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PROBLEMS OF TRANSFER MUSIC STUDENTS FROM STATE JUNIOR COLLEGES
TO STATE DEGREE-GRANTING INSTITUTIONS OF OKLAHOMA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
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degree of
DOCTOR OF MUSIC EDUCATION

BY
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Norman, Oklahoma
1970

PROBLEMS OF TRANSFER MUSIC STUDENTS FROM STATE JUNIOR COLLEGES
TO STATE DEGREE-GRANTING INSTITUTIONS OF OKLAHOMA

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PROBLEMS OF TRANSFER MUSIC STUDENTS FROM STATE
JUNIOR COLLEGES TO STATE DEGREE-GRANTING
INSTITUTIONS OF OKLAHOMA

CHAPTER I

INTRODUCTION

Some two million students are expected to be enrolled in the thousand or so junior colleges in the United States in 1970. Though junior colleges came into existence early in this century, their greatest expansion has occurred since the end of World War II. According to a nationwide study published by the American Council on Education¹ (illustrated by the line graphs on pages 3 and 4), the number of junior colleges grew from eight in 1900 to seven hundred and nineteen in 1964. The figures projected through 1970 predict continued growth.

Few movements in the history of American education have done as much to equalize opportunity for college-bound individuals. Generally, three kinds of programs have been offered through the junior college system: (1) courses for students who plan after one or two years to transfer to a four-year college or university, (2) terminal courses of a general nature for students who do not plan to go on to another institution,

¹American Council on Education, American Junior Colleges (Washington, D.C.: American Council on Education, 1967), p. 5.

and (3) vocational courses of a wide variety.² In the first category the relation of the junior college to the degree-granting institution is paramount. Curriculum, guidance and correlation of junior college work with the four-year receiving institutions are concerns of junior and senior college faculty and administration, as well as students.

The problems that arise in the process of transfer from the two-year junior college to a four-year institution vary according to the individual's plan of study. Generally speaking, the correlation of the credits earned in the junior college with the requirements of the four-year institution presents one major problem. Although junior college students in every discipline face this difficulty, the problem is especially acute for the transfer of music credits. A music student who transfers from a junior college and who expects to continue his major as he progresses in the third-year work will find it difficult to achieve a smooth transition unless he has completed basic courses that correspond to those required of native freshmen and sophomores.

The music student of the early forties in Oklahoma often considered the two-year junior college program terminal, but the increasing demand for degree-trained music personnel has made this view passé. The Oklahoma State Board of Education requires a Bachelor's Degree and specific curriculum leading to certification which cannot be obtained in the two-year terminal program.

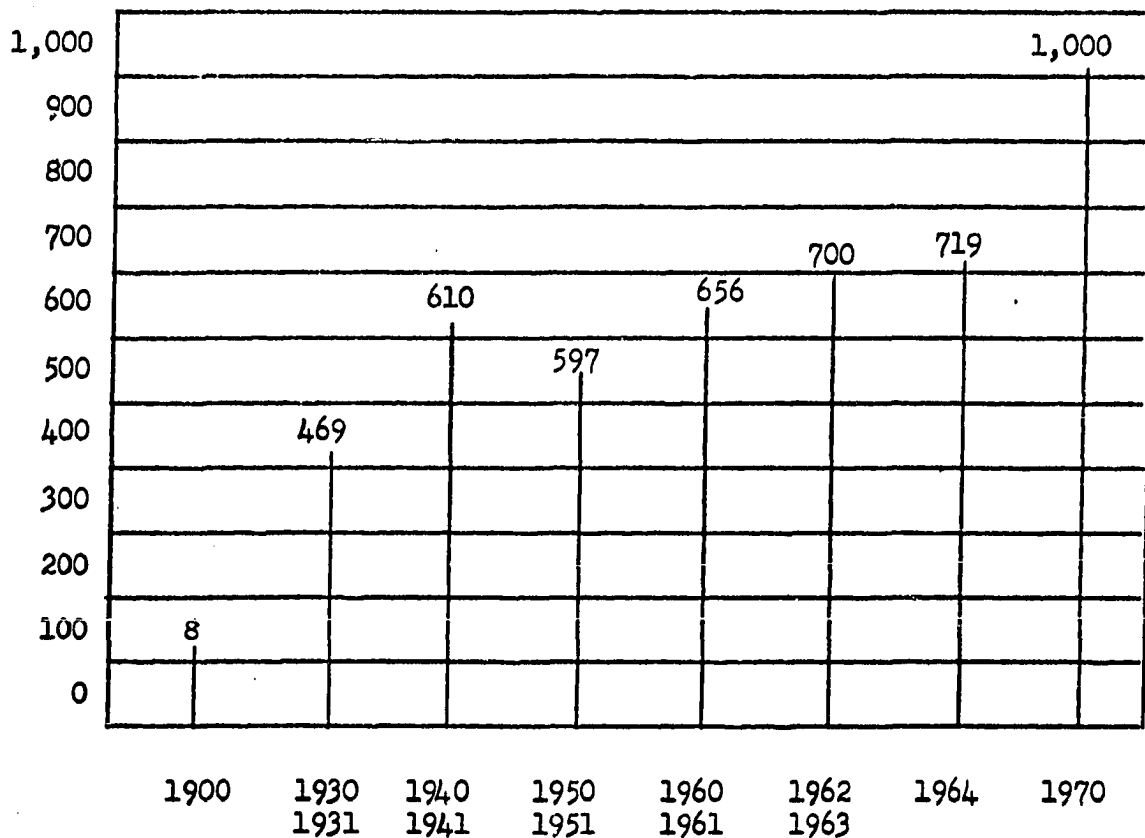
The possibility of inadequately staffed music faculties in the junior colleges may be the starting point of the transfer problem. The

²Paul Woodring, The Higher Learning in America: A Reassessment (New York: McGraw-Hill Book Co., 1968), p. 33.

