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ABSTRACT

Goals of a model program for seven gifted students in a small rural high school in Baldwyn, Mississippi, were to improve teacher knowledge of gifted programs and increase student knowledge and skills through a mentor program and individual projects. Innovative aspects of the program during 1981-82 were inservice training to aid teachers in working individually with gifted students, a mentor program for students to work part-time in the community under specialists in their areas of interest, and a computer for direct instruction of students and for programming individual study projects. A related component was a special art program for artistically talented students. Results were assessed with the Wiener Attitude Scale (to determine teacher attitude), the California Achievement Test (CAT--to measure student achievement in reading, math, language and spelling), teacher/mentor questionnaires (to measure knowledge/skills acquired by students), and individual evaluations of participating students. Pre- and post-tests indicated general teacher satisfaction with the program; no significant student gain in CAT scores; notable individual student gains on specific area tests (computer programming, typing, German, brain dominance, sculpture, racing cars) developed by the mentors/advisors; and more enthusiasm about the program from mentors/advisors than from teachers. (MH)

POST-EVALUATION DESIGN

1981-82

A GIFTED MODEL DESIGNED FOR GIFTED STUDENTS IN A SMALL, RURAL HIGH SCHOOL

BALDWYN SEPARATE SCHOOL DISTRICT

BALDWYN, MISSISSIPPI

TITLE IV, C

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INTRODUCTION

The target group for the project was secondary gifted students. The project continued to develop a model program for gifted students in a small, rural high school during the 1981-82 school year. The innovative aspects of this program were three-fold: First, the project continued to train teachers through an inservice to work individually with students eligible for the gifted program. The resource teacher for the gifted worked with regular teachers on a volunteer basis to obtain their participation in designing individualized programs for selected students. These teachers helped supervise students in the completion of individual projects in the area of their interests. Secondly, the program developed a "Mentor Approach" whereby students were able to work part-time in the community under a specialist or expert in the area of their interests. These specialists were drawn from the areas of business, law, medicine, education, and other professional groups. Thirdly, the program utilized a TRS-80 Radio Shack computer for the direct instruction of students as well as supplemental option for those desiring to "program" their individual study project.

A related component added was a special art program for

"artistically talented" under the guidelines of the State Department of Education. This program served approximately twenty students at the high school level. A teacher unit was funded under the minmum foundation program for this component.

A project goal was to improve positively teacher knowledge toward gifted programs. Secondly, it was hoped that student's knowledge and skills in selected areas would increase as a result of the mentor program and individual projects.

A. Problem

A. Statement of the Problem

Will teacher attitudes/knowledge and students' skill and knowledge in selected areas increase or improve as a result of participation in a gifted program?

B. Questions to be Answered

1. Will teacher knowledge toward gifted programs improve as measured by pre/post administration of the Wiener Attitude Scale?
2. Did the experimental group show significant improvement on the California Achievement Test (CAT) as compared to the control group?
3. Will students' knowledge and skill in selected areas with mentors and/or regular teachers improve as measured by a pre/post questionnaire developed for their specified area?
4. Did students select vocational and/or academic careers based on experiences received in the gifted program?
5. Did the artistically talented students have a positive attitude toward the program?

C. Rationale

It is recognized that much of the needed help and attention that gifted students deserve could be arranged by their regular teachers if provided the necessary materials and inservice training. An enrichment/tutorial program utilizing regular teachers and/or mentors from the community would be less costly than providing teachers in that area of the curriculum not presently offered in the Baldwyn Schools.

D. Assumptions

It was assumed that the Wiener Attitude Scale measures teacher attitudes toward gifted students and programs.

It was assumed that the CAT measures academic achievement in the areas of reading, math, language, and spelling.

It was assumed that the teacher/mentor questionnaires measure the knowledge and skills acquired by the students completing research projects and other activities.

It was assumed that the questionnaire for the art students measures the attitudes and feelings about their participation in the program.

E. Limitations

The experimental and control groups were not randomly selected, but were chosen as a result of meeting specified criteria.

As a result of late identification and screening, as well as scheduling conflicts, not all expermential students spent equal time on independent projects with regular teachers or working with mentors.

The number of subjects in both comparison groups varied due to program withdrawal, transferral to another district, or other reasons.

The CAT was not administered to all subjects on the same date. Approximately one month separated the groups in the data collection.

Teacher qualifications, along with teaching styles, curricula used, scheduling and program activities differed between the two programs.

F. Definition of Terms

Gifted and Talented - Children and, whenever, applicable, youth who are identified at the preschool, elementary, or secondary level as possessing deomonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who, by reason thereof, require services or activities not ordinarily provided by the school.

Resource Teacher for Gifted - A teacher who is a specialist in the education of gifted/talented students. She is endorsed in the gifted area and conducts evaluations, develops effective teaching strategies, and works with colleagues as well as directly with pupils.

Mentor - An individual from the school or community who provides expertise in his/her career or vocational area.

Significant gains in achievement - For the purpose of this study a significant difference will be accepted at the .05 level.

Artistically Talented - Refers to those students who have demonstrated or indicated through affective as well as cognitive performance, outstanding ability in art.

II. Program Procedures

A. Subjects

The experimental subjects represent seven secondary academically gifted students at Baldwyn High School. Initially, the group consisted of thirteen students. Six students had scheduling conflicts that prevented their remaining in the TAG Program. The program continued its efforts to identify eligible students. These students came from grades nine through twelve and were selected by the following criteria:

1. Procure referrals through:
   A. Teacher recommendation
   B. Inspection of year-end group achievement and/or intelligence scores
   C. Referrals from principals, counselors, parents or peers

II. Screening through the obtainment of the following information:

A. Renzulli-Hartmen Scale for Rating Behavioral Characteristics of Superior Students completed by teacher making initial referral.

B. Permission for testing acquired from parent or guardian.

C. Scores from California Achievement Test and Wide Range Achievement Test or Peabody Individual Achievement Test. Scores should reflect student functioning at one grade level above placement in one or more subject areas.

D. Group Intelligence Scores, if available - Short Form Test of Academic Aptitude.

E. Grades for the past two years.

F. Wechsler Intelligence Scale for Children - Revised, Wechsler Adult Intelligence Scale, or Stanford-Binet Scores. The student must score 130 or above on Verbal, Performance and/or Full Scale scores.

G. Evidence of regular classroom work indicating outstanding performances prior to the school year. The resource teacher and/or project

director will meet with each eligible student and his/her parents and thoroughly explain the various components of the program. Depending on the student's interest, an individual program will be drawn up and a daily/weekly schedule will indicate the specific activities for that student. Each student will meet five hours per week with the resource teacher. The resource teacher will be responsible for monitoring each student's schedule, initiating changes, working with regular teachers and mentors, and arranging for individual projects.

III. Placement in the Program

A. All qualifying data reviewed by the local Survey Committee

B. All data sent to the Regional Screening Team for final approval of placement

C. Parents and students notified of placement decision

D. Parents sign statement that they understand that their child will participate in the program as long as the school and/or they feel that he/she is benefiting from the program and he/she is a motivated, contributing member

B. Year-end evaluation by the Local Survey Committee to review grades for the past year and discuss placement for the program for the following year.

