop creative abilities	3.80	4	80	1	20	0	0	0	0
Be provided with challenges to develop aesthetic abilities	3.80	4	80	1	20	0	0	0	0
Be provided with opportunities to develop critical thinking abilities	3.80	4	80	1	20	0	0	0	0
Be provided with experiences to enhance personal expression and individual inventiveness through problem-solving	3.80	4	80	1	20	0	0	0	0
To recognize that every pupil is capable of expression in art	3.80	4	80	1	20	0	0	0	0
Be provided with many, varied art activities	3.60	3	60	2	40	0	0	0	0
To develop a means of discovering and encourage special talent which may lead to a vocation in art	3.60	3	60	2	40	0	0	0	0
Have art lessons planned to develop all senses	3.40	2	40	3	60	0	0	0	0
To develop a good self-concept through art learning experiences.	3.40	2	40	3	60	0	0	0	0

Table 4. Continued.

Survey Items	Mean	Highly Import.		Import-ant		Little Import.		No Import-ance	
		No.	%	No.	%	No.	%	No.	%
Be given experiences to develop perception	3.40	2	40	3	60	0	0	0	0
Achieve mastery of skills in handling varied art materials	3.40	2	40	3	60	0	0	0	0
Be assisted in developing an appreciation of art	3.20	1	20	4	80	0	0	0	0
To include art activities which will provide for a more effective and beneficial use of leisure time	3.20	1	20	4	80	0	0	0	0
To familiarize children with art forms as it relates to architecture and buildings	3.00	1	20	3	60	1	20	0	0
Be taught appreciative modes and basic knowledges about man's art through history	3.00	0	0	5	100	0	0	0	0
Through art, be challenged in concept formation and cognitive growth	3.00	0	0	5	100	0	0	0	0
Be provided with planned, organized art learning situations, excluding haphazard novelty	2.80	1	20	2	40	2	40	0	0
Be given a sound knowledge of art terms	2.80	0	0	4	80	1	20	0	0
To emphasize the finished product as the main goal of the art lesson	2.20	1	20	0	0	3	60	1	20
To use patterns, dittos, and coloring sheets which are superior to crude work of the child	1.40	0	0	0	0	2	40	3	60

Table 5 shows the results of determining which objectives are most important for elementary students from the selected Hi-Line elementary schools by two K-12 art specialists. Two objectives ranked the highest with a mean score of 4.00. The two objectives were: to be provided with opportunities to develop critical thinking abilities and to recognize that every pupil is capable of expression in art. To use patterns, dittos, and coloring sheets which are superior to crude work of the child ranked the lowest with a mean score of 1.50

Viewing Tables 1, 2, 3, 4, and 5, the objective be provided with opportunities to develop creative abilities ranked highest on two tables, second highest on two tables, and third highest on one table. This ranked it the highest object overall. There were some differences in the rankings of the objectives, but the teachers and art specialists agreed on the importance of most of the objectives. The Tables 1, 2, 3, 4, and 5, all ranked the objective to use patterns, dittos, and coloring sheets which are superior to crude work of the child as the least important objective.

Table 5. Art Specialists' Opinions of Art Objectives in Elementary Schools.

Survey Items	Mean	Highly Import.		Import- ant		Little Import.		No Import- ance	
		No.	%	No.	%	No.	%	No.	%
Be provided with opportunities to develop critical thinking abilities	4.00	2	100	0	0	0	0	0	0
To recognize that every pupil is capable of expression in art	4.00	2	100	0	0	0	0	0	0
Be provided with the opportunity to develop creative abilities	3.50	1	50	1	50	0	0	0	0
Be provided with challenges to develop aesthetic abilities	3.50	1	50	1	50	0	0	0	0
To develop a good self-concept through art learning experiences	3.50	1	50	1	50	0	0	0	0
Have art lessons planned to develop all senses	3.00	0	0	2	100	0	0	0	0
Be provided with experiences to enhance personal expression and individual inventiveness through problem-solving	3.00	0	0	2	100	0	0	0	0
Through art, be challenged in concept formation and cognitive growth	3.00	0	0	2	100	0	0	0	0
Be given a sound knowledge of art terms	3.00	0	0	2	100	0	0	0	0
Be provided with planned, organized art learning situations, excluding haphazard novelty	3.00	0	0	2	100	0	0	0	0
Be given experiences to develop perception	3.00	0	0	2	100	0	0	0	0

Table 5. Continued.

Survey Items	Mean	Highly Import-		Import-		Little		No Import-	
		No.	%	ant	%	No.	%	ance	%
Have art learning experiences interacting with the total learning environment	3.00	0	0	2	100	0	0	0	0
Achieve mastery of skills in handling varied art materials	3.00	0	0	2	100	0	0	0	0
Be provided with many, varied art activities	3.00	0	0	2	100	0	0	0	0
Be assisted in developing an appreciation of art	3.00	0	0	2	100	0	0	0	0
To familiarize children with art forms as it relates to architecture and buildings	3.00	0	0	2	100	0	0	0	0
To include art activities which will provide for a more effective and beneficial use of leisure time	3.00	0	0	2	100	0	0	0	0
Be taught appreciative modes and basic knowledges about man's art through history	2.50	0	0	1	50	1	50	0	0
To develop a means of discovering and encourage special talent which may lead to a vocation in art	2.50	0	0	1	50	1	50	0	0
To emphasize the finished art product as the main goal of the art lesson	2.00	0	0	0	0	2	100	0	0
To use patterns, dittos, and coloring sheets which are superior to crude work of the child	1.50	0	0	0	0	1	50	1	50

Tables 6 and 7 show the results of ranking the art activities used by teachers of the grade levels one through three from the selected Hi-Line elementary schools. The art activities had mean scores determined and were ranked according to these scores from the highest to the lowest.

Table 6 consists of teachers who did not have an art specialist teaching in their school. These teachers ranked the activity to draw the highest with a mean score of 4.00. The second highest activity was to make paintings which has a mean score of 3.57. The activity study of art history was ranked the least important having a mean score of 1.14.

Table 7 consists of teachers that had an art specialist to teach art to their students. The activity to draw was ranked highest with a mean score of 4.00. To make paintings ranked second with a mean score of 3.33. Teachers from this group ranked the activity to solve problems related to community and school planning as the least important with a mean score of 1.17.

Table 6. Art Activities Included in Elementary Art Programs (1-3) by Teachers Without Art Specialists.

Survey Items	Mean	More than 5 times a year				1-5 times a year				Once a year				Do not include			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Do drawings	4.00	7	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Make paintings	3.57	4	57	3	43	0	0	0	0	0	0	0	0	0	0	0	0
Study and use color	3.43	4	57	2	29	1	14	1	14	0	0	0	0	0	0	0	0
Work with mimeographed & ditto sheets	2.71	3	43	1	14	1	14	1	14	2	29	1	14	1	14	1	14
Work on specific lettering projects	2.57	0	0	5	71	1	14	1	14	1	14	1	14	1	14	1	14
Make puppets	2.43	0	0	4	57	2	29	1	14	1	14	1	14	1	14	1	14
Make clay sculptures	2.27	0	0	3	43	3	43	1	14	3	43	1	14	1	14	1	14
Study and use perspective	2.00	1	14	1	14	2	29	3	43	2	29	3	43	1	14	3	43
Weave textiles	2.00	1	14	1	14	2	29	2	29	2	29	3	43	3	43	2	29
Carve soap, wood, or plaster	2.00	0	0	2	29	3	43	3	43	2	29	3	43	2	29	2	29
Make murals, friezes, etc.	2.00	0	0	2	29	3	43	3	43	2	29	3	43	2	29	2	29
Solve problems related to community and school planning	1.57	0	0	2	29	0	0	0	0	0	0	0	0	5	71	0	0
Make pottery	1.57	0	0	1	14	2	29	2	29	4	57	0	0	4	57	0	0
Make plans, design, and construct model buildings	1.57	0	0	1	14	2	29	4	57	0	0	0	0	4	57	0	0
Study of art history	1.14	0	0	0	0	1	14	2	29	4	57	1	14	6	86	0	0

Table 7. Art Activities Included in Elementary Art Programs (1-3) by Teachers Having an Art Specialist in Their School.