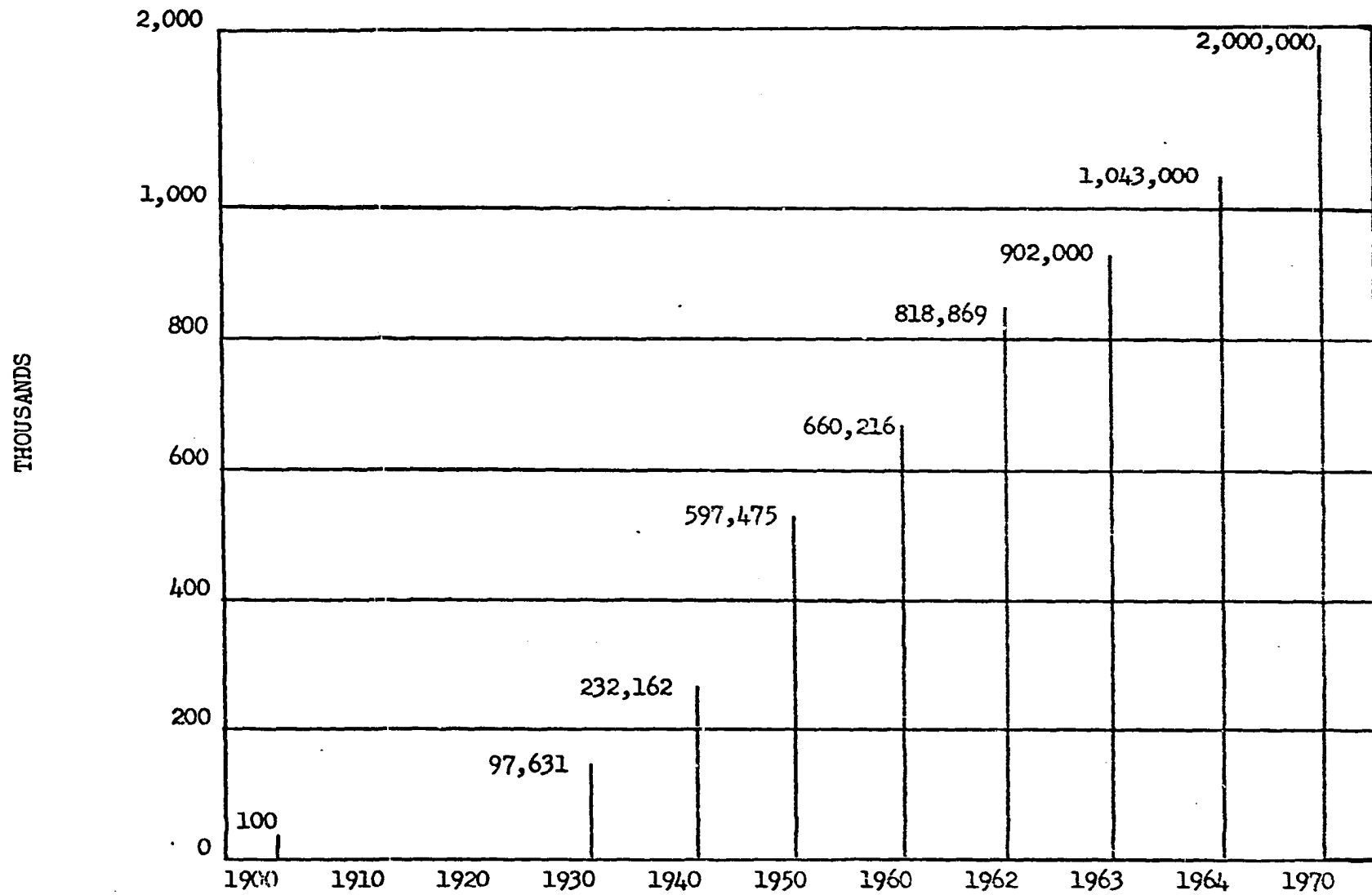
small music faculty cannot be expected to train the lower division music students in all phases of music.

Until now, no comprehensive study of curriculum as it affects transfer music students in Oklahoma institutions has been made. Since Oklahoma presently has six state-supported junior colleges, from which many students enter one of the seven state-supported degree-granting institutions, a study of the problems seems useful.

GROWTH IN NUMBER OF JUNIOR COLLEGES



GROWTH IN JUNIOR COLLEGE ENROLLMENT



Purpose of the Study

It is the purpose of this study to determine the existing need for further correlation of music curricula of the six Oklahoma state-supported junior colleges with the music curricula of the seven state institutions which grant degrees. The junior colleges studied include Cameron State Agricultural College,¹ Connors State Agricultural College, Eastern Oklahoma State College, Northern Oklahoma College, Murray State Agricultural College and Northeastern Agricultural and Mechanical College. The seven four-year degree-granting institutions studied are The University of Oklahoma, Oklahoma State University, Northwestern State College at Alva, Central State College at Edmond, Northeastern State College at Tahlequah, Southeastern State College at Durant, and Southwestern State College at Weatherford.

A number of privately operated junior colleges and universities have been established within the state of Oklahoma, but no attempt was made to include them in this study. Rather, the study has concentrated on the larger, publicly financed schools. Further limitation was achieved by omitting music transfer students from other states.

The study concerns the music offerings and the problems of students transferring from the six state-supported junior colleges in Oklahoma. The reception of these transfer students in seven degree-granting institutions is studied also. Several recommendations and suggestions emerge in conclusion that may ease the transition of students by means of careful, knowledgeable guidance on the part of music department personnel, guidance counselors, and the students themselves.

¹At the time the data for this study was accumulated, Cameron was a junior college. Beginning with the academic year 1968-69 it became a four-year college.

It is hoped that the study will reveal possible methods by which major students in music in the public Oklahoma junior colleges studied will be able to transfer to degree-granting schools of their choice with minimal loss of credit and few deficiencies in required undergraduate courses.