The control group was located at Nettleton High School in nearby Lee County. An equal number of control students was selected to be a comparison group for the project. Since Nettleton High School has no secondary gifted program, the control students were selected on the basis of a national score at the 85th percentile or better on the Short Form Test of Academic Aptitude.

The Artistically talented subjects represented sixteen secondary students at Baldwyn High School. During the 1980-81 school year, thirty students were enrolled in the program. However, due to scheduling conflicts, lack of student interest, and competing interests, the number decreased for the 81-82 school year. The program continued its effort to identify eligible students. Those enrolled came from grades nine through twelve and were selected by the following criteria:

I. Initial nominations through:

A. Teacher referrals and recommendations

B. Referrals from principals, counselors, or parents

C. Peer referrals

D. Self referrals

II. Screening through the obtainment of the following information:

A. Permission for testing obtained from parent or guardian

B. Teacher recommendations using characteristics of the artistically talented from Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students

C. Three separate auditions in which the pupil has been observed to have aptitude in art

D. Evidence of superior performance within the auditioning period to be determined by an expert in the area

III. Placement in the Program

A. All qualifying data reviewed by the Local Survey Committee

B. All data sent to the Regional Screening Team for final approval of placement

C. Parents sign a statement informing them of yearly re-assessment procedures. Parents will be notified

if there is any change in status occurring as a result of motivational factors and contributions toward the betterment of the class.

B. Treatment

Regular classroom teachers received inservice training to assist them in designing relevant education experiences and unique teaching strategies for eligible students.

The experimental group received a minimum of five hours per week instruction in the resource room. Each student completed an independent project in his/her chosen area. In order to lead the students to more specific, detailed thinking each appeared before a teacher committee to receive approval of the topic. The committee listened to each student's ideas and plans, offered suggestions, and granted approval or disapproval of project plans. Areas that were selected were brain dominance, computer programming, German, racing cars, sculpture, and typing. Students worked closely with an advisor and the resource teacher. Students worked closely with an advisor and the

resource teacher. Students also worked out in the field directly with a mentor. The amount of time spent with the mentor was dependent on the students' and mentors' schedule. (See Appendix A for Independent Project Outline). In addition, students received enrichment activities in the resource room.

The control group received the pre/post CAT only. Since Nettleton High School has no formal secondary gifted program, the control students attended the regular academic program. No special enrichment activities were provided them during the school year.

The artistically talented students received a minimum of five hours per week instruction in the resource room. Students received instruction in art history and appreciation as well as individual work on art projects. (See Appendix B for outline of anticipated projects.)

III. Evaluation

A. Instruments to be Used

The following instruments were used in the collection of data: Wiener Attitude Scale and the California Achievement Test. The Wiener Scale was developed by Dr. Jean Wiener at UCLA as a means of determining staff attitudes toward the gifted. The scale consists of twenty-eight items in which the respondent is asked to select a response on the basis of agreement or disagreement on specified statements. (See Appendix C)

The California Achievement Test is a widely used instrument throughout the nation. The form appropriate for high school students was selected which measures knowledge and understandings in reading, math, language, and spelling. The test consists of national norms and can be scored objectively. Additionally, a series of checklists/questionnaires were devised which measure the students' knowledge and skill in their selected area with a regular teacher and/or mentor. These checklists were devised by the mentors, regular teachers, and resource teacher and were used on a pre/post basis. (See Appendix D)

Another project objective to receive evaluation was an end-of-year assessment of the regular teachers' and mentors' attitudes/opinions toward Baldwyn's gifted program and the various options avaiable to students. (See Appendix E)

A final evaluation consisted of an individual case study completed by the resource teacher on each student in the experimental group. (See Appendix F) Follow-up information has been maintained on each student on a yearly basis. (See Appendix G)

A new form of evaluation added this year was an end-of-year assessment of the artistically talented students' attitudes and feelings about their participation in the program. (See Appendix H).

B. Procedures for Collecting Data

The following schedule outlines the collection of pretest data:

Weiner Attitude Scale	-	September, 1981
California Achievement Test	-	April/May, 1981
Student Checklists/Questionnaires	-	October, 1981

The Wiener Attitude Scale was administered by the project director during an inservice training session.

The CAT scores for both experimental and control groups were obtained through information on cumulative folders and testing where the CAT had not been previously administered.

The student checklists/questionnaires were administered by the resource teacher prior to initiation of research on their independent projects. These same questionnaires were readministered in May, 1982.

The project director and resource teacher administered a questionnaire sampling the opinionsof regular teachers and administrators toward the operation of the Baldwyn gifted program. This questionnaire was distributed and analyzed in May, 1982.

The resource teacher collected data throughout the school year and maintained records on each student. These case studies include information such as

the following: program option chosen by the student, types and areas of research studies conducted, activities and experiences participated in with mentors, and knowledge and skills obtained through research and mentor experiences.

The project director and teacher of the artistically talented administered the questionnaire regarding this aspect of the program. This questionnaire was distributed and analyzed in May, 1992.

C. Analysis of Data

A one group pretest-post-test design was used in analyzing results from the Wiener Scale. This design looks as follows:

	Pre-Test	Treatment Program Participation	Post-Test
Regular Teachers	T_1	X	T_2

A correlated t test comparing mean scores was used to determine if any significant change occurred in teacher attitudes. A nonrandomized control-group pretest-post-test design was used to analyze differences in CAT scores between the experimental

and control groups. This design looks as follows:

	Pretest	Treatment	Post-Test
Experimental Group	T_1	X	T_2
Control Group	T_1		T_2

A t test was used to determine if significant differences in achievement occurred between the two groups. The .05 level of significance was used.

The analysis of the student checklists/questionnaires on knowledge and skills was made by the project director and resource teacher at the end of the school year. The percentage correct from pretest to post-test was calculated for each student and added to the case study information collected by the resource teacher. These data are illustrated in table form. The end-of-year program evaluation on teacher and mentor attitudes/opinions and the questionnaire for art students were analyzed. Teachers, mentors, and students were asked to respond to what extent they agree or disagree with various aspects of the program. (See Appendix I for all raw scores collected during the 1981-82 school year.)

The following tables present the data collected during the second year of the project.

TABLE I

PRE AND POST MEAN SCORES ON THE WIENER ATTITUDE SCALE (N=20 Teachers)

(1981-82)

PRETEST MEAN	POST-TEST MEAN
16.2	6.3

On the pretest fifteen of twenty teachers indicated a positive opinion toward gifted education. Five teachers indicated a somewhat negative outlook. On the post-test given nine months later, their attitude had shifted so that only thirteen teachers showed a positive attitude, two teachers were neutral and five remained negative. A general satisfication with the program even though the Wiener Scale was not sensitive enough to reflect these attitudes.

Table Two shows a comparison of the total CAT scores for both groups. It should be pointed out that different forms of the CAT were used for the pre

and post tests. This occurred because of changes required at the State level. As a result, the percentage correct was calculated for each subtest (pre and post) and satistical analyses run on the difference between the percentage correct.