Survey Items	Mean	More than 5 times a year		1-5 times a year		Once a year		Do not include	
		No.	%	No.	%	No.	%	No.	%
Do drawings	4.00	6	100	0	0	0	0	0	0
Make paintings	3.33	2	33	4	67	0	0	0	0
Work with mimeographed & ditto sheets	3.00	4	67	0	0	0	0	2	33
Study and use color	3.00	2	33	3	50	0	0	1	17
Make murals, friezes, etc.	3.00	1	17	4	67	1	17	0	0
Make clay sculptures	2.33	1	17	1	17	3	50	1	17
Study and use perspective	2.17	0	0	3	50	1	17	2	33
Make puppets	2.00	1	17	1	17	1	17	3	50
Weave textiles	2.00	0	0	1	17	4	67	1	17
Make pottery	1.67	0	0	1	17	2	33	3	50
Work on specific lessons on figure drawing	1.50	0	0	1	17	1	17	4	67
Make paper-mache projects	1.50	0	0	1	17	1	17	4	67
Carve soap, wood, or plaster	1.50	0	0	0	0	3	50	3	50
Make plans, design, construct model buildings	1.33	0	0	1	17	0	0	5	83
Study of art history	1.33	0	0	1	17	0	0	5	83
Work on specific lettering projects	1.33	0	0	0	0	2	33	4	67
Solve problems related to community and school planning	1.17	0	0	0	0	1	17	5	83

Tables 8 and 9 show the results of ranking the art activities from the highest to the lowest using mean scores by teachers at the grade levels four through six from the selected Hi-Line elementary schools.

Table 8 involved teachers who did not have an art specialist teaching in their school. The teachers from this group indicated the activity to draw as the most important which has a mean score of 3.71. To make paintings ranked second with a mean score of 3.43. Study of art history had a mean score of 1.14 which ranked it the lowest.

Table 9 involved teachers that had an art specialist teaching in their school. These teachers ranked to do drawings the highest with a mean score of 3.00. Study of art history ranked second having a mean score of 2.00. To work with mimeographed and ditto sheets ranked last with a mean score of 1.20.

Table 8. Art Activities Included in Elementary Art Programs (4-6) by Teachers Without Art Specialists

Survey Items	Mean	More than 5 times a year		1-5 times a year		Once a year		Do not include	
		No.	%	No.	%	No.	%	No.	%
Do drawings	3.71	5	71	2	29	0	0	0	0
Make paintings	3.43	3	43	4	57	0	0	0	0
Make murals, friezes, etc.	2.57	2	29	1	14	3	43	1	14
Work on specific lessons on figure drawing	2.57	0	0	5	71	1	14	1	14
Work on specific lettering projects	2.57	0	0	4	57	3	43	0	0
Study and use color	2.29	0	0	4	57	1	14	2	29
Study and use perspective	2.29	0	0	3	43	3	43	1	14
Make clay sculptures	2.29	0	0	3	43	3	43	1	14
Work with mimeographed and ditto sheets	2.14	1	14	1	14	3	43	2	29
Make pottery	2.14	0	0	3	43	2	29	2	29
Carve soap, wood, or plaster	2.14	0	0	2	29	4	57	1	14
Make paper-mache projects	2.00	0	0	2	29	3	43	2	29
Make puppets	1.86	0	0	1	14	4	57	2	29
Weave textiles	1.71	0	0	1	14	3	43	2	29
Make plans, design, and construct model buildings	1.57	0	0	1	14	2	29	4	57
Solve problems related to community and school planning	1.43	0	0	1	14	1	14	5	71
Study of art history	1.14	0	0	0	0	1	14	6	86

Table 9. Art Activities Included in Elementary Art Programs (4-6) by Teachers Having an Art Specialist in Their School.

Survey Items	Mean	More than 5 times a year				1-5 times a year				Once a year				Do Not include			
		No.		%		No.		%		No.		%		No.		%	
Do drawings	3.00	2	40			2	40			0	0			0	1		20
Study of art history	2.00	1	20			1	20			0	0			0	3		60
Make paintings	.180	1	20			0	0			1	20			20	3		60
Study and use perspective	1.80	1	20			0	0			1	20			20	3		60
Study and use color	1.80	1	20			0	0			1	20			20	3		60
Make pottery	1.80	1	20			0	0			1	20			20	3		60
Make plans, design, and construct model buildings	1.80	1	20			0	0			1	20			20	3		60
Make paper-mache projects	1.50	0	0			1	20			1	20			20	3		60
Make clay sculptures	1.50	0	0			1	20			1	20			20	3		60
Work on specific lettering projects	1.50	0	0			1	20			1	20			20	3		60
Make murals, friezes, etc.	1.50	0	0			1	20			1	20			20	3		60
Carve soap, wood, or plaster	1.40	0	0			1	20			0	0			0	4		80
Work on specific lessons on figure drawing	1.40	0	0			1	20			0	0			0	4		80
Make puppets	1.40	0	0			0	0			2	40			40	3		60
Weave Textiles	1.40	0	0			0	0			2	40			40	3		60
Solve problems related to community and school planning	1.20	0	0			0	0			1	20			20	4		80
Work with momeographed and ditto sheets	1.20	0	0			0	0			1	20			20	4		80

Table 10 shows the results of ranking the art activities from the highest to the lowest using mean scores by two K-12 art specialists from the selected Hi-Line elementary schools. To do drawing and to make paintings both have mean scores of 4.00 to rank them the highest activities. To make murals, friezes, etc. ranked the lowest with a mean score of 2.00.

Tables 6, 7, 8, 9, and 10 ranked the activities to do drawings and to make paintings the highest two art activities. Table 9 was the only table that differed from this and it ranked to do drawings the highest, study of art history second, and to make paintings was third. Study of art history ranked the lowest on Tables 6 and 8 and it also ranked low on Table 7. From these five tables, eight of the teachers or 32 percent, use mimeographed or ditto sheets more than five times a year.

Table 10. Art Activities Included in Elementary Art Programs by Art Specialists

Survey Items	Mean	More than 5 times a year		1-5 times a year		Once a year		Do not include	
		No.	%	No.	%	No.	%	No.	%
Do drawings	4.00	2	100	0	0	0	0	0	0
Make paintings	4.00	2	0	0	0	0	0	0	0
Work on specific lettering projects	3.00	0	0	2	100	0	0	0	0
Study and use color	3.00	1	50	0	0	1	50	0	0
Study and use perspective	2.50	0	0	1	50	1	50	0	0
Work on specific lessons on figure drawing	2.50	0	0	1	50	1	50	0	0
Make pottery	2.50	0	0	1	50	1	50	0	0
Work with mimeographed and ditto sheets	2.50	0	0	1	50	1	50	0	0
Carve soap, wood, or plaster	2.50	0	0	1	50	1	50	0	0
Make clay sculptures	2.50	0	0	1	50	1	50	0	0
Study of art history	2.50	0	0	1	50	1	50	0	0
Weave textiles	2.50	0	0	1	50	1	50	0	0
Make paper-mache projects	2.00	0	0	0	0	2	100	0	0
Make plans, design, and construct model buildings	2.00	0	0	0	0	2	100	0	0
Make puppets	2.00	0	0	0	0	2	100	0	0
Solve problems related to community and school planning	2.00	0	0	0	0	2	100	0	0
Make murals, friezes, etc.	2.00	0	0	0	0	2	100	0	0

Report of the Student Questionnaire

Tables 11, 12, 13, 14, 15, and 16 show the results of determining the preference of elementary students in grades one through six from the selected Hi-Line elementary schools toward art activities. The activities were ranked from the highest to the lowest mean score.