Procedure

In order to discover the specific nature of the problems junior college transfer students in music education might encounter in pursuing baccalaureate degrees, the writer deemed it desirable to establish a priority arrangement of material for presentation. Curriculum requirements in the junior and senior institutions, as described in appropriate college bulletins, were examined first. Then supplementary data were gathered by questioning administrators to discover what procedural variations in validating transferred credit might cause the student difficulties. A number of transcripts of transfer students were examined for grade ranking, grade point average, and other pertinent material that would show how, or if, these students' performances differed from native students in four-year institutions.

The chairmen of the music departments studied were contacted and a request was made for personal interviews. No refusals were encountered. Two printed questionnaires, one for the junior college and one for the degree-granting institution, were devised to ascertain views and opinions of these music administrators. These questionnaires served as the basis for the interview. No written work was requested of the interviewee; rather, the conversation concerning questions was recorded on tape. The taped interviews were transcribed for further detailed study.

Need for the Study

Informal conversations with students who have attended the junior colleges and, subsequently, the degree-granting institutions revealed that most frustrations were encountered in the applied music field. Without exception the students consulted felt that they had had inferior instruction at the junior college level. The writer has had personal experience with junior college transfer students in the field of applied music and has also found some inferior teaching.

Perhaps this inferior instruction can be traced to the small number of staff employed by junior college music departments. The writer knows from personal experience as a junior college instructor that one person is generally not adequately trained or skilled to function efficiently in both the vocal and instrumental field. It is extremely difficult to do successfully both vocal and instrumental teaching at the public school level, let alone attempt to adequately train students for a life-time profession.

A second problem discovered through informal conversations with junior college transfer students was the lack of guidance counseling at the junior-college level. They were of the opinion that their situations would have been better if a professional counselor, knowledgeable about the various state degree-training institutions' requirements, had guided the student's first two years of instruction to coincide better with similar training at the chosen degree-granting institution. Early counseling might have enabled students to alter their programs so as to avoid future difficulties. On the other hand, one could logically question why the students were not sufficiently concerned to gain this readily

available information themselves by reading appropriate bulletins and catalogues.

Besides lack of counseling, there is a lack of communication among faculty members of the junior colleges and of the four-year institutions regarding the work of and requirements for music majors. One intention of this study is to point up the need for cooperative planning and direct dialogue involving these separate faculties. It is hoped that while the student is still in junior college, music instructors and school counselors can, through understanding of the various college curricula, achieve flexibility of the course offerings in both types of schools and thus make the music student's work more coherent and valuable to him. The understanding and meeting of the individual student's needs must receive first consideration, but the encouragement and growth of a greater rapport among the faculties of the two divisions of schools should also be emphasized and positive steps taken to reach a common understanding. When this is done, perhaps a definite understanding about transfer music students and music credits will be reached.

At present very little research exists relative to music transfer students, and perhaps additional studies will be prompted by this study. In fact, of the many studies examined in the progress of this research, only one has been located that addresses the problem directly. In 1967 Marvin Lavellow Belford, at the State University of Iowa, investigated music curricula at various junior colleges throughout the nation and attempted to present an overall view of the problems faced by transfer students from junior colleges to four-year colleges and universities.¹

¹Marvin Lavellow Belford, "An Investigation and Analysis of the Public Junior College Music Curriculum with Emphasis on the Problems of the Transfer Music Major" (unpublished Ph. D. dissertation, School of Music, State University of Iowa, 1967).

His data was derived from questionnaires returned by ninety-nine junior colleges and eighty-one degree-granting institutions widely scattered over the country. The results Belford presents provide a stimulating background for more detailed study in specific geographic areas.

Professional journals have included a number of articles that have indicated a growing interest in and concern for the junior college and its relationship to the four-year baccalaureate school. J. Anthony Humphreys has written concerning the problem:¹

There are very definite statements of undesirable practices on the part of higher institutions in their evaluation of credits for advanced standing from junior colleges. For example, Dean W.P. Shofstall of Stephens College has held up for public display these policies pursued by some colleges and universities in their granting of advanced standing credit:

1. Course titles are more important than course content.
2. The only way to get knowledge is to take courses.
3. Courses are so specific in their application to every student that if they are pursued in a certain year they are 100 per cent effective, but if taken in a different year they are of no educational value.
4. A course taught in a given institution can be of no value to a transfer student if it is not taught in the institution to which he transfers.
5. There is a clear-cut line of demarcation between the 14th and 15th years.
6. Fidelity to the sacred formulae is more important than the student's ability to do advanced work.
7. Time served is of prime importance.

Although a rather bitter tone is found in some of the above-quoted ideas, there are certainly some signs of a growing liberality and flexibility in the matter of policy on the part of both the junior and the baccalaureate institutions.

In an article, "The Transfer Student--A Junior College Viewpoint,"

¹J. Anthony Humphreys, "Transfer of Junior College Graduates to Senior Institutions," The Registrar's Journal, XVIII (July, 1943), 408-415.

John A. Anderson summarizes a case for the junior college student who wishes to transfer and the one who plans to leave as soon as he receives his degree. He says in part:¹

The public will continue to expect the junior college to do two main jobs: train and educate the terminal student and prepare others for the university.

.....
Certificate junior college transfers do as well in the higher institutions as "native" students. The junior colleges should work out their [sic] own pattern of requirements for the junior certificate with the help of the universities.

This is a sample of the thinking that educators were doing as early as 1942. Marvin Belford, as was mentioned earlier, extended the range of interest shown in the problems of junior college transfer students, and a recent study by Tipton at The University of Oklahoma continued to probe the problems of the junior colleges.² Some other studies have presented certain factors about transfer students in general--grade points, limited course offerings in the junior institutions, and course content--but little seems to have been done to focus attention on the situation of music majors in the Oklahoma junior colleges and their continuance in the junior-year offerings of the four-year institutions.

If this study stimulates communication among and between the several music departments of public institutions of higher education in Oklahoma, it will have helped to smooth the path for the transfer student. Since each junior college student is counseled by guidance personnel, either in the music department or in the general office, he should arrive

¹John A. Anderson, "The Transfer Student--A Junior College Viewpoint," The Registrar's Journal, XVII (July, 1942), 618.