TABLE II

PRE AND POST MEAN SCORES ON THE CALIFORNIA ACHIEVEMENT TEST (Total Battery) (1981-82)

	N	Pretest	Standard Deviation	Post-Test	Standard Deviation	t*
Experimental Group	7	83.20	9.46	80.71	8.96	0.287
Control Group	7	76.73	7.53	70.91	8.87	0.000**

*t values represent actual two-tailed probabilities obtained from the analysis.

**Significant loss beyond the.05 level.

The pre-post analysis on the total CAT Battery failed to reach statistical significance for the experimental group. The pre-post analysis showed a significant loss beyond the .05 level for the control group. Even though the experimental group scored higher than the control group on both the pre and post tests, the

small sample size reduced the magnitude of this difference.

Table Three presents the data on each CAT subtest from the post-tests given in the Spring, 1982. An analysis of covariance was run on each subtest post-test which statistically accounts for the magnitude of gain made for each group, since they were unequal at the start.

TABLE III

RESULTS OF ANALYSIS OF COVARIANCE ON CALIFORNIA ACHIEVEMENT POST-TEST SCORES BETWEEN EXPERIMENTAL AND CONTROL GROUPS (1981-82)

	EXPERIMENTAL GROUP		CONTROL GROUP			
	Actual Mean Values	Adjusted Mean Values	Actual Mean Values	Adjusted Mean Values	Calculated F=	Sign. of F
Reading	59.37	55.11	46.86	50.31	2.66	0.13
Math	62.96	66.11	60.14	61.89	0.03	0.86
Language	56.57	54.54	50.57	52.60	1.39	0.28
Spelling	14.14	14.09	11.29	11.33	3.59	0.09
Total Battery	192.14	185.34	168.86	175.66	2.04	0.18

*An F value of 4.84 is needed for significance at the .05 level.

The CAT results in Table Three show the magnitude of difference between the two groups on the post-tests. None of these analysis reached a significance, although the area of spelling approached a significance at the .05 level.

Table Four presents the scores achieved by each student on the specific area tests developed by the mentors/advisors. Each student made a notable gain on the post-test with one scoring 100 percent.

TABLE IV

PERCENTAGE CORRECT ON SELECTED AREA TESTS PROVIDED BY MENTORS/ADVISORS (1981-82)

Student	Area	Pretest	Post-Test
1	Computer Programming	26%	89%
2	Typing	45%	100%
3	German	10%	92%
4	Brain Dominance	20%	60%
5	Sculpture	23%	98%
6	Computer Programming	26%	93%
7	Racing Cars	14%	86%

Table Five and Six indicate the number of responses recorded for each item on an eleven item questionnaire administered to high school teachers and mentors/advisors for the TAG program. See Appendix E for the complete questionnaire. As a group, these data clearly lend positive support to the TAG program, with teachers scoring more "neutral" and "disagree" responses than those more involved in the program. The teachers' lack of day-to-day contact with the TAG program may have reduced their enthusiasm somewhat over that of mentors/advisors, who were more personally involved in the project.

TABLE V

FREQUENCY OF RESPONSES BY TEACHERS ON QUESTIONNAIRE ABOUT TAG PROGRAM (N=21)

(1981-82)

Item	Number Disagreed	Number Neutral	Number Agreed
1.	1	4	16
2.	3	4	14
3.	4	4	13
4.	3	3	15
5.	3	7	11
6.	3	5	13
7.	2	4	15
8.	2	1	19
9.	5	4	12
10.	0	6	15
11.	5	10	6

TABLE VI

FREQUENCY OF RESPONSES BY MENTORS/ADVISORS ON QUESTIONNAIRE ABOUT TAG PROGRAM (N=5) (1981-82)

Item	Number Disagreed	Number Neutral	Number Agreed
1.			5
2.			5
3.			5
4.		1	4
5.			5
6.			5
7.			5
8.			5
9.			5
10.			5
11.			5

Table Seven presents the data obtained by students enrolled in the artistically talented program. The questionnaire is divided into three sections measuring students' attitudes, program evaluation, and classroom involvement. (See Appendix B) Scored as a weighted scale, the derived scores for each student, including the total score is shown in this table.

TABLE VII

RAW SCORES ON ART STUDENT SURVEY (1981-82)

Student	A. Attitudes No. Items=9 Total Possible-45	B. Evaluation No. Items=20 Total Possible=100	C. Classroom No. Items=20 Total Possible=210	Total Total Possible=35
1.	42	79	128	249
2.	39	69	133	241
3.	38	69	118	225
4.	18	85	110	213
5.	22	64	114	200
6.	32	60	107	199
7.	31	59	107	197
8.	24	59	113	196
9.	30	65	101	196
10.	23	73	89	185
11.	26	56	101	183
12.	23	53	91	167
13.	19	50	75	144
TOTAL	367	841	1,387	2,595

Scaled Used:

5 = Excellent

4 = Good

3 = Satisfactory

2 = Fair

1 = Poor

APPENDIX A

INDEPENDENT PROJECT OUTLINE

INDEPENDENT PROJECTS

BALDWYN HIGH SCHOOL

FORMAT:

I. Introductory/Background Reading
Each student will find a book/article with some in-depth reading materials on the topic. Materials can be found by the student and with the assistance of the teacher. At least six references are required.

II. Interview
After developing a list of questions, the student contacts and interviews a person in the community/area on their views about the various elements of the Independent Learning Project.

III. Observation
The student will observe his mentor or a certain selected event associated with the Independent Project. He then writes an observation report.

IV. Essay
The student plans and writes an expository essay on the Independent Learning Project, integrating his reading notes, his interview results, and his observation conclusions.

V. Role Playing
The student develops an idea that will illustrate his Independent Project theme to the class. Classmates may be

used to aid in the role play situation. If role playing is not suitable to a specific topic, then an alternative means of class participation may be found.

VI. Personal Project

The student picks a project with teacher's class' help, develops, and presents it as a learning experience for the classmates.

APPENDIX B

ARTISTICALLY TALENTED OUTLINE

ART OUTLINE 81-82

I. Art History and Appreciation
   - A. Individual Reports
   - B. Class Exhibits
   - C. Films
   - D. Field Trips
   - E. Class Discussions
   - F. Constructive Critiques

II. Projects
   - A. Color Theory
   - B. Calligaphy
   - C. Printmaking
     1. Basic introduction with extensive exploration
     2. Rubbingswith texture study
     3. Block printing
        - a. linoleum
        - b. wood
        - c. corrugated cardboard
   - D. Sculpture
     1. Basic Instruction
     2. Paper nache'
     3. Clays
     4. Carving
     5. Wire
     6. Mobiles
     7. Plaster casting
     8. Metal tooling

E. Crayon techniques
F. Matting techniques
G. Collages and mosaics of paper
H. Draving
I. Crafts
    1. Quilling
    2. Decoupage
    3. Ceramics

III. Art Vocabulary Words

APPENDIX C

WIENER ATTITUDE SCALE

ATTITUDE SCALE

This questionnaire has been devised to measure your attitudes. There are no "right" answers and no "wrong" answers. The only right answer is the one which best reflects your true personal opinion toward the question considered.

To answer questions, choose the answer below which corresponds most closely with your personal attitude toward the particular question, and place the corresponding number in the space provided at the left.