Table 11 indicates which art activities first grade students prefer to engage in the most. To study and experiment with color has a mean score of 3.70, and to design and make things which can be used at home has a mean score of 3.68 to rank these two art activities the highest by the first graders. To read books about art ranked the lowest with a mean score of 3.24. All art activities have a mean score above 3.00 which indicates that first grade students are highly interested in art activities.

Table 12 indicates the art activities that second grade students prefer to engage in the most. To select paintings, pictures, or posters for my room at home and to paint ranked as the two highest art activities with both activities having a mean score of 3.71. To study and experiment with colors ranked high also with a mean score of 3.69. The activity that ranked the lowest is to read books about art with a mean score of 3.06. The second graders indicated a high interest in all art activities since the lowest mean score was 3.06.

Table 13 indicates the art activities that third grade students prefer to participate in the most. To study and experiment with colors

ranked the highest for third graders having a mean score of 3.62. To paint has a mean score of 3.59, and to mold clay or pottery has a mean score of 3.55 to rank second and third highest activities preferred. To talk about paintings and sculptures ranked the lowest with a mean score of 2.75.

Table 14 indicates the art activities that fourth grade students prefer to participate in the most. The table shows to select paintings, pictures, or posters for my room at home ranked the highest of the preference of activities of fourth graders with a mean score of 2.57. To mold clay or pottery ranks second with a mean score of 3.32. To learn about great artists had a mean score of 2.68 and to talk about paintings and sculptures had the same mean score to give the two art activities the lowest ranking.

The results of Table 15 indicate the art activities that fifth grade students prefer to participate in the most. To mold clay or pottery ranks the highest with a mean score of 3.39. The second highest art activity is to select paintings, pictures or posters for my room at home which has a mean score of 3.33. The lowest ranking art activity was to learn about great artists with a mean score of 2.22.

The results of Table 16 indicate the art activities that sixth grade students prefer to participate in the most. The highest ranking art activity with a mean score of 3.44 ranked by sixth graders was to select paintings, pictures or posters for my room at home. To mold

clay or pottery ranked second highest with a mean score of 3.35. With a mean score of 2.18, to learn about great artists ranked the lowest.

To study and experiment with colors, to select paintings, pictures or posters for my room at home, and to mold clay or pottery appear to be the over-all most preferred art activities of the students of grades one through six from Tables 11, 12, 13, 14, 15, and 16. To read books about art and to learn about great artists appear to be the overall art activities least preferred by the students of grades one through six.

Table 11. First Grade Students Preference of Art Activities.

Survey Items	Mean	It's tops!		I like it.		I don't like it very much		I don't like it at all	
		No.	%	No.	%	No.	%	No.	%
To study and experiment with colors	3.70	44	75	12	20	3	5	0	0
To design and make things which can be used at home	3.68	45	76	11	19	1	2	2	3
To make drawings at home	3.66	42	71	15	25	1	2	1	2
To select paintings, pictures, or posters for my room at home	3.56	43	73	9	15	4	7	3	5
To draw	3.56	41	69	14	24	0	0	4	7
To paint	3.46	37	63	14	24	6	10	2	3
To mold clay or pottery	3.44	37	63	13	22	7	12	2	3
To talk about paintings and sculpture	3.39	38	65	9	15	9	15	3	5
To learn about great artists	3.34	31	53	20	34	5	8	3	5
To display my art work so that my classmates can see it	3.32	34	58	13	22	9	15	3	5
To read books about art	3.24	33	56	14	24	5	8	7	12

Table 12. Second Grade Students' Preference of Art Activities.

Survey Items	Mean	It's tops!		I Like it.		I don't like it very much		I don't like it at all.	
		No.	%	No.	%	No.	%	No.	%
To select paintings, pictures, or posters for my room at home	3.71	39	76	10	20	1	2	1	2
To paint	3.71	39	76	9	18	3	6	0	0
To study and experiment with colors	3.69	38	75	11	21	1	2	1	2
To design and make things which can be used at home	3.61	35	69	14	27	0	0	2	4
To make drawings at home	3.57	37	72	9	18	2	4	3	6
To display my art work so that my classmates can see it	3.49	33	65	12	23	2	4	4	8
To mold clay or pottery	3.49	32	63	14	27	3	6	2	4
To draw	3.45	29	56	16	32	6	12	0	0
To learn about great artists	3.23	26	51	15	29	7	14	3	6
To talk about paintings and sculptures	3.16	26	51	13	25	6	12	6	12
To read books about art	3.06	22	43	18	35	3	6	8	16

Table 13. Third Grade Students' Preference of Art Activities.

Survey Items	Mean	It's tops!		I like it.		I don't like it very much		I don't like it at all	
		No.	%	No.	%	No.	%	No.	%
To study and experiment with colors	3.62	37	66	18	32	0	0	1	2
To paint	3.59	35	62	19	34	2	4	0	0
To mold clay or pottery	3.55	37	66	15	26	2	4	2	4
To select paintings, pictures, or posters for my room at home	3.54	37	66	14	25	3	5	2	4
To make drawings at home	3.54	34	60	19	34	2	4	1	2
To draw	3.54	31	55	24	43	1	2	0	0
To design and make things which can be used at home	3.34	24	43	28	50	3	5	1	2
To display my art work so that my classmates can see it	3.30	27	48	21	37	6	11	2	4
To learn about great artists	3.04	20	36	22	39	10	18	4	7
To read books about art	2.98	17	30	25	45	10	18	4	7
To talk about paintings and sculptures	2.75	10	18	26	46	16	29	4	7

Table 14. Fourth Grade Students' Preference of Art Activities.

Survey Items	Mean	It's tops!		I like it.		I don't like it very much at all	
		No.	%	No.	%	No.	%
To select paintings, pictures, or posters for my room at home	3.57	39	65	17	28	3	6
To mold clay or pottery	3.32	30	50	20	33	9	15
To design and make things which can be used at home	3.28	27	45	25	42	6	10
To draw	3.22	20	33	34	57	5	8
To study and experiment with colors	3.22	24	40	27	45	7	12
To paint.	3.17	22	37	28	47	8	13
To study the history of art or architecture	2.85	21	35	18	30	12	20
To display my art work so that my classmates and teacher can see it	2.72	15	25	23	38	12	20
To talk about paintings and sculpture	2.68	12	20	25	42	15	25
To learn about great artists	2.68	12	20	24	40	17	28

Table 15. Fifth Grade Students' Preference Art Activities.