²Chelsea Tipton, "Problems in Curriculum Design for Teacher Education in the Small College Music Department" (unpublished DME dissertation, The University of Oklahoma, 1967).

at a clearer understanding of requirements and offerings. Common nomenclature, detailed descriptions of courses offered, and a uniformity of credits in both levels of school divisions would assist the transfer student long before he is ready to leave the two-year institution, and he would be able to proceed with confidence and understanding in his advanced work. Certainly authorities and organizations, both academic and guidance, are becoming aware of the need for such clarification; the idea is expressed clearly in the Bulletin of the National Association of Schools of Music where C. Burdette Wolfe says:¹

...The Study shows that a large percentage of the junior colleges are offering courses in theory, music literature, elementary education, and various ensembles experiences. In addition, courses are offered in instruments and voice. Since it may be estimated that fifty per cent of the junior college students will enroll in senior colleges, the speaker is concerned that those in the field of music may find that they are well prepared for further study leading to the degrees of Bachelor of Music or Bachelor of Music Education. . . .Is it time that NASM became concerned with the music programs of the junior colleges? Can a relationship between senior and junior institutions be mutually beneficial and criticism be placed on such a level as not to imply inferiority of the latter?

If the findings of this study help to pave the way to better understanding among colleges, universities, and students so that the departments of music will be able to offer continuous, correlated music courses to students in each institution, then the efforts put forth in this investigation are more than justified.

Definition of Terms

The word "music" as used in this study includes the courses offered to music majors, such as voice, instrumental work, theory, and choral

¹C. Burdette Wolfe, "Present Status of Junior College Music," The Bulletin of the National Association of Schools of Music, XLIX (February, 1961), 45.

music. "Instrumental" includes piano, band and orchestra. These course names may vary slightly, but they are practically the same names that are used in the upper two years of study offered in the four-year institutions.

Throughout the study the term "junior college" is used in reference to the six aforementioned state colleges that offer work at the freshman and sophomore levels only.

The curricula of the junior colleges are designed for two types or classifications of students. They are the transfer and the terminal students. The term "transfer" means those students who plan to continue with their college studies at a degree-granting institution. Transfer students' selected studies in the third and fourth years are planned to coincide with the work done by the "native" student: the one who began his work as a freshman at the four-year institution and who has continued to follow his plan at the same institution. In most cases, the transfer student is able to proceed at the same level of achievement that the native student is accomplishing.

The terminal student at the junior college does not plan to attend any institution for further work. He plans to accept his junior college Associate of Arts degree as final. This degree represents the completion of sixty-four hours of college level work. If the terminal student should change his mind and later decide to enroll in a baccalaureate institution, however, his junior college degree will be accepted. If his work in the junior college has been planned carefully with due attention paid to the basic requirements of the four-year institution's courses, the student is able to proceed without deficiencies. In short, the Associate of Arts degree is a bona fide degree and is acceptable at all state institutions

in the event that student should elect to continue his studies.

Delineation of the Problem

Stimulated by informal discussions with students, the writer used taped interviews, letters and questionnaires to study problems in the transfer of music credits from the junior colleges to the four-year institutions. One problem appears to be the matter of correlation of music curricula of the junior colleges with the music curricula of the degree-granting institutions. Another problem concerns difference in nomenclature. Occasionally a college bulletin will refer to course content in language that needs clarification before the course can be accepted for credit in another institution.

Some of the many facets of the problem that have emerged from the study of college bulletins and transcripts include: music courses in the junior college curricula that are not acceptable in the degree-awarding institutions; courses that are not offered in the junior colleges but are required courses for the native students in the four-year institution; the loss of credit hours because of the differences that exist in the credit accounting systems; insufficient or inadequate instruction in applied music in the junior colleges; and accompanying lack of professional guidance in academic work at the junior college level.

The main questions emerge: What problems face the transfer student from the music department of the junior college when he enters the junior year of study at his chosen degree-granting institution? How may the outstanding problems of transfer be minimized or eliminated? What are some positive steps that can lead to the correlation of music curricula in all six junior colleges with the music curricula of the degree-

granting institutions?

An attempt to answer these questions or to propose some tangible assistance and suggestions that will be academically sound will make up the substance of Chapter V of this study.

Organization of State Junior Colleges with Particular Reference to Music Curricula

Although the transfer of music students is not directly related to the organization of the junior colleges and the degree-granting institutions, it is appropriate at this point to give briefly the system under which these schools operate and a brief description of their offerings in music. The curriculum of each state-supported college must comply with the general regulations of the Oklahoma State Board of Education and its authorized agent, the State Superintendent of Public Instruction.

A nine-member Board of Regents of Agricultural and Mechanical Colleges has jurisdiction over five of the junior colleges: Cameron, Connors, Eastern Oklahoma, Northeastern A & M and Murray College. Northern Oklahoma College operates under the jurisdiction of a separate advisory Board of Regents appointed by the governor of Oklahoma.

All junior colleges are members of the Oklahoma Association of Junior Colleges, a professional organization which states as its primary purpose the promotion of each school in its progressive development. Various commissions have been designated to assist member colleges in certain defined areas, such as administration, curriculum, instruction, legislation, and student personnel. These six district agricultural schools of secondary grade have been in existence since May 20, 1908, when they were created by an act of the state legislature of Oklahoma.

They have since been recognized as junior colleges.

The junior colleges that are controlled by the state of Oklahoma provide educational programs in general education, in liberal arts, and in some pre-professional training, as well as classes in technical, agricultural and industrial arts. The programs of the several schools are not the same, but they are similar. An analysis of offerings in music shows numerous courses, although some of the courses are given alternately in succeeding years because of limited faculty and facilities.