* (plus) 3 for stongly agree
* (plus) 2 for agree
* (plus) 1 for mildly agree
* (minus) 3 for strongly disagree
* (minus) 2 for disagree
* (minus) 1 for mildly disagree

_____ 1. Gifted child want to take too much of class time.

_____ 2. There should be a change in the grading system for gifted students in special classes for the gifted.

_____ 3. The aptitude of a given child is the primary consideration in the screening and selection of gifted children.

_____ 4. Gifted children should remain in heterogeneous classes because they will spend their lives with all types of people.

_____ 5. Gifted children develop cliques and exclude the rest of the class.

_____ 6. Gifted children make great progress when placed in special classes.

_____ 7. The most important kind of ability to single out for consideration in a gifted child program is intellectual or mental ability.

_____ 8. Too many supplies are given to gifted children and denied to the other children.

_____ 9. Teachers should be selected on the basis of personality in addition to knowledge for instructing gifted classes.

_____ 10. Parents of gifted children interfere with the teachers and the teaching of the children.

_____ 11. Singling out gifted students for special treatment results in the establishment of an elite class.

_____ 12. The rigidity of teachers and administrators has acted as a buffer against more effective programs for the gifted.

_____ 13. Special classes and special teachers should be offered to the gifted children.

_____ 14. It is wiser to accelerate the gifted in the elementary school than in the secondary school.

_____ 15. Teachers become too interested in the gifted and neglect the average and below average in the classroom.

_____ 16. Gifted children stimulate each other to greater enthusiasm, effort and accomplishments.

_____ 17. Gifted children tend to display a degrading disrespect for the teacher.

_____18. There is a tendency to slight the gifted children when there is a wide range of ability in a class.

_____19. The school has to be concerned with the fundamental learnings and skills for all children and not with progress for special abilities and needs.

_____20. It is more important to provide special services for for the handicapped child than for the gifted.

_____21. When considering acceleration for the gifted, too much emphasis is placed on the social and emotional factors rather than intellectual growth.

_____22. Gifted children show sustained intellectual capacity proved by repeatedly high intelligence test ratings.

_____23. It is a wise educational procedure to require the gifted child to assist the slower learners.

_____24. Too many high I.Q.'s together create many problems - the interests are too great and varied for the teacher.

_____25. Having a gifted class carries special esteem for the teacher.

_____26. Gifted students can be taught more effectively when grouped with other gifted children than when grouped with non-gifted children.

_____27. The I.Q. of a child is not a fair estimate of his ability.

_____28. Teachers should have special qualifications if they are to work with the gifted.

APPENDIX B

SELECTED AREA TESTS BY MENTORS/ADVISORS

Brain Dominance

1. (a) What is the brain?
   (b) How much does the human brain weigh?
   (c) What are the divisions of the brain?

2. (a) Why are the cerebral hemispheres so large in humans?
   (b) How is white section of the brain arranged?

3. What is the function of the pyramidal cells and pyramidal tract?

4. What is the major function of the cerebellum, and why could it be compared to a special type of computer?

5. Produce a drawing which displays the two cerebral hemispheres.

6. (a) The "left hemisphere" is specialized for what function?
   (b) The "right hemisphere" is specialized for what function?

7. Discuss the motor and sensory functions of the forebrain.

8. Which of the cerebral hemispheres is termed the "dominant hemisphere" and which has been termed the "minor hemisphere"?

9. Discuss the components of memory.

10. What are your conclusions regarding specialization of brain functions and the learning process in general?

Computer Programming

1. Matching: Statements

_____ 1.	Auto	a. defines variables as integer type
_____ 2.	Cload	b. transfers program control to the specified line
_____ 3.	CLS	c. erases program from memory
_____ 4.	Defint	d. moves cursor to specified tab position
_____ 5.	Delete	e. numbers line automatically
_____ 6.	Edit	f. reads value(s) from a DATA statement
_____ 7.	For...to...step/next	g. opens program loop
_____ 8.	Goto	h. stops execution of a program
_____ 9.	If...then...else	i. assigns value to variable
_____10.	Input	j. loads BASIC program from cassette
_____11.	Let	k. formats strings and numbers
_____12.	List	l. erases program lines from memory
_____13.	New	m. remark
_____14.	Print	n. inputs data from keyboard
_____15.	Print Tab	o. executes program or portion of it
_____16.	Print Using	p. clears the display
_____17.	Read	q. turns off graphics block at specified location
_____18.	Rem	r. list program lines to the video display
_____19.	Run	s. puts computer into edit mode for a line
_____20.	Return	t. returns from subroutine to next statement after GOSUB
_____21.	Set (x, y)	u. tests conditional expression
_____22.	Stop	v. turns on graphics block at specified location
_____23.	Reset (x, y)	w. print an item or items on the display at current cursor position

Computer Programming (Page 2)

2. Operators: Matching

____ 1. I or C	a.	relational tests
____ 2. -	b.	multiplication
____ 3. ↑	c.	exponentiation
____ 4. *	d.	addition
____ 5. /	e.	division
____ 6. <, >, =, <=, >=, <>	f.	subtraction

3. Edit Commands: Matching

____ 1. (A)	a.	deletes a character
____ 2. n (C)	b.	inserts characters
____ 3. n (D)	c.	lists the line
____ 4. (E)	d.	searches for the nth occurrence of c
____ 5. (H)	e.	causes excape from command
____ 6. (I)	f.	cancels changes and starts again
____ 7. n (K) c	g.	moves cursor n spaces to the right
____ 8. (L)	h.	kills all characters up to the nth occurence of c
____ 9. (Q)	i.	changes n characters
____ 10. n (S) c	j.	records all changes and exits edit mode
____ 11. (X)	k.	ends editing and saves all changes
____ 12. shift (↑)	l.	quits edit mode and cancels all changes
____ 13. enter	m.	hacks lines and inserts at end
____ 14. n spacebar	n.	moves cursor n spaces to the left
____ 15. n (←)	o.	extends line (inserts at end)

Computer Programming (Page 3)

4. Control Keys: Matching

____	1.		a. cancels last character typed; moves cursor back one space
____	2.	shift	b. erases a current line
____	3.	break	c. clears screen
____	4.	clear	d. enters a space character and moves cursor 1 space forward
____	5.	enter	e. puts display in 32-character mode
____	6.	spacebar	f. advances cursor to next tab position
____	7.		g. line feed and carriage return
____	8.	shift	h. "control" key
____	9.		i. signifies end of current line
____	10.	shift	j. causes currently executing program to pause
____	11.	shift	k. interrupts anything in progress and returns to level command

5. Take these statements in Section I and construct a program of not more than 25 lines.

German

I. Match the nouns below with their German singular and plural forms in the right column.

A.