Survey Items	Mean	It's tops!		I like it.		I don't like it very much at all	
		No.	%	No.	%	No.	%
To mold clay or pottery	3.39	40	58	19	28	7	10
To select paintings, pictures, or posters for my room at home	3.33	36	52	25	36	6	9
To draw	3.25	21	30	44	64	4	6
To design and make things which can be used at home	3.14	25	36	31	45	11	16
To study and experiment with colors	3.10	24	35	30	43	13	19
To paint	3.06	15	22	44	64	9	13
To display my art work so that my classmates and teacher can see it	2.41	7	10	28	41	20	29
To study the history of art or architecture	2.25	11	16	15	22	23	33
To talk about paintings and sculpture	2.25	4	6	27	39	20	29
To learn about great artists	2.22	6	9	18	26	30	43
						15	22

Table 16. Sixth Grade Students' Preference of Art Activities.

Survey Items	Mean	It's tops!		I like it.		I don't like it very much at all	
		No.	%	No.	%	No.	%
To select paintings, pictures, or posters for my room at home	3.44	37	55	25	37	5	7
To mold clay or pottery	3.35	36	53	21	31	10	15
To paint	3.29	26	38	36	53	6	9
To design and make things which can be used at home.	3.22	27	40	32	47	6	9
To draw	3.15	18	26	42	62	8	12
To study and experiment with color	2.88	18	26	37	55	10	15
To display my art work so that my classmates and teacher can see it	2.65	11	16	30	44	19	28
To talk about paintings and sculpture	2.27	5	7	21	31	29	43
To study the history of art or architecture	2.22	9	13	13	19	30	44
To learn about great artists	2.18	2	3	23	34	28	41
						15	22

Tables 17, 18, and 19 delineate the participation of elementary students of grade levels four through six from the selected Hi-Line elementary schools in art activities during their free time on a monthly basis. The activities are ranked from the highest to the lowest according to mean scores. Percentages of the frequency students participate in each art activity during their free time are also provided on these tables.

The participation of fourth grade students in art activities during their free time is shown on Table 17. I look at projects done by the students and displayed in the school ranked as the highest art activity with a mean score of 2.95. The table indicates that 35 percent of the students participate in this activity more than ten times a month and 30 percent of them participate five to ten times a month. The table also indicates that 38 percent of the students participate more than ten times a month in making drawings at home. Sixty-three percent of the students are encouraged by their parents to draw and paint at home less than one time a month. Seventy percent of the students participate in making sculptures at home less than one time a month.

The participation of fifth grade students in art activities during their free time is shown on Table 18. This table indicates that 33 percent of the students participate more than ten times a month in making drawings at home and 19 percent of them participate five to

ten times a month. Fifty-seven percent of the parents encourage them to draw and paint at home less than one time a month. Sixty-one percent of them make sculptures at home less than one time a month.

The participation of the sixth grade students in art activities during their free time is shown on Table 19. Twenty-eight percent of the students participate in looking at art projects done by the students and displayed in the school more than ten times a month and thirty-five percent of them participate five to ten times a month in this activity. Fifty-seven percent of the parents encourage them to draw and paint at home less than one time a month. Seventy-two percent of the students participate in making sculptures at home less than one time a month.

Table 17. Participation of Fourth Grade Students in Art Activities During Their Free Time (monthly).

Survey Items	Mean	More than 10 times a month		5-10 times a month		1-5 times a month		Less than 1 time a month	
		No.	%	No.	%	No.	%	No.	%
I look at projects done by the students and displayed in the school.	2.95	21	35	18	30	18	30	3	3
I make drawings at home	2.82	23	38	12	20	16	27	9	15
I admire art work in magazines.	2.67	18	30	12	20	22	37	8	13
I stop to look at modern buildings.	2.42	14	23	11	18	21	35	14	23
I engage in art work after school hours	2.00	6	10	12	20	18	30	24	40
My parents encourage me to draw and paint at home	1.53	0	0	10	17	12	20	38	63
I make sculptures at home	1.47	4	7	2	3	12	20	42	70

Table 18. Participation of Fifth Grade Students in Art Activities During Their Free Time (Monthly).

Survey Items	Mean	More than 10 times a month		5-10 times a month		1-5 times a month		Less than 1 time a month	
		No.	%	No.	%	No.	%	No.	%
I make drawings at home	2.72	23	33	13	19	24	35	9	13
I look at projects done by the students and displayed in the school	2.68	17	25	23	33	19	28	10	14
I admire art work in magazines	2.26	13	19	12	17	24	35	20	29
I stop to look at modern buildings	2.00	6	9	10	14	31	45	22	32
I engage in art work after school hours	1.93	8	12	5	7	30	43	26	38
My parents encourage me to draw and paint at home	1.70	6	9	7	10	17	25	39	57
I make sculptures at home	1.67	6	9	7	10	14	20	42	61

Table 19. Participation of Sixth Grade Students in Art Activities During Their Free Time (Monthly).

Survey Items	Mean	More than 10 times a month		5-10 times a month		1-5 times a month		Less than 1 time a month	
		No.	%	No.	%	No.	%	No.	%
I look at projects done by the students and displayed in the school	2.85	19	28	24	35	21	31	4	6
I make drawings at home	2.72	19	28	17	25	26	38	6	9
I admire art work in magazines	2.34	10	15	10	15	41	60	7	10
I stop to look at modern buildings	2.25	9	13	15	22	28	41	16	24
I engage in art work after school hours	1.91	7	10	11	16	19	28	31	46
My parents encourage me to draw and paint at home	1.66	4	6	8	12	17	25	39	57
I make sculptures at home	1.37	2	3	2	3	15	22	49	72

Tables 20, 21, and 22 also delineate the participation of elementary students of grade levels four through six in art activities during their free time. However, on these tables the response categories were designed on a yearly basis rather than on a monthly basis. The art activities were ranked from the highest mean score to the lowest mean score. Percentages of the frequency students participate in art activities were also given on the three tables.

Table 20 indicates the participation of the fourth grade students in art activities during their free time. Thirteen percent of the students read books about art more than five times a year and 27 percent of them read books about art less than one time a year. Thirty percent of the students visit art museums and galleries less than one time a year.

Table 21 indicates the participation of the fifth grade students in art activities during their free time. Twenty percent of the students think about becoming an artist more than five times a year and 48 percent of them think about it less than one time a year. Forty-two percent of the students participate in visiting art museums and galleries less than one time a year.

Table 22 indicates that participation of sixth grade students in art activities during their free time. Forty percent of the students engage in discussion of art with their parents less than one time a year. Forty-three percent of the students read books about art

less than one time a year.

Tables 20, 21, and 22 answer the general question, what extent do children participate in visiting art centers in grade levels four through six from the selected Hi-Line elementary schools. These tables indicate that 30 percent of the fourth grade students, 42 percent of the fifth grade students, and 31 percent of the sixth grade students visit art centers less than one time a year.

Table 20. Participation of Fourth Grade Students in Art Activities During Their Free Time (Yearly).

Survey Items	Mean	More than 5 times a year		1-5 times a year		1 time a year		Less than 1 time a year	
		No.	%	No.	%	No.	%	No.	%
I read books about art	2.27	8	13	16	27	20	33	16	27
I engage in discussion of art with my parents	2.18	12	20	13	22	9	15	26	43
I think about becoming an artist	2.17	15	25	6	10	13	22	26	43
I visit art museums and art galleries	2.08	3	5	17	28	22	37	18	30

Table 21. Participation of Fifth Grade Students in Art Activities During Their Free Time (Yearly).

Survey Items	Mean	More than 5 times a year		1-5 times a year		1 time a year		Less than 1 time a year	
		No.	%	No.	%	No.	%	No.	%
I think about becoming an artist	2.12	14	20	13	19	9	13	33	48
I read book about art	2.00	4	6	18	26	21	30	26	38
I engage in discussion of art with my parents	1.87	7	10	15	22	9	13	38	55
I visit art museums and art galleries	1.86	3	4	13	19	24	35	29	42

Table 22. Participation of Sixth Grade Students in Art Activities During Their Free Time (Yearly).