To mention the curricula, college by college, seems an appropriate way to individualize the various junior schools. The plan of Cameron College is to prepare students for advanced standing in four-year institutions, and it provides a program of general education, a program of terminal education, and a program of adult education. The college recognizes the needs of individual students and attempts to develop skills, values, attitudes, and understanding necessary for effective living.

The offerings in the music department at Cameron include eleven subject divisions: three in harmony and ear training, two in music literature, two in music history, and one in music appreciation, two classes in piano, and one class in voice. Private lessons are also available as noted in Table 1 on page 30.

Connors State Agricultural College in Warner includes in its educational program general education, liberal arts, pre-professional training, technical and terminal education. The music courses offered include four courses in the fundamentals of music theory, two in music literature, one in appreciation, one in brass instruments, one in woodwind instruments, six in applied music, and chorus, band and orchestra. A

total of 56 semester hours of credit in music is offered.

Eastern Oklahoma State College offers work in teacher preparation as well as trade and industrial courses on a pre-college level. This college also provides training programs in business, agriculture, home economics and industrial arts. The college authorities state an aim of providing a sound general education which will enable the students to become effective workers and citizens. In music thirty to forty hours of work are offered. These include fundamentals of music, four divisions of theory of music, "music in life," music literature, four sections of instrumental study, including brass, woodwinds, percussion and strings. Vocal literature and applied voice, piano, and organ complete the list. Participation is also offered in chorus, stage band and symphonic ensemble.

Murray State Agricultural College was one of the colleges established to provide agricultural schools of secondary level in each supreme court judicial district of Oklahoma; later, agricultural experiment stations and short courses were added. In 1922 the State Board of Agriculture authorized the addition of a year of college work and then a second in 1923-24. Thus the junior college status was approved by the governor in March of 1924.

Murray College provides the following one and two year programs: agriculture, business administration, homemaking, and secretarial administration. There is also work offered in teacher education and pre-professional courses. One of the stated aims of Murray is to provide a general education for all students which will prepare them for effective living. In music, (twenty-eight to) fifty-two credit hours are offered.

These include: fundamentals of music, six divisions of music theory, music appreciation, music history, and five sections of class study in brass, percussion, woodwind, voice and piano. Applied instrument, voice and piano complete all courses offered in music with the exception of ensemble work in band, choir and men's glee club.

Northeastern Oklahoma Agricultural and Mechanical College offers terminal courses leading to an Associate of Arts degree in Agriculture, Art, Business, I.B.M. Data Processing, General Shops, Automotive Mechanics and similar programs. The college aims are three-fold: to prepare young men and women for intelligent and constructive citizenship, to provide them with a background for a rich cultural life, and to equip them for their life work. Twenty-eight to forty-four college hours may be obtained in the field of music, which consists of the following: fundamentals of music, eight divisions of music theory, two divisions of music history, four sections of class work in brass, percussion, strings and woodwinds. Applied music is offered in voice, band and orchestra instruments, piano and organ. Participation in ensembles such as band and choir is available for persons who are interested.

Northern Oklahoma College also affords one and two year educational plans. These include: data processing, general business, stenography, electronics and printing. There are also courses offered in teacher education and in pre-professional fields. The intent of Northern is to provide education for all students and to develop attitudes, knowledge, qualities and skills necessary to assume civic responsibilities and to become vocationally competent. Thirty-three to forty-one college credits in music are offered, consisting of fundamental of music, six:

divisions of music theory, music appreciation, music history, public school music (not available to music majors), and four sections of class work in brass, percussion, strings and woodwinds. Band and choir are also available for those wishing to participate.

Music history courses offered by four of the state junior colleges are not accepted by any of the state four-year colleges. However, the two state universities do recognize the junior college music history courses and will accept them as credit towards a baccalaureate degree.

This brief summary of the offerings of the six state-controlled junior colleges indicates a serious effort on the part of each to serve both the terminal student and the student who definitely intends to continue his higher education at one of the degree-granting institutions. The offerings of the music departments have been listed briefly. Details of the course work may be found in the description given by the instructors of each subject.

Every effort seems to have been made to equip the transfer student with knowledge comparable to that of the native student. The question emerges, however: "Does each school and each music department in the junior college know definitely the requirements, the offerings, and the prerequisites that the university of the student's choice requires?"

CHAPTER II

CURRICULUM REQUIREMENTS OF THE SIX STATE-SUPPORTED JUNIOR COLLEGES COMPARED WITH CURRICULUM REQUIREMENTS OF SEVEN DEGREE-GRANTING INSTITUTIONS

Though the degree of Associate of Arts awarded by the junior colleges of Oklahoma is a bona fide academic degree accepted by four-year institutions, the number of credit hours represented by this degree may vary from one junior college to another. In addition, four of the degree-granting institutions--Southeastern, Northwestern, Northeastern, and The University of Oklahoma--will accept no more than sixty hours of academic work, with the required sixty-four hours being completed by four hours of physical education or military science. Central State and Southwestern will accept any sixty-four hours of lower division work, and Oklahoma State University will accept sixty-five hours.

All of the degree-granting institutions dealt with require that the last sixty hours of a junior college transfer student's work be done in residence. This restriction applies to all junior college transfer students, regardless of major. Authorities at the University of Oklahoma state the number of semester hours that must be attained but do not refer to a set number of credit hours in applied music.

The following descriptions of junior college degree curricula have been taken directly from current catalogs or bulletins, with slight

revisions for the sake of brevity. (These catalogs and bulletins are listed in the bibliography.)

The typographical format of junior college catalogs makes for efficient curriculum planning by the junior college students, if they observe it and use it to their advantage. Each catalog lists its requirements by semester and by year, making evident to the student the sequence in which course work should be pursued and eliminating the possibility of omitting a required course.