1. father ____
2. man ____
3. son ____
4. brother ____
5. gentleman ____
6. uncle ____
7. mother ____
8. woman ____
9. daughter ____
10. sister ____
11. lady ____
12. aunt ____
13. teacher ____
14. girl ____
15. child ____
16. arm ____
17. mountain ____
18. letter ____
19. friend ____
20. dog ____
21. war ____
22. month ____
23. shoe ____
24. plate ____
25. day ____
26. hand ____
27. night ____
28. city ____
29. year ____
30. animal ____
31. picture ____
32. book ____
33. glass ____
34. house ____
35. flower ____
36. dress ____
37. country ____
38. minute ____
39. school ____
40. street ____
41. hour ____
42. cup ____
43. door ____
44. answer ____
45. week ____
46. newspaper ____
47. apartment ____
48. cat ____
49. car ____
50. hotel ____

a. das Kleid, die Kleider
b. die Dame, die Damen
c. das Land, die Länder
d. die Tante, die Tanten
e. die Minute, die Minuten
f. der Lehrer, die Lehrer
g. die Schule, die Schulen
h. das Mädchen, die Mädchen
i. die Strasse, die Strassen
j. das Kind, die Kinder
k. die Stunde, die Stunden
l. der Arm, die Arme
m. die Tasse, die Tassen
n. der Berg, die Berge
o. das Fenster, die Fenster
p. der Freund, die Freunde
q. die Tür, die Türen
r. der Brief, die Briefe
s. die Antwort, die Antworten
t. der Hund, die Hunde
u. die Zeitung, die Zeitungen
v. der Krieg, die Kriege
w. die Wohnung, die Wohnungen
x. der Monat, die Monate
y. die Katze, die Katzen
z. der Schuh, die Schue
A. der Koffer, die Koffer
B. der Teller, die Teller
C. das Hotel, die Hotels
D. der Tag, die Tage
E. das Auto, die Autos
F. die Schwester, die Schwestern
G. die Hand, die Hände
H. die Tochter, die Töchter
I. die Nacht, die Nächte
J. die Frau, die Frauen
K. die Stadt, die Städte
L. die Mutter, die Mütter
M. das Jahr, die Jahre
N. der Onkel, die Onkel
O. das Tier, die Tiere
P. der Herr, die Herren
Q. das Bild, die Bilder
R. der Bruder, die Brüder
S. das Buch, die Bücher
T. der Sohn, die Söhne
U. das Glas, die Gläser
V. der Mann, die Männer
W. das Haus, die Häuser
X. der Vater, die Väter
Y. die Blume, die Blumen
Z. die Woche, die Wochen

German (continued)

B. Form the plurals of the following German nouns:

1. der Finger
2. das Fräulein
3. der Apfel
4. die Grossmutter
5. der Tisch
6. die Wurst
7. das Volk
8. der Name
9. die Nation
10. das Radio

II. Using the tables below, complete the blanks with the correct form of the word or words in the parenthesis.
Example: Nun zeigt (a) ein Freund (of an) eines Offiziers (a) einem Soldaten (a) einen Weg aus dem Wald.

All Cases of der (the)

	masculine	feminine	neuter	plural
Nominative:	der	die	das	die
Genitive:	des	der	des	der
Dative:	dem	der	dem	den
Accusative:	den	die	das	die

ein (a, an)	ein	eine	ein	
	eines	einer	eines	
	einem	einer	einem	
	einen	eine	ein	
dieser (this)	dieser	diese	dieses	diese
	dieses	dieser	dieses	dieser
	diesem	dieser	diesem	diesen
	diesen	diese	dieses	diese
jener (that)	jener	jene	jenes	jene
	jenes	jener	jenes	jener
	jenem	jener	jenem	jenen
	jenen	jene	jenes	jene

1. (The) _____ Freund (of the) _____ Vaters zeigt (the) _____ Schuler (the) _____ Weg nach Hause.
2. (The) Mutter (of the) _____ Dame bringt (the) _____ Frau (the) _____ Aufgabe.
3. (The) _____ Kind singt (the) _____ Mädchen (the) _____ Lied (of the) _____ Landes.
4. (A) _____ Mann bringt (a) _____ Freund (of a) _____ Lehrers (a) _____ Stuhl.
5. (A) _____ Dame gibt (a) _____ Frau (an) _____ Adresse (of a) _____ Freundin in Berlin.
6. (A) _____ Kind gibt (a) _____ Mädchen (a) _____ Bild (of a) _____ Schiffes.
7. (This) _____ Student gibt (to that) _____ Schüler (this) _____ Bleistift (of that) _____ Freundes.

German (continued)

8. Dann erzählt (this) _____ Frau (that) _____ Dame (This) _____ Geschichte (of that) _____ Schule in Deutschland.

9. Nun schickt (this) _____ Mädchen (that) _____ Kind (this) _____ Buch (of that) _____ Fräuleins.

III. Complete the blanks by giving the missing principal part of the following verbs.

	Meaning	Infinitive	Present	Past	Past Participle
	say, tell	sagen	sagt	sagt	hat gesagt
1.	shine	scheinen	_____	schien	hat geschienen
2.	climb	steigen	steigt	_____	ist gestiegen
3.	stay	bleiben	bleibt	blieb	ist _____
4.	lose	verlieren	verliert	_____	hat verloren
5.	fly	fliegen	_____	flog	ist geflogen
6.	offer	bieten	bietet	bot	hat _____
7.	help	helfen	hilft	_____	hat geholfen
8.	take	nehmen	_____	nahm	hat genommen
9.	speak	sprechen	spricht	sprach	hat _____
10.	eat	essen	isst	ass	hat _____
11.	give	geben	gibt	_____	hat gegeben
12.	drive	fahren	fährt	_____	ist gefahren
13.	wear	tragen	_____	trug	hat getragen
14.	beat	schlagen	schlägt	schlug	hat _____
15.	fall	fallen	fällt	_____	_____ gefallen
16.	sleep	schlafen	_____	schlief	hat geschlafen
17.	be	sein	_____	war	ist gewesen
18.	name	nennen	nennt	nannte	hat _____
19.	can, able to	können	kann	_____	hat gekonnt
20.	want	wollen	will	wollte	hat _____

IV. Conjugate the verb sagen (to say) as indicated below. Then conjugate geben (to give) in the same manner. (Indicative mood only, please.)

	PRESENT TENSE	IMPERFECT (past)
(I)	ich _____	ich _____
(you)	du _____	du _____
(he)	er _____	er _____
(we)	wir _____	wir _____
(you)	ihr _____	ihr _____
(they) (you)	sie, Sie _____	sie, Sie _____

German (continued)

PERFECT (present perfect)

PLUPERFECT (past perfect)

FUTURE

FUTURE PERFECT)

GEBEN (to give) - - - as above, please.