Survey Items	Mean	More than 5 times a year		1-5 times a year		1 time a year		Less than 1 time a year	
		No.	%	No.	%	No.	%	No.	%
I engage in discussion of art with my parents	2.16	10	15	18	26	13	19	27	40
I think about becoming an artist	2.10	14	21	9	13	15	22	30	44
I visit art museums and art galleries	2.06	3	4	19	28	25	37	21	31
I read books about art	1.93	7	10	10	15	22	32	29	43

Table 23, 24, and 25 delineate how elementary students of grade levels four through six from the selected Hi-Line elementary schools perceive their art ability and art classes. The survey items are ranked from the highest to the lowest mean score.

The results of how fourth grade students perceive their art ability and art classes are shown on Table 23. I would enjoy a visit to an art museum or art gallery ranked the highest with a mean score of 3.62. I generally feel good after completing an art project ranked second with a mean score of 3.40. I feel good after completing an art project has a mean score of 3.37 which ranked it third. The two lowest ranking survey items were: for me, art work is frustrating with a mean score of 1.80, and I generally find art classes to be boring with a mean score of 1.40.

The results of how fifth grade students perceive their art ability and art classes are shown on Table 24. The highest ranking survey item is: I would enjoy a visit to an art museum or an art gallery which has a mean score of 3.41. The second highest survey item is I feel good after completing an art project with a mean score of 3.20. I generally look forward to art class ranked third with a mean score of 3.07. The two lowest ranking survey items on Table 24 are for me, art work is frustrating with a mean score of 1.97 and I generally find art classes to be boring with a mean score of 1.83.

The results of how sixth grade students perceive their art ability and art classes are shown on Table 25. Ranking the highest is the survey item I would enjoy a visit to an art museum or art gallery which has a mean score of 3.40. The second highest ranking survey item with a mean score of 3.21 is I feel good after completing an art project. I generally look forward to art class ranked third with a mean score of 3.18. For me, art work is frustrating with a mean score of 1.79 and to generally find art classes to be boring with a mean score of 1.71 ranked them as the two lowest survey items on Table 25.

I would enjoy a visit to an art museum or an art gallery, I feel good after completing an art project, and I generally look forward to art class all ranked the highest on Tables 23, 24, and 25. Also for me, art work is frustrating and I generally find art classes to be boring ranked the lowest on the same three tables. The highest and the lowest ranking survey items from Tables 23, 24, and 25 correlate with each other. They indicate that elementary students from the selected Hi-Line elementary schools enjoy art and they feel good after completing art projects. All three tables also indicate that these elementary students would enjoy a visit to an art museum or an art gallery.

Table 23. How Fourth Grade Students Perceive Their Art Ability and Art Classes.

Survey Items	Mean	Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
I would enjoy a visit to an art museum or an art gallery	3.62	40	67	17	28	3	5	0	0
I generally look forward to art class	3.40	31	52	23	38	5	8	1	2
I feel good after completing an art project	3.37	27	45	28	47	5	8	0	0
I like to look at work done by artists	3.25	25	42	27	45	6	10	2	3
When I compare my art work to that of others, I generally feel good	3.03	19	31	28	47	9	15	4	7
If I had my choice, I would take more art courses in school	3.00	23	38	18	30	15	25	4	7
I enjoy looking at different forms of architecture and buildings	2.93	18	30	25	42	12	20	5	8
My art teacher frequently tells me that my art projects are well done	2.87	10	17	37	62	8	13	5	8
I enjoy learning about artists and their art work	2.78	16	27	19	31	21	35	4	7
I can never think of something different to do in my art class	2.32	11	18	13	22	20	33	16	27
For me, art work is frustrating	1.80	3	5	11	18	17	28	29	49
I generally find art classes to be boring	1.40	3	5	0	0	15	25	42	70

Table 24. How Fifth Grade Students' Perceive Their Art Ability and Art Classes.

Survey Items	Mean	Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
I would enjoy a visit to an art museum or an art gallery	3.41	36	52	27	39	4	6	2	3
I feel good after completing an art project	3.20	20	29	43	62	6	9	0	0
I generally look forward to art class	3.07	34	49	15	22	11	16	9	13
If I had my choice, I would take more art courses in school	3.00	31	45	14	20	17	25	7	10
I like to look at work done by artists	3.00	21	30	31	45	13	19	4	6
My art teacher frequently tells me that my art projects are well done	2.78	10	14	40	58	13	19	6	9
I enjoy looking at different forms of architecture and buildings	2.64	9	13	34	49	18	26	8	12
When I compare my art work to that of others, I generally feel good	2.58	11	16	28	41	20	29	10	14
I enjoy learning about artists and their art work	2.25	7	10	18	26	29	42	15	22
I can never think of something different to do in my art class	2.13	7	10	15	22	27	39	20	29
For me, art work is frustrating	1.97	8	12	10	14	23	33	28	41
I generally find art classes to be boring	1.83	5	7	13	19	16	23	35	51

Table 25. How Sixth Grade Students' Perceive Their Art Ability and Art Classes.

Survey Items	Mean	Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%.	No.	%.	No.	%.	No.	%.
I would enjoy a visit to an art museum or art gallery	3.40	23	34	39	57	2	3	4	6
I feel good after completing an art project	3.21	21	31	40	59	7	10	0	0
I generally look forward to art class	3.18	31	46	24	35	7	10	6	9
I like to look at work done by artists	3.09	22	32	32	47	12	18	2	3
If I had my choice, I would take more art courses in school	3.03	27	40	21	31	15	22	5	7
I enjoy looking at different forms of architecture and buildings	2.74	9	13	34	50	23	34	2	3
When I compare my art work to that of others, I generally feel good	2.71	11	16	33	49	17	25	7	10
My art teacher frequently tells me that my art projects are well done	2.71	6	9	40	59	18	26	4	6
I enjoy learning about artists and their art work	2.38	9	13	15	22	36	53	8	12
I can never think of something different to do in my art class	2.24	6	9	19	28	28	41	15	22
For me, art work is frustrating	1.79	3	4	8	12	29	43	28	41
I generally find art classes to be boring	1.71	4	6	6	9	24	35	34	50

Tables 26, 27, and 28 delineate the attitudes of elementary students in grades five through six from the selected Hi-Line elementary schools about artists and art works. The attitudes were ranked from the highest to the lowest mean score.

Table 26 shows the results of fourth grade students' attitudes about artists and art works. The attitude that artists should paint pictures that the majority can understand ranked the highest with a mean score of 3.27. The lowest ranking attitude of these students is looking at art is boring with a mean score of 1.42.

Table 27 shows the results of the fifth grade students' attitudes about artists and art works. Good art is a matter of personal taste has a mean score of 3.25 and ranked the highest of the attitudes listed on Table 27. Outside of professional artists there is little need to study art ranked the lowest with a mean score of 1.67.

Table 28 shows the results of the sixth grade students' attitudes about artists and art works. Ranking as the highest was the attitude good art is a matter of personal taste with a mean score of 3.21. A person either has a talent for painting or he does not; going to school will not help him much as a mean score of 1.81 and ranked the lowest.

Tables 26, 27, and 28 indicate that over 55 percent of the

fourth grade students, 46 percent of the fifth grade students, and 51 percent of the sixth grade students believe that advances in the field of art are important for a country's progress. The table shows that 68 percent of the fourth grade students, 45 percent of the fifth grade students, and 37 percent of the sixth grade students strongly disagree that looking at art is boring.