Cameron State Agricultural College, as a junior college in 1967, offered the following curriculum for music majors:

Freshmen

<u>First Semester</u>	<u>Credit Hours</u>
Freshman Composition	3
Harmony and Ear Training	4
Mathematics Elective	3
Music Literature	2
Piano or Voice (Applied lessons)	2
Band or Chorus	1
Physical Education (girls)	1
Military Science (boys)	<u>2</u>
Total	16-17

<u>Second Semester</u>	
Freshman Composition	3
Harmony and Ear Training	4
Science	5
Music Literature	2
Piano or Voice (Applied lessons)	2
Band or Chorus	1
Physical Education (girls)	1
Military Science (boys)	<u>2</u>
Total	18-19

Sophomores

<u>First Semester</u>	<u>Credit Hours</u>
Federal Government or History of the U.S.	3
Music Theory	4
Music History	3
Humanities	2
Piano or Voice (Applied lessons)	2
Band or Chorus	1
Physical Education (girls)	1
Military Science (boys)	<u>2</u>
Total	18-19

<u>Second Semester</u>	
Federal Government or History of the U.S.	3
Music Theory	4
Music History	3
Humanities	2
Piano or Voice (Applied lessons)	2
Band or Chorus	1
Physical Education (girls)	1
Military Science (boys)	<u>2</u>
Total	16-17 ¹

Total number of Credit Hours: 68-72

At Connors State, a total of 69 or 73 credit hours may be earned, but the four-year colleges will accept only 64 to 65 hours, so a student transferring from Connors may lose as many as nine credit hours or as few as four, but he will almost surely lose some.

Connors State Agricultural College

Degree Curriculum

Freshman

<u>First Semester</u>	<u>Credit Hours</u>
Fundamentals of Music Theory	3
English Composition	3
Applied Lessons (voice or instrumental)	2

¹Cameron State College Catalog, 1966-1967, pp. 38-39.

First Semester (cont.)Credit Hours

Piano Applied	2
Music Literature and Appreciation	2
Physical Education	1
Band and/or Chorus	1 (2)
American History	<u>3</u>

Total 17-18

Second Semester

Fundamentals of Music Theory	3
English Composition	3
Music Literature	2
Applied Lessons (voice or instrumental)	2
Piano Applied	2
Physical Education	1
American Government	3
Band and/or Chorus	<u>1 (2)</u>

Sophomore Total 17-18

First Semester

Advanced Fundamentals of Music Theory	3
General Physical Science	4
Art Appreciation	2
Essentials of Public Speaking	2
Applied Lessons (voice or instrumental)	2
Piano Applied	2
Band and/or Chorus	1 (2)
Personal Health	<u>2</u>

Total 18-19

Second Semester

Advanced Fundamentals of Music Theory	3
College Algebra	3
Types of Literature (General Humanities)	3
General Psychology	3
Applied Lessons (voice or instrumental)	2
Piano Applied	2
Band and/or Chorus	<u>1 (2)</u>

Total 17-18¹

¹Connors State Agricultural College Catalog, 1966-1968, p. 14.

Eastern Oklahoma State College includes in its degree curriculum the following requirements:

Freshman

<u>First Semester</u>	<u>Credit Hours</u>
English Composition	3
Elementary Fundamentals of Music Theory	4
Physical Education	2
Orientation	1
Music Literature	2
General Physical Science	4
Music Electives (Applied lessons, large organizations or small organizations)	<u>1</u>
Total	17

Second Semester

English Composition	4
Intermediate Music Theory	4
General Biology	4
History, Modern Western Civilization	3
Physical Education	2
Music Electives	<u>1</u>
Total	17

Sophomore

First Semester

American History	3
Elementary French	5
Advanced Theory of Music	4
Introduction to English Literature	3
Fundamentals of Speech	<u>3</u>
Total	18

Second Semester

American Government	3
Elementary French	5
Advanced Theory of Music	4
Physical Education (Personal Hygiene)	2
Electives	<u>2</u>
Total	16 ¹

¹Eastern Oklahoma State College Catalog, 1967-1969, p. 77.

Because a total of 68 credit hours is required at Eastern, a transfer student will lose three or four hours. More hours are actually lost because of requirements in ensemble and applied music set up by the state four-year degree-granting institutions.

Murray State Agricultural College

Degree Curriculum

Freshman

<u>First Semester</u>	<u>Credit Hours</u>
English	3
Physical Education	1 (2)
Fundamentals of Music	2
Band, Chorus, Men's Glee Club	1 (3)
Applied Lessons	1 (2)
Introductory Psychology	3
Voice Class	1
Music Appreciation	<u>3</u>
Total	16-20

Second Semester

English	3
Elementary Harmony	3
Ear Training and Sight Singing	2
Band, Chorus, Men's Glee Club	1 (3)
Applied Lessons	1 (2)
Mathematics (General College Mathematics, Intermediate Algebra, College Algebra)	3
General Biological Science	<u>4</u>
Total	17-20
(Catalog quotes 17-18)	

Sophomore

First Semester

American Government	3
Intermediate Harmony	3
Ear Training and Sight Singing	2
Band, Chorus, Men's Glee Club	1 (3)
Applied Lessons	1 (2)
Essentials of Public Speaking	2
Development of Western Civilization	3
Physical Education	<u>1 (2)</u>
Total	16-20
(Catalog quotes 16-18)	

<u>Second Semester</u>	<u>Credit Hours</u>
American History	3
History of Music	3
Advanced Harmony	3
Band, Chorus, Men's Glee Club	1 (3)
General Physical Science	4
Applied Lessons	<u>1</u> (2)
Total	15-18
(Catalog quotes	15-16) ¹

Maximum number of hours possible: 78

Minimum number of hours possible: 64²

Murray State Agricultural College may award its Associate of Arts degree to a student with as many as 78 hours or as few as 64. This difference poses an obvious problem for the transfer student, particularly the one who has taken more than the minimum number of hours for the junior college degree.

In the analysis of the requirements at Northeastern Oklahoma Agricultural and Mechanical College at Miami, the transfer student faces the same situation as that set forth in the two previous situations--a requirement of more credit hours than he is permitted to transfer to any one of the seven degree-granting institutions considered in this study.