German (continued)

V. Express in German:

1. We often sat in the shade of the trees.

2. Who knew the way home?

3. He gave us an example which we didn't understand.

4. When did you see him for the first time?

5. I knew that you were staying here.

6. Why didn't he appear at seven-thirty?

7. They have introduced us.

8. I asked if they could wait.

9. Never had he been in the country.

10. We thought of them while he learned the words.

11. Neither my mother nor my father believed those people.

12. Instead of describing the picture, he told a fairy tale.

13. For the last time he asked me to go back.

14. How has your family been?

15. We always opended the windows in order to be able to sleep better.

16. During the trip they sent many greetings to their friends.

17. After they had eaten the bread, they had to drink a cup of coffee.

18. Mr. Dietrich, do you usually play cards in the evening?

19. Friedrich, did you have no success with the poems which you wrote?

20. On the table lay the hat which she had worn to church.

Racing Cars

1. Explain the overhead square principle.

2. Name two types of front end suspension common in sports cars.

3. What is the purpose of having holes in brake discs?

4. What metal is commonly used in sports car connecting rods and crank shafts?

5. Explain the differences between supercharged, turbo-charged, and naturally aspirated engines.

6. What was the greatest flaw of the 917?

7. Was the solution found through the use of computers, engineers, drivers, wind tunnels, or practical?

8. List 10 things racing cars have contributed to passenger cars.

9. Explain the differences between sports car racing and drag racing.

10. Name 3 things that make the LeMans Grand Prix of Endurance one of the most dangerous races in the world.

Sculpture

1. Name six media used for sculpture.

2. Define these art vocabulary words as they pertain to sculpture.
   a. armature
   b. volume
   c. void
   d. shape
   e. Atectonic

3. Explain each of the three components of three-dimensional art:
   a.
   b.
   c.

4. Explain each of the seven elements of three-dimensional form:
   a.
   b.
   c.
   d.
   e.
   f.
   g.

5. Which of the above elements is unique to the 3-D arts? Why?

6. Explain how the principles of three-dimensional order are the same, but applied differently than in two dimensional art.

7. List the major characteristics of sculpture in the following periods of art:
   a. Ancient
   b. Classic
   c. Renaissance
   d. 19th Century
   e. 20th Century - Pre World War II

Sculpture (continued)

f. Modern - Post World War II

g. Pre Columbian Art (in what country?)

h. The sculpture of India

i. North American Indian Art

8. Using the periods of art listed in question seven, place the following sculptors and sculptures in their correct category:

a. sculptors

1. Raphael
2. Rodin
3. Calder
4. Giacometti
5. Phidias
6. Donatello
7. David
8. Brancusi
9. Polykleitos

b. sculptures

10. Mayan
11. Vase Painting
12. Kachinas
13. Sculptures from Tell Asmar
14. Buddah
15. Stonehenge

9. Explain two different processes an artist could use to cast a sculpture.

10. Explain the whys and hows of the plastic arts.

Typing

1. Fill in the blanks at the beginning of each statement with words or figures that best complete it.

by 1. A standard sized sheet of paper is ___by___ inches.

and 2. The margins for a 60-space line on an elite would be set at ___and___.

and 3. The margins for a 50-space line on a pica would be set at ___and___.

_____ 4. The whole top movable part of the typewriter is called the _____.

_____ 5. The space bar is struck with the _____.

_____ 6. The homerow keys for the left hand are _____.

_____ 7. Space _____ after a semicolon.

_____ 8. Space _____ after a colon.

_____ 9. Space _____ after a period at the end of a sentence.

_____ 10. Space _____ after a comma.

_____ 11. Space _____ after a period used with an abbreviation.

_____ 12. The typist should be positioned directly in front of the _____key.

_____ 13. The homerow keys for the right hand are _____.

_____ 14. The black roller around which the paper turns is called the _____.

_____ 15. The center for a pica machine on standard paper is at ____

_____ 16. There are _____spaces across standard paper on an elite.

_____ 17. The center for an elite on standard paper at at _____.

_____ 18. There are _____spaces across standard paper on a pica.

_____ 19. A pica typewriter has _____spaces to a horizontal inch.

_____ 20. The shift of the _____key is the question mark.

_____ 21. The center for a sheet of paper 8 inches wide on an elite would be at _____.

_____22. The metal bar that holds the paper against the cylinder is called the _____.

_____23. Space _____after a question mark.

_____24. If you typed 38 total words in two minutes and had four errors, your typed per minute would be _____.

_____25. To center horizontally THE OLD MAN AND THE SEA you would backspace _____times from center.

2. Tell which finger is used to strike these keys.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

APPENDIX E

TEACHER/MENTOR QUESTIONNAIRE

TAC QUESTIONNAIRE FOR MENTORS/ADVISORS

	Disagree			Agree	
1. The TAC program has been a positive addition and benefit to the high school curriculum.	1	2	3	4	5
2. Realizing the difficulties in scheduling student time with mentors and advisors for independent studies, the benefits of the program outweigh the inconvenience.	1	2	3	4	5
3. The mentor and individual study approach is appropriate for a small, rural school district.	1	2	3	4	5
4. The mentor/advisor approach meets the interests of the students.	1	2	3	4	5
5. The mentor/advisor approach meets the needs of the students.	1	2	3	4	5
6. The use of mentors and advisors is a more effective approach than the traditional classroom approach for TAC students.	1	2	3	4	5
7. TAC students have benefited more as a result of the present program than no program at all.	1	2	3	4	5
8. The use of independent projects, mentors and advisors is an effective instructional technique for TAC students.	1	2	3	4	5
9. TAC students attitudes and knowledge improved as a result of their experiences with advisors and mentors.	1	2	3	4	5
10. Mentors and advisors benefited from their experiences with TAC students.	1	2	3	4	5
11. Mentors and advisors have a positive attitude toward the TAC program.	1	2	3	4	5

TAG QUESTIONNAIRE FOR MENTORS/ADVISORS

	Disagree				Agree
1. The TAG program has been a positive addition and benefit to the high school curriculum.	1	2	3	4	5
2. Realizing the difficulties in scheduling student time with mentors and advisors for independent studies, the benefits of the program outweigh the inconvenience.	1	2	3	4	5
3. The mentor and individual study approach is appropriate for a small, rural school district.	1	2	3	4	5
4. The mentor/advisor approach meets the interests of the students.	1	2	3	4	5
5. The mentor/advisor approach meets the needs of the students.	1	2	3	4	5
6. The use of mentors and advisors is a more effective approach than the traditional classroom approach for TAG students.	1	2	3	4	5
7. TAG students have benefited more as a result of the present program than no program at all.	1	2	3	4	5
8. The use of independent projects, mentors and advisors is an effective instructional technique for TAG students.	1	2	3	4	5
9. TAG students attitudes and knowledge improved as a result of their experiences with advisors and mentors.	1	2	3	4	5
10. Mentors and advisors benefited from their experiences with TAG students.	1	2	3	4	5
11. Mentors and advisors have a positive attitude toward the TAG program.	1	2	3	4	5

APPENDIX F

CASE STUDIES ON EXPERIMENTAL GROUP

STUDENT I

I. Computer Programming

II. Experiences

- A. Toured computer programming department at University of Mississippi
- B. Visited computer center at Northeast Mississippi Junior College
- C. Demonstrated computers at New Albany for School District

III. Mentor Experiences

- A. Mentor came daily to class for computer instruction
- B. Learned programming and computer use
- C. Completed numerous projects and assignments

IV. Reaction

- A. Extremely positive and productive from students
- B. Very positive from mentor

Mentor: Bro. Jan Milton, Pastor
Local resident with vast knowledge and interest in computers and progamming.

STUDENT II

I. Typing

II. Experiences

A. Completed Units 1-3

B. Mastered basic typing skills

1. Letters and Numbers
2. Timed Writings
3. Margins
4. Typewriter Parts

III. Mentor Experiences

A. Visited local secretary

B. Toured secretarial science department at Northeast Mississippi Junior College

C. Toured computer center at the University of Mississippi

IV. Reaction

A. Positive

B. Mastery of skills seen daily

Mentor: Mrs. Gail Dillard, Typing and Accounting Instructor at Baldwyn High School.