Table 26. Fourth Grade Students' Attitudes About Artists and Art Works.

Survey Items	Mean	Strongly Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%
Artists should paint pictures that the majority of people can understand	3.27	23	38	31	52	8	1
Good art is a matter of personal taste	3.25	27	45	24	40	6	10
Almost anyone can learn to appreciate art	3.23	27	45	23	38	7	12
Knowledge and appreciation of art is important in order to understand our culture	3.18	21	35	30	50	8	13
Modern art is an important contribution to society	3.17	15	25	40	67	5	8
Advances in the field of art are important for a country's progress	2.95	13	22	33	55	12	20
An artist's contribution to society is not as important as that of a scientist	2.45	8	13	21	35	21	35
Outside of professional artists there is little need to study art	2.00	6	10	12	20	18	30
A person either has a talent for painting or he does not; going to school will not help him much	1.90	7	12	12	20	21	35
Looking at art is boring	1.42	1	2	4	7	14	23
						41	68

Table 27. Fifth Grade Students' Attitudes About Artists and Art Works.

Survey Items	Mean	Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
Good art is a matter of personal taste	3.25	35	51	21	30	8	12	5	7
Artists should paint pictures that the majority of people can understand	3.09	20	29	37	54	10	14	2	3
Almost anyone can learn to appreciate art	3.01	19	28	36	52	10	14	4	6
Modern art is an important contribution to society	2.83	18	26	27	39	18	26	6	9
Advances in the field of art are important in order to understand our culture	2.72	15	22	37	54	10	14	7	10
An artist's contribution to society is not as important as that of a scientist	2.57	18	26	18	26	18	26	15	22
A person either has a talent for painting or he does not; going to school will not help him much	2.04	7	10	13	19	25	36	24	35
Looking at art is boring	1.90	6	9	10	14	24	35	29	42
Outside of professional artists there is little need to study art	1.67	1	1	6	9	31	45	31	45

Table 28. Sixth Grade Students' Attitudes About Artists and Art Works.

Survey Items	Mean	Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
Good art is a matter of personal taste	3.21	24	35	36	53	6	9	2	3
Almost anyone can learn to appreciate art	3.16	23	34	36	53	6	9	3	4
Knowledge and appreciation of art is important in order to understand our culture	3.09	20	29	38	56	6	9	4	6
Modern art is an important contribution to society	3.04	14	21	44	65	9	13	1	1
Advances in the field of art are important for a country's progress	2.99	17	25	35	51	14	21	2	3
Artists should paint pictures that the majority of people can understand	2.97	10	15	48	70	8	12	2	3
An artist's contribution to society is not as important as that of a scientist	2.56	10	15	27	40	22	32	9	13
Outside of professional artists there is little need to study art	1.97	3	4	8	12	41	60	16	24
Looking at art is boring	1.84	2	3	9	13	33	49	24	35
A person either has a talent for painting or he does not; going to school will not help him much	1.81	4	6	4	6	35	51	25	37

Summary

The analysis of the findings was based on the responses from the questionnaire given to the teachers and the questionnaire administered to the elementary students from the six selected Hi-Line elementary schools. The teachers and art specialists ranked highest the objectives to be provided with the opportunities to develop creative abilities; to be provided with many, varied art activities; to have art learning experiences interacting with the total learning environment; be provided with opportunities to develop critical thinking abilities; and to recognize that every pupil is capable of expression in art. To use patterns, dittos, and coloring sheets which are superior to the crude work of the child was ranked the least important objective by the teachers and art specialists. However, this objective does not correlate with the practices by all teachers. Eight of the teachers or 32 percent use mimeographed or ditto sheets more than five times a year. The art activities used the most by the teachers and specialists were to draw and to make paintings.

To study and experiment with colors; to select paintings, pictures, or posters for my room at home; to mold clay or pottery; and to paint were the four art activities that children of grade levels one through six preferred the most. Although these children seem to enjoy drawing and painting at home, little encouragement is given by

many parents. Many children from the selected Hi-Line elementary schools visit an art museum or an art gallery less than one time a year.

Most of the children from the selected Hi-Line elementary schools of the grade levels four through six have good feelings about completing an art project and find art work not to be frustrating. These children also look forward to going to art class and find art classes not to be boring. A majority of the children would like to visit an art center such as an art museum or an art gallery.

Most of the children from the selected Hi-Line elementary schools of grade levels four through six believed that advances in the field of art are important for a country's progress. They believe good art is a matter of personal taste and that looking at art is not boring.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The research for this paper was concerned with determining which art objectives and practices were of importance to elementary teachers from six selected Hi-Line elementary schools, and determining the attitudes of elementary students from the same selected schools in regard to art in the elementary curriculum.

The literature reviewed indicates that art can be important to a child's growth and development. The literature also indicates that elementary art education can help a child to develop a good self-concept. Elementary art education helps children's thinking processes, perceptual development, emotional development, and creative development. The review of literature designates that the main role of the teacher is to serve as a catalyst developing children's growth in creativity. Literature also stresses that the public is looking for improved quality programs. This research is a process of gathering information that may be used in developing a quality program in elementary art at the six selected Hi-Line elementary schools.

The population of this investigation included fifty-nine first grade students, fifty-one second grade students, fifty-six third grade students, sixty fourth grade students, sixty-nine fifth grade students, and sixty-eight sixth grade students from six selected Hi-Line elementary schools. Twenty-five elementary teachers and two

K-12 art specialists from the same selected schools were also included in this investigation. The six schools involved in this investigation were Chester Elementary School, Hingham Elementary School, Inverness Elementary School, Joplin Elementary School, Kremlin-Gildford Elementary School, and Rudyard Elementary School.

The instrument (see Appendix A) for elementary teachers was devised from related literature and it was examined by experts in the fields of art education and education to give it content validity. A modified Eisner Art Attitude Inventory (see Appendix B) was used for the elementary students. Grade levels one through three completed only one area from the Eisner Inventory. (See Appendix C)

The analysis of the findings was based on the responses from the instruments. This researcher traveled to each school involved in this study to administer the instruments to the elementary students. While the elementary students were completing their instrument the teachers were asked to respond to the instrument designed for them. Twenty-eight tables were developed from the data collected which included raw scores and percentages of each survey item. A mean score was also determined for each survey item and the survey items were ranked from the highest to the lowest mean score. A description of the dominate characteristics was presented preceeding each table.

Teachers involved in this study indicated that the opportunity to develop creative abilities was the most important objective that

was listed in the questionnaire. The most common art activities used by elementary teachers were to draw and make paintings.

The elementary students involved in this study expressed that they were highly interested in the following activities: to select paintings, pictures, or posters for my room at home; to study and experiment with color; to mold clay or pottery; and to paint. During their free time, the elementary students of grade levels four through six, preferred to draw and make paintings at home and they liked looking at projects done by the students and displayed in the schools. The children of grade levels four through six indicated that they would like to visit an art museum or an art gallery. Most of the students of grade levels four through six involved in the study indicated that they enjoyed art classes very much and that they had good feelings about completing an art project. The students of grade levels four through six had an attitude that art is quite important and that artists contribute much to society.

Conclusions

Based upon the results of this investigation, the researcher made the following conclusions:

1. There were differences in the rankings of the objectives, but the teachers and art specialists from the selected Hi-Line elementary schools involved in this study agreed on the importance of

most of the objectives. The objective to be provided with opportunities to develop creative abilities was ranked third or higher by all groups. The objective to use patterns, dittos, and coloring sheets which are superior to crude work of the child ranked the least important by all groups of teachers.