Northeastern Oklahoma Agricultural and Mechanical College

Degree Curriculum

Freshman

<u>First Semester</u>	<u>Credit Hours</u>
Freshman Composition	3
Federal Government	3
Elementary Harmony	3

¹Murray State Agricultural College Catalog, 1966-1968, p. 35.

²Ibid.

<u>First Semester (cont.)</u>	<u>Credit Hours</u>
Sight Singing and Ear Training	2
Applied Lessons	2
Piano Applied	1
Physical Education	1
Woodwind Instruments Class	<u>1</u>

Total 16

Second Semester

Freshman Composition	3
American History	3
Intermediate Harmony	3
Sight Singing and Ear Training	2
Applied Lessons	2
Piano Applied	2
Percussion Instrument Class	<u>1</u>

Total 16

The course credit hours listed above total 32 hours. The catalog quotes 34 as a total, but possibly the two extra hours, one each semester, are awarded for participation in large organizations such as band or chorus.

Sophomore

<u>First Semester</u>	<u>Credit Hours</u>
Music History	3
Advanced Harmony	3
Advanced Sight Singing and Ear Training	2
Humanities	3
Applied Lessons	2
Fundamentals of Speech	3
Brass Instrument Class	<u>1</u>

Total 17

Second Semester

Music History	3
Advanced Harmony	3
Humanities	3
General Psychology	3
Applied Lessons	2
Elective	2

Second Semester (cont.)Credit Hours

String Instrument Class

1

Total

17¹

Since the total number of credit hours at Northeastern Oklahoma Agricultural and Mechanical College is 68, three to four hours will be sacrificed in transfer.

Northern Oklahoma College

Degree Curriculum

Basic General Education

CourseCredit Hours

English

6

American Government

3

American History

3

Physical Education

4

Speech, Art, Music, Drama or Literature

5

Total

21

All candidates for the Associate of Arts degree at Northern Oklahoma College must satisfactorily complete the above requirements.

A minimum of 12 hours must be selected from the following academic areas:

Industrial Arts

Business

Language Arts

Fine Arts

Science

Mathematics

Social Studies

In the area of specialization the following continuation course patterns are offered.

Music

CourseCredit Hours

Fundamentals of Music

1

¹Northeastern Oklahoma A and M College Catalog, 1966-1968, p. 43.

<u>Course (cont.)</u>	<u>Credit Hours</u>
Ear Training and Sight Singing (Solfeggio)	2
Ear Training and Sight Singing (Solfeggio)	2
Advanced Ear Training and Sight Singing	2
Elementary Harmony	3
Advanced Harmony	3
Advanced Harmony	3
History of Music	<u>3</u>
Total	19

The remaining hours needed to total a minimum of 64 may be selected from any credit courses listed in the college catalog which are approved by the student's advisor.¹

Although it is possible to earn from 38 to 73 credit hours in music at the six junior colleges studied, no more than 64 or 65 hours may be credited at the seven degree-granting institutions. Consequently, a junior college transfer student may be oversupplied with music credits while being deficient in general education credits, despite having obtained the required hours for the Associate of Arts degree.

A tabulation of the course offerings is presented in Table 1, (page 29) so that it will be convenient to compare the offerings of the six junior colleges and the separation of course credit hours according to freshman and sophomore years. Table 2, showing the maximum number of credit hours obtainable in music in the junior colleges, calls attention to the disparity of total offerings among these institutions.

¹Northern Oklahoma College Catalog, 1966-1968, p. 29.

TABLE 1

CREDIT HOURS OF COURSE OFFERINGS FOR FRESHMAN AND SOPHOMORE
YEARS IN THE SIX JUNIOR COLLEGES NAMED IN THIS STUDY

Course Name	Cameron		Connors		Eastern		Murray		Northeastern		Northern	
	F.	S.	F.	S.	F.	S.	F.	S.	F.	S.	F.	S.
Applied Major	4	4	4	4	2	2	4	4	4	4		
Applied Minor	4	4	4	4	2	2	2	2	4	2		
Brass Class	2	2	2	2	1		1			1	2	
Class Voice	2	2					1					
Music Appreciation		2						3				3
Music History		6						3	3	3		3
Music Literature	4	2	2	2	2		3					3
Music Organizations	2	2	2	2	2	2	2-6	2-6	Req.No Credit			
Music Fundamentals							2				1	
Music Harmony	4						3	6	6	6	3	6
Music Theory		8	6	6	8	8						
Percussion Class						1	1		1			2
Sight Sing. & Ear Tng.	4						2	2	4	2	2	4
String Class						1				1	2	
Woodwind Class	2	2	2	2	1		1		1		2	
American History		3	3			3		3	3		3 or	3
Art Appreciation				2								
Elementary French						10						
English	6		6		6	3	6		6		3	3
General Psychology				3			3			3		
Hist. Mod. West. Civ.					3		3					
Humanities		2		3						6		
Mathematics	3			3			3					3
Military Science	4	4										
Orientation					1		1					
Personal Health				2		2						
Physical Education	2	2	2		4		1-2	1-2	2		2	2
Political Science		3	3			3		3	3		3 or	3
Science	5			4	8		4	4			5 or	5
Speech		2		2		3		2		3	2 or	2

TABLE 2

NUMBER OF CREDIT HOURS OBTAINABLE
IN MUSIC IN TWO YEARS OF STUDY

College:	Cameron	Connors	Eastern	Murray	Northeastern	Northern
Credit Hours	60	44	34	53	42	33

A comparison of the Associate of Arts degree programs in all six junior colleges is made in Table 3 (pages 31-32). Requirements common to all of the junior colleges are marked with an "O.K." Those that appear to represent the same content but are offered for differing numbers of credit hours are marked with an asterisk (*).

Table 4 (pages 33-34) compares the credit hours of course offerings for the freshman and sophomore years in the seven state degree-granting institutions.

Since the requirements for the Associate of Arts degree differ somewhat from one junior college to another (Table 3) and since some of the senior colleges also vary in the requirements for the freshman and sophomore students (Table 4), it is not surprising that the junior college transfer student's work fails to duplicate the work of the first two years of the degree-granting colleges and universities.