STUDENT III

I. German

II. Experiences

- A. Met with University of Mississippi German Professor
- B. Toured language department at Northeast Mississippi Junior College
- C. Taught German to third and fourth grade at Baldwyn Elementary School for four weeks

III. Mentor Experience

- A. Studied with mentor twice a week
- B. Completed first year German equivalency

IV. Reaction

- A. Extremely positive from student
- B. Much enthusiasm and effort from mentor

Mentor: Mrs. Bonnie Bennett, Local resident with certification in German.

STUDENT IV

I. Brian Dominace

II. Experiences

- A. Visited psychology department at the University of Mississippi
- B. Toured guidance/counseling department at Northeast Mississippi Junior College
- C. Made model of brain

III. Mentor Experiences

- A. Visited three times with mentor at Northeast Mississippi Junior College
- B. Completed ten assignments given by mentor

IV. Reaction

- A. Positive from student
- B. Positive from mentor

Mentor: Mr. Donnie Sweeney, Guidance/Counseling Department at Northeast Mississippi Junior College

STUDENT V

I. Sculpture

II. Experiences

- A. Toured art department at the University of Mississippi
- B. Toured art department at Northeast Mississippi Junior College
- C. Developed own sculpture creations

III. Mentor Experiences

- A. Met with mentor several times a week
- B. Completed research and readings assigned by mentor
- C. Completed sculpture work

IV. Reaction

- A. Somewhat positive from student
- B. Positive and responsive from mentor

Mentor: Mrs. Bonnie McVey, Art Instructor for Talented and Gifted Program at Baldwyn High School.

STUDENT VI

I. Computer Programming

II. Experiences

A. Toured computer programming department at University of Mississippi

B. Visited computer center at Northeast Mississippi Junior College

C. Demonstrated computers at New Albany for school district

III. Mentor Experiences

A. Mentor came daily to class for computer instruction

B. Learned programming and computer

C. Completed numerous projects and assignments

IV. Reaction

A. Extremely positive and productive from student

B. Very positive from mentor

Mentor: Bro. Jan Milton, Pastor
Local resident with vast knowledge and intereste in computers and programming.

STUDENT VII

I. Racing Cars

II. Experiences

A. Toured engineering department at the University of Mississippi.

B. Visited local car mechanics

C. Visited mechanics department at Northeast Mississippi Junior College

III. Mentor Experiences

A. Read books assigned

B. Completed racing engine model

C. Learned parts and functions of engine

IV. Reaction

A. Positive from student

B. Positive from mentor

Mentor: Mr. Jerone Larkin, Band Director at Baldwyn High School.

APPENDIX C

FOLLOW-UP INFORMATION ON EXPERIMENTAL GROUP

STUDENT I

This student did an independent study in accounting during the 80-81 school year. He did not participate in TAG in 81-82 due to lack of interest. He graduated third in the 1981-82 class. He has completed his freshman year at Northeast Mississippi Junior College with a major in accounting.

STUDENT II

This student completed an independent study in engineering during the 80-81 year. He did not participate in TAG in 81-82 due to lack of interest and his desire to devote more time to his studies. He was salutatorian of the 1981-82 class. He has completed his freshman year at Mississippi State University, majoring in electrial engineering. He participated in the Co-Op Program gaining work experience along with education. He worked with Ingall's Ship Building on the Co-Op Program.

STUDENT III

This student did an independent study in psychology during the 80-81 school year. She did not participate in the program

during 81-82 due to scheduling conflicts. She graduated in 1982. She did not attend college. She worked at a local clothing store after graduation. She is currently employed at North Mississippi Medical Center in Tupelo and is married.

STUDENT IV

This student completed an independent project in law during the 80-81 school year. She did not participate in TAG during 81-82 or 82-83 school year due to scheduling conflicts. She was on the Co-Op Program and only had time for required subjects. She worked at Peoples Bank and Trust part-time and continues to work in this capacity. Upon graduation in 1983, she plans to attend Northeast Mississippi Junior College with a major in accounting and continue to work at the bank.

STUDENT V

This student has been in the TAG program for four years. He completed independent studies in journalism (80-81), sculpture (81-82), and computer programming (82-83). He graduated as the valedictorian of the 1983 class. He will

attend the University of Mississippi on a four-year football scholarship. He also received a scholarship to the University for graduating as valedictorian. He plans to major in chemical engineering and computer programming. He also expressed interest in law school.

STUDENT VI

This student completed an independent study in autism during the 80-81 school year. She did not participate in TAG in 81-82 due to scheduling conflicts. She was on the Co-Op Program and only had time for the required subjects. She worked part-time at Medical Arts Pharmacy. She graduated as valedictorian of her 1981-82 class. After graduation she worked full-time at the pharmacy. She entered Northeast Mississippi Junior College in January, 1982 to major in accounting.

STUDENT VII

This student completed independent projects on racing cars in 1981-82 and on sports writing and athletic training in 1982-83. He will attend Northeast Mississippi Junior College and play football. He plans to major in physical education.

APPENDIX H
ARTISTICALLY TALENTED QUESTIONNAIRE

ART - STUDENT SURVEY

A. Attitudes	5	4	3	2	1
1. Rate your attitude toward the art work you produce.	___	___	___	___	___
2. What or how is the art teacher's attitude toward your work?	___	___	___	___	___
3. I am open to experiencing any media techniques which are new to me.	___	___	___	___	___
4. I am eager to learn about all areas of art.	___	___	___	___	___
5. What or how is your attitude toward the work of your classmates?	___	___	___	___	___
6. This program is accepted and supported by the administrators.	___	___	___	___	___
7. Teachers have a positive attitude toward this program.	___	___	___	___	___
8. Non-art students have a positive attitude about this program.	___	___	___	___	___
9. Parents and the local community accept and support this program.	___	___	___	___	___
Number of Column Checks	___	___	___	___	___
Multiplied by	5	4	3	2	1
Subtotals Section A	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

B. Evaluation	5	4	3	2	1
10. How has art helped you in other school subjects?	___	___	___	___	___
11. How has art helped you to occupy your spare time?	___	___	___	___	___
12. How do you rate your own ability to express your thoughts and ideas through art work?	___	___	___	___	___
13. Are you able to organize these thoughts and ideas into an art piece?	___	___	___	___	___
14. I have developed a keener sense of visual awareness of the world around me.	___	___	___	___	___
15. I have learned to appreciate the world around me -- natural and man-made	___	___	___	___	___
16. Problem solving, or open-ended projects really make me THINK in order to use my creative abilities; they are not as spontaneous as you might believe.	___	___	___	___	___
17. I accept the fact that I make mistakes and have room for improvement.	___	___	___	___	___
18. I realize that I do learn through my mistakes.	___	___	___	___	___
19. I am learning responsibility through caring for supplies, having due dates and homework, and participating in group projects.	___	___	___	___	___
20. How has your general knowledge of art improved?	___	___	___	___	___
21. I have knowledge of a variety of art techniques and/or methods to choose from in order to satisfactorily express myself.	___	___	___	___	___
22. I am able to evaluate my work according to standard guidelines.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