2. The teachers and art specialists from the six selected Hi-Line schools have children draw and make paintings more than any of the other art activities.

3. Elementary students in grade levels four through six from the six selected Hi-Line elementary schools were highly interested in art and enjoyed art classes.

4. Elementary students in grade levels four through six from the six selected Hi-Line elementary schools believed that advances in the field of art are important for a country's progress.

5. Elementary students from the six selected Hi-Line elementary schools in grade levels four through six indicated that they would enjoy a visit to an art center.

6. Elementary students from the six selected Hi-Line elementary schools in grade levels four through six designated that working with art projects is not frustrating, and that they had good feelings about completing art projects.

7. Elementary students from the six selected Hi-Line elementary schools in grade levels four through six indicated that art is not

boring to look at and that good art is a matter of personal taste.

Recommendations

1. Students from the selected Hi-Line schools indicated a strong interest in molding clay or pottery work, therefore more art activities related to this interest should be provided.

2. Visits should be provided to an art museum or an art gallery because the students involved in this study were very much interested in this activity, and 30 percent of the students in this study made a visit to an art center less than once a year.

3. The results from this study should be applied in developing an art curriculum that better fits the needs and interests of students of the six selected Hi-Line schools investigated in this study.

4. This study is limited to six rural communities. Results from studies of other communities may be entirely different, therefore other communities interested in developing an elementary art program should conduct a study of their own schools.

REFERENCES

REFERENCES

- Burks, Winifred W. 1963. Art Education Objectives and Practices of Elementary Classroom Teachers in East Baton Rouge Parish, Louisiana, Xerox University Microfilms, Ann Arbor, Michigan, Number 63-6214.
- Cohen, Elaine P. 1974. "Does Art Matter in the Education of the Black Ghetto Child?", Young Children, 29. 3:170-181.
- Davis, Cecille. 1976. "A Vital Equation: School + Museum + Community = Learning Through the Arts," School Arts, January, 1976.
- Eisner, Elliot W. "Manual for the Eisner Art Information Inventory and the Eisner Art Attitude Inventory". (Mimeographed paper). Stanford University.
- Erdt, Margaret H. 1962. Teaching Art in the Elementary School. New York: Holt, Rinehart and Winston, Inc.
- Furney, Trudy and Kroeger, Gary. 1973. "K-12 Art Guide." Kansas State Department of Education, ERIC Document, ED 099 259.
- Good, Carter V. ed. 1973. Dictionary of Education. McGraw-Hill Book Company.
- Graves, Ginny. 1973. "The Interrelationship of the Arts." School Arts. September, 1973.
- Greenberg, Pearl. ed. 1972. Art Education: Elementary. Washington, D. C.: The National Art Education Association.
- Horn, George F. and Smith, Grace Sands. 1971. Experiencing Art in the Elementary School. Davis Publications, Worchester, Massachusetts.
- Lancaster, John. 1975. "Creativity and the Young Child." Art and Craft Education, (September, 1975), 3.
- Lichtig-Rice, Robin. 1974. "Elementary School Art: Fundamental, Not Frill." ERIC Document, ED 100 498, September, 1974.
- Lowenfeld, Victor, and Brittain, W. Lambert. 1970. Creative and Mental Growth. New York: The Macmillan Company.

- Luca, Mark, and Kent, Robert. 1968. Art Education: Strategies of Teaching. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- McFee, June King. 1968. Preparation for Art. Belmont, California: Wadsworth Publishing Company.
- Mendelowitz, Daniel M. 1963. Children Are Artists. Stanford, California: Stanford University Press.
- Merritt, Helen. 1964. Guiding Free Expression in Children's Art. New York: Holt, Rinehart and Winston, Inc.
- Moody, Margaret Mary. 1974. An Analysis of the Goals and Activities Recommended by Canadian Provincial Elementary Art Curriculum Guides, Compared with Each Other, and With Recent Art Education Literature. University of Oregon, Department of Education, Xerox University Microfilms, Ann Arbor, Michigan, Number 75-4519
- Nichols, Merle. 1974. "New Approaches in Art Education at Fairport." School Arts. V. 73 N. 7, 32-33.
- Seville, Renee. 1971. Beginning Arts and Crafts. New York: Drake Publishers Ltd.
- Smith, James A. 1967. Creative Teaching of the Creative Arts in the Elementary School. Boston: Allyn and Bacon, Inc.
- Smith, John W. 1974. Art Attitudes of Preservice Elementary Teachers as Affected by a Modular Program in Art. Xerox University Microfilms, Ann Arbor, Michigan. Number 75-16447.

APPENDIX A
INSTRUMENT FOR TEACHERS

SURVEY OF ART EDUCATION IN THE ELEMENTARY SCHOOLS

Part I. Art Education Objectives in the Elementary School

Directions: The following statements are intended to survey the opinions of elementary classroom teachers. There is considerable variation in point of view concerning the subject of this study, and in the way art education is practiced in the schools; therefore, there are no right or wrong answers. Your own individual feelings are desired about each statement. Please read each statement carefully, then mark your answer in the appropriate place. Rate each of the following objectives according to the importance that you believe it should have in the elementary school. Please answer all statements.

	Highly Important	Important	Little Importance	No Importance
1. Be provided with the opportunity to develop creative abilities.	_____	_____	_____	_____
2. Be provided with challenges to develop aesthetic abilities.	_____	_____	_____	_____
3. Be provided with opportunities to develop critical thinking abilities.	_____	_____	_____	_____
4. Have art lessons planned to develop all senses.	_____	_____	_____	_____
5. Be provided with experiences to enhance personal expression and individual inventiveness through problem-solving.	_____	_____	_____	_____
6. Through art, be challenged in concept formation and cognitive growth.	_____	_____	_____	_____
7. Be given a sound knowledge of art terms.	_____	_____	_____	_____

	Highly Important	Important	Little Importance	No Importance
8. Be provided with planned, organized art learning situations, excluding haphazard novelty.	_____	_____	_____	_____
9. To develop a good self-concept through art learning experiences.	_____	_____	_____	_____
10. Be given experiences to develop perception.	_____	_____	_____	_____
11. Have art learning experiences interacting with the total learning environment.	_____	_____	_____	_____
12. Be taught appreciative modes and basic knowledges about man's art through history.	_____	_____	_____	_____
13. Achieve mastery of skills in handling varied art materials.	_____	_____	_____	_____
14. Be provided with many, varied art activities.	_____	_____	_____	_____
15. Be assisted in developing an appreciation of art.	_____	_____	_____	_____
16. To develop a means of discovering and encourage special talent which may lead to a vocation in art.	_____	_____	_____	_____
17. To emphasize the finished art product as main goal of the art lesson.	_____	_____	_____	_____
18. To use patterns, dittos, and coloring sheets which are superior to crude work of the child.	_____	_____	_____	_____
19. To recognize that every pupil is capable of expression in art.	_____	_____	_____	_____
20. To familiarize children with art forms as it relates to architecture and buildings.	_____	_____	_____	_____
21. To include art activities which will provide for a more effective and beneficial use of leisure time.	_____	_____	_____	_____

Part II. Art Activities Which You Include in Your Art Program.

Please check the appropriate column that best illustrates your view point.