B. Evaluation (continued)	5	4	3	2	1
23. I am able to recognize famous works of art; to name their artists and titles.	____	____	____	____	____
24. I am able to recognize what period art period or movement an artpiece belongs to.	____	____	____	____	____
25. Art has been beneficial to the school curriculum.	____	____	____	____	____
26. I have benefited more from being in the art program than if there were no program at all.	____	____	____	____	____
27. I enjoy having my art work displayed for others to view.	____	____	____	____	____
28. Taking into consideration our rural location, rate how your needs and interests in art are being met.	____	____	____	____	____
29. I generally enjoy this program.	____	____	____	____	____
Number of Column Checks	____	____	____	____	____
Multiplied by	5	4	3	2	1
Subtotals Section B	____	____	____	____	____

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

C. Classroom Atmosphere & Resources	5	4	3	2	1
30. Learning art vocabulary words helps me better understand instructions, lectures and reading materials.	___	___	___	___	___
31. I am learning to use and understand a variety of art media.	___	___	___	___	___
32. I am learning to use and maintain art tools and equipment.	___	___	___	___	___
33. The art teacher uses constructive criticism when evaluating my work.	___	___	___	___	___
34. It is helpful to me when we students do constructive criticism of each other's work.	___	___	___	___	___
35. Projects are open-ended for individuals, not mass-produced copies.	___	___	___	___	___
36. Original work is required in order to develop our creativity.	___	___	___	___	___
37. I would like to do independent projects which include self-study and individual projects relating to said research.	___	___	___	___	___
38. I want to only do projects similar to what everyone else is working on at a given time.	___	___	___	___	___
39. We experiment in two-dimentional art satisfactorily.	___	___	___	___	___
40. We experiment in three-dimentional art satisfactorily.	___	___	___	___	___
41. More practive in drawing would help me do all my projects better.	___	___	___	___	___
42. I have a satisfactory understanding of the elements of basic art design.	___	___	___	___	___
43. I have a satisfactory understanding of the principles of basic art design.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

C. Classroom Atmosphere & Resources (continued)	5	4	3	2	1
44. The amount of class time allowed for each project is satisfactory.	___	___	___	___	___
45. Doing art work as homework assignments is necessary for progressive development.	___	___	___	___	___
46. I want to enter some of my art work in contests (school, local, state, national)	___	___	___	___	___
47. Our program's limited budget provides a variety of supplies and equipment to choose from.	___	___	___	___	___
48. Students keep supplies orderly in storage areas and work areas.	___	___	___	___	___
49. Students use tools and equipment only for what they were intended for.	___	___	___	___	___
50. Students keep tools, equipment and work areas clean and well maintained for the next person to use.	___	___	___	___	___
51. The classroom provides satisfactory work area.	___	___	___	___	___
52. The classroom provides satisfactory storage space.	___	___	___	___	___
53. The classroom provides satisfactory facilities.	___	___	___	___	___
54. Everyone cleans up his/her own daily mess.	___	___	___	___	___
55. A satisfactory amount of reading references for art are provided in the classroom.	___	___	___	___	___
56. I use these art references regularly.	___	___	___	___	___
57. A satisfactory amount of reading references for art are available in the school library.	___	___	___	___	___
58. I use these references regularly.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

C. Classroom Atmosphere & Resources (continued)	5	4	3	2	1
59. A satisfactory amount of reading references or the availability of borrowed material is provided by the town library.	___	___	___	___	___
60. I use these references regularly.	___	___	___	___	___
61. Using library materials for research and reports would give me more knowledge and insight into general areas of art, as well as specific topics.	___	___	___	___	___
62. Our textbooks give satisfactory general information about art history and appreciation.	___	___	___	___	___
63. Our textbook(s) give satisfactory information about basic design guidelines applicable to developing my arts and/or projects creativeness.	___	___	___	___	___
64. Movies/filmstrips/slides/pictures help me better understand art topics.	___	___	___	___	___
65. Movies/filmstrips/slides/pictures help me better retain art information.	___	___	___	___	___
66. This program provides satisfactory audio-visual aids.	___	___	___	___	___
67. Field trips are satisfactory in amount and in subjects they pertain to.	___	___	___	___	___
68. This program provides for guest artists to lecture and/or demonstrate their talents.	___	___	___	___	___
69. A variety of information about art schools and college programs is available to me.	___	___	___	___	___
70. What is the possibility of you choosing an area of art for a lifetime career?	___	___	___	___	___
71. My answer to question #70 might change for the better if we were introduced to more career opportunities through the ways suggested in questions #66 to 69.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

Number of Column Checks					
Multiplied by	5	4	3	2	1
Subtotals Section C					
Subtotals Section B					
Subtotals Section A					
Column Totals					
Survey Total					

B. WRITE

Comments and suggestions pertaining to any area of art or this program for the artistically talented:

APPENDIX I

RAW SCORES ON TESTS ADMINISTERED

RAW SCORES ON WIENER ATTITUDE SCALE
(1981-82)

Teacher	Pretest - August, 1981	Post-Test - May, 1982
1	+66	+37
2	+50	+25
3	+46	+18
4	+40	+14
5	+33	+14
6	+30	+13
7	+28	+13
8	+22	+12
9	+21	+ 7
10	+18	+ 6
11	+12	+ 5
12	+10	+ 4
13	+ 9	+ 2
14	+ 8	0
15	+ 4	0
16	-34	- 3
17	-14	- 4
18	-11	- 6
19	- 8	- 7
20	- 7	-14
Mean	16.2	6.8

RAW SCORES ON CALIFORNIA ACHIEVMENT TEST (PRE AND POST TESTS)

EXPERIMENTAL GROUP

(1981-82)

	Reading		Math		Language		Spelling		Total	
Total Possible	100	70	125	85	80	63	20	20	333	238
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	61	57	114	69	82	59	14	11	294	196
	64	51	89	60	69	49	7	9	229	169
	90	64	110	71	82	57	12	15	294	207
	85	54	94	62	82	59	8	16	269	191
	96	68	121	84	85	61	17	17	319	230
	91	57	100	63	81	55	18	20	290	175
	82	59	78	51	76	56	8	11	244	177

t: Different forms of the CAT were used on the Pre and Post tests due to changes made at the State level. In each comparison, the percentages correct on each subtest was calculated and statistical analyses applied to these percentages.

RAW SCORES ON CALIFORNIA ACHIEVEMENT TEST (PRE AND POST TESTS)

CONTROL GROUP

(1981-82)

	Reading		Math		Language		Spelling		Total	
Total Possible	100	70	125	85	88	63	20	20	333	238
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	84	53	95	51	83	56	15	13	277	173
	74	42	93	66	72	51	13	11	252	177
	83	56	113	75	81	56	10	11	287	196
	76	56	91	64	68	43	13	13	248	176
	65	41	76	38	71	5[illegible]	8	7	220	139
	73	39	113	71	74	5[illegible]	14	17	274	180
	59	34	91	58	70	[illegible]	10	7	230	141