	More than 5 Times a Year	1-5 Times A Year	Once a Year	Do Not Include
1. Do drawings.	_____	_____	_____	_____
2. Make paintings.	_____	_____	_____	_____
3. Work with mimeographed and ditto sheets.	_____	_____	_____	_____
4. Work on specific lettering projects.	_____	_____	_____	_____
5. Study and use perspective.	_____	_____	_____	_____
6. Study and use color.	_____	_____	_____	_____
7. Work on specific lessons on figure drawing.	_____	_____	_____	_____
8. Make pottery.	_____	_____	_____	_____
9. Carve soap, wood, or plaster.	_____	_____	_____	_____
10. Make clay sculptures.	_____	_____	_____	_____
11. Make paper-mache projects.	_____	_____	_____	_____
12. Make plans, design, and construct model buildings.	_____	_____	_____	_____
13. Make puppets.	_____	_____	_____	_____
14. Solve problems related to community and school planning.	_____	_____	_____	_____
15. Study of Art History.	_____	_____	_____	_____
16. Weave textiles.	_____	_____	_____	_____
17. Make murals, friezes, etc.	_____	_____	_____	_____
18. Please list any other activities that you include in your art program and indicate how often they are done.	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

APPENDIX B

INSTRUMENT FOR STUDENTS GRADE LEVELS 4-6

EISNER ART ATTITUDE INVENTORY

This inventory is designed to find out how you feel about art, artists, and art activities. There are no correct or incorrect answers. You are to select the answer that you feel is most accurate for you.

Please circle your grade level: 1 2 3 4 5 6

Part I. The following statements are designed to find out how you feel about certain art activities. You may answer by placing an X on a face. Please check only one face for each activity.

	It's tops! It's great	I like it	I don't like it very much	I don't like it at all
1. To draw				
2. To paint.				
3. To mold clay or pottery				
4. To select paintings, pictures, or posters for my room at home				
5. To design and make things which can be used at home.				
6. To learn about great artists.				
7. To study and experiment with colors . . .				
8. To talk about paintings and sculpture . .				
9. To display my art work so that my class- mates and teacher can see it.				
10. To study the history of art or architecture.				

Part II. The statements are designed to find out how much you participate in your free time, in art activities. Next to each sentence are four choices. Please place an X in one of the blanks.

	More than 5 Times a Year	1-5 times a Year	1 time a Year	Less than 1 time a year.
11. I visit art museums and art galleries.	_____	_____	_____	_____
12. I read books about art.	_____	_____	_____	_____
13. I think about becoming an artist.	_____	_____	_____	_____
14. I engage in discussion of art with my parents.	_____	_____	_____	_____
	More than 10 times a month	5-10 times a month	1-5 times a month	Less than 1 time a month
15. I engage in art work after school hours.	_____	_____	_____	_____
16. I admire art work in magazines.	_____	_____	_____	_____
17. I make drawings at home.	_____	_____	_____	_____
18. I stop to look at modern buildings.	_____	_____	_____	_____
19. I look at projects done by the students and displayed in the school.	_____	_____	_____	_____
20. My parents encourage me to draw and paint at home.	_____	_____	_____	_____
21. I make sculptures at home.	_____	_____	_____	_____

Part III. The following are statements concerned with how you feel about your own art ability and art classes. Please indicate with an X if you strongly agree, agree, disagree, or strongly disagree with each statement.

	Strongly agree	Agree	Disagree	Strongly Disagree
22. I feel good after completing an art project.	_____	_____	_____	_____
23. If I had my choice, I would take more art courses in school.	_____	_____	_____	_____
24. For me, art work is frustrating.	_____	_____	_____	_____
25. My art teacher frequently tells me that my art projects are well done.	_____	_____	_____	_____
26. When I compare my art work to that of others, I generally feel good.	_____	_____	_____	_____
27. I generally look forward to art class.	_____	_____	_____	_____
28. I like to look at work done by artists.	_____	_____	_____	_____
29. I generally find art classes to be boring.	_____	_____	_____	_____
30. I enjoy looking at different forms of architecture and buildings.	_____	_____	_____	_____
31. I enjoy learning about artists and their art work.	_____	_____	_____	_____
32. I would enjoy a visit to an art museum or art gallery.	_____	_____	_____	_____
33. I can never think of something different to do in my art class.	_____	_____	_____	_____

Part IV. The following are statements about artists and art works. On the appropriate blank, mark an X which indicates you strongly agree, agree, disagree, or strongly disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
34. Artists should paint pictures that the majority of people can understand.	_____	_____	_____	_____
35. Modern art is an important contribution to society.	_____	_____	_____	_____
36. Looking at art is boring.	_____	_____	_____	_____
37. A person either has a talent for painting or he does not; going to school will not help him much.	_____	_____	_____	_____
38. Almost anyone can learn to appreciate art.	_____	_____	_____	_____
39. Outside of professional artists there is little need to study art.	_____	_____	_____	_____
40. Advances in the field of art are important for a country's progress.	_____	_____	_____	_____
41. Good art is a matter of personal taste.	_____	_____	_____	_____
42. An artist's contribution to society is not as important as that of a scientist.	_____	_____	_____	_____
43. Knowledge and appreciation of art is important in order to understand our culture.	_____	_____	_____	_____

APPENDIX C

INSTRUMENT FOR STUDENTS GRADE LEVELS 1-3

EISNER ART ATTITUDE INVENTORY

Please circle your grade level: 1 2 3

This inventory is designed to find out how you feel about art, artists, and art activities. There are no correct or incorrect answers. You are to select the answer that you feel is most accurate for you.

Part I. The following statements are designed to find out how you feel about certain art activities. You may answer by placing an X on a face. Please check only one face for each activity.

	It's tops! It's great.	I like it	I don't like it very much	I don't like it at all
1. To draw				
2. To paint.				
3. To mold clay or pottery				
4. To design and make things which can be used at home.				
5. To select paintings, pictures, or posters for my room at home				
6. To learn about great artists.				
7. To study and experiment with colors . . .				
8. To talk about paintings and sculptures . .				
9. To display my art work so that my class- mates can see it.				
10. To make drawings at home.				
11. To read books about art.				

APPENDIX D

LETTER FROM ELLIOT EISNER

100

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

SCHOOL OF EDUCATION

4 April 1976

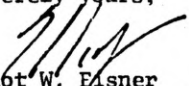
Mr. James R. Gorder
309 East Cleveland
Bozeman, Montana 59715

Dear Mr. Gorder:

You have my permission to reproduce the Eisner Art Attitude Inventory for use in your work. I am enclosing with this letter a test manual which provides scoring instructions and reliability information for various grade levels.

Good luck to you in your work.

Sincerely yours,



Elliot W. Eisner
Professor of Education and Art

EWE:HE
Encl.

APPENDIX E

LETTER TO PRINCIPALS



COLLEGE OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

March 5, 1976

Dear

I am researching two areas of elementary art at six selected Hi-Line schools for my Professional Paper at Montana State University. The purpose of my study is to determine what art objectives and practices elementary teachers at their respective grade levels believe are of importance, and to determine the attitudes of elementary students in regard to art in the elementary curriculum. I will send copies of the questionnaires to be used as soon as I have tested them in a Bozeman Elementary School.

During our telephone conversation on February 18, 1976, you mentioned that I would be allowed to conduct this study in your school. I plan to arrive at the Rudyard Elementary School at 8:15 a.m. on March 23, 1976.

Would you please complete the enclosed post card and return it to me so that I can be certain of the number of questionnaires I will need for my study?

It will take approximately 15 minutes per class for me to administer the questionnaire to the students. Thank you again for your assistance.

Sincerely,

James R. Gorder
Graduate Student

Dr. Greg Stefanich
Assistant Professor