The basic requirements in English, American government and American history are most similar in the four-year institutions and also come nearest to matching those of the junior colleges.

In five of the catalogs--those of the five state colleges--requirements for the bachelor's degree with a music education concentration were listed on a single page without any division into years or semesters.

TABLE 3

COMPARISON OF THE ASSOCIATE OF ARTS DEGREE PROGRAMS IN ALL SIX JUNIOR COLLEGES

Subject		Cameron	Connors	Eastern	Murray	Northeastern	Northern
Applied Lessons, Instrumental	X		4-8		4-8	4-8	
Applied Lessons, Piano	X	4	8		4-8	3	
Applied Lessons, Vocal	X	4	4-8		4-8	4-8	
Band	X	4	4		4	No credit, but required 1	
Brass Instrumental Class							
Chorus	X	4	4		4	No credit, but required	
Fundamentals of Music	X		2		2		1
Harmony, Adv.	*	4	2	2	3	6	3
Harmony, Elem.	*	2	2	2	3	3	3
Harmony, Inter.	*	2	2	2	3	3	3
Men's Glee Club	X				4		
Music Appreciation	X	2					
Music History	X	6			3	6	3
Music Literature	X	4	2	2	3		
Sight Sing and Ear Tng., Adv.	*	4	1	2	0	2	2
Sight Sing and Ear Tng., Elem.	*	2	1	2	2	2	2
Sight Sing and Ear Tng., Inter.	*	2	1	2	2	2	2
String Inst. Class	X					1	
Percussion Inst. Class	x					1	

TABLE 3—Continued

Subject		Cameron	Connors	Eastern	Murray	Northeastern	Northern
Woodwind Inst. Class	X					1	
Art Appreciation	X		2				2
Electives	X		10	4		2	25
English, Comp.	OK	6	6	6	6	6	6
English, Lit.	X		3	3			
Government, Am.	OK	3	3	3	3	3	3
History, Am.	OK	3	3	3	3	3	3
History, West. Civ.	X			3	3		
Humanities	X	2				6	
Lang. or Math	X	3	3	French-10	3		
Military Science	X	8					
Orientation	X			1	1		
Personal Hygiene	X		2	2			
Physical Ed.	X	4	4	4	4		
Psychology	X		3		3	3	
Science, Biology	X	5		4	4		
Science, Physical	X		4	4	4		
Speech	*	2	2	2	3	2	3

X All Subjects Differ

* Hours Differ

OK All Have Same Offerings

TABLE 4

COMPARISON OF CREDIT HOURS OF COURSE OFFERINGS FOR FRESHMAN AND SOPHOMORE
YEARS IN SEVEN DEGREE-GRANTING INSTITUTIONS (1966-1970)

	Southeastern	Southwestern	Northeastern	Northwestern	Central	Oklahoma Univ.	Oklahoma State Univ.
Applied Lessons, Instrumental	1-8	1-8	1-8	1-8	1-8	1-8	1-8
Applied Lessons, Vocal	1-8	1-8	1-8	1-8	1-8	1-8	1-8
Band	1-4	1-4	1-4	1-4	1-4	1-4	1-4
Class, Brass Instrument	1	1	2	1	2	1-2	1-2
Class, Percussion	1	1		1	2	1-2	1-2
Class, Piano	1-2	1	2	1-2		1-4	1-2
Class, String Instrument	1	1	2	1	2	1-2	1-2
Class, Voice	1-2	1	2	1-2		1-2	1-2
Class, Woodwind Instrument	1	1	2	1	2	1-2	1-4
Fundamentals of Music	2	2				1	
Harmony, Advanced	2		2	2	4	2	
Harmony, Elementary	2		2	2		2-2	
Harmony, Intermediate	2		2	3		2	
Harmony, Sight Sing. Intergrated		4-4			3-3		5-8
Mixed Chorus (Choir)	1-4	1-4	1-4	1-4	1-4	1-4	1-4
Men's Glee Club	1-4					1-4	1-4
Modern Language Diction		1				1-3	
Music History	3-3					3-3	
Music Literature	4					4	

TABLE 4--Continued

	Southeastern	Southwestern	Northeastern	Northwestern	Central	Oklahoma Univ.	Oklahoma State Univ.
Orchestra	1-4					1-4	1-4
Sight Singing, Elementary	2		2	2		2-2	
Sight Singing, Intermediate	2		2	2		2-2	
Small Ensembles		1	1-4	1-4		1-4	1-4
Vocal Pedagogy					1-2		
Biology	4	4	4	4	4		4
English	6	6	6	6	6	6	5
Foreign Lang. or Mathematics	5	3	6-10	7	5	3-6	
Government, American	3	3	3	3	3	3	3
History, American	6	6	6	6	6	6	3
Humanities	6	6	6	7-9	5-6		4
Library Science and Orientation	1						1
Mathematics or Foreign Language	5	3	6-10	7	5	3-6	
Orientation and Library Science	1						1
Personal Hygiene	2		2	2	2		
Physical Education Activity	4	4	4	4	4	Voluntary	4
Physical Science	4	4	4	4	4		4
Speech		2	3	3	2		3

The University of Oklahoma catalog listed curricula by semester for each of the four years of study, while the Oklahoma State University catalog listed separately only the first semester of the freshman year. Because of this inconsistency in listing requirements by year and semester, even the best-intentioned junior college student, studying a catalog from one of the state colleges or universities might find it difficult to discern whether his junior college work satisfied the first and second year requirements for "native" students in that degree-granting institution.

The state colleges, however, are more uniform in their course offerings than are the two state universities, probably because they are under the same Board of Regents. It would seem that the principal difficulty a junior college transfer student might encounter in the state colleges would relate to inconsistencies in credit hours assigned for some of the courses. In the state colleges, English, general physical science, general biology, American history, American government and physical education are the only courses that carry the same number of credit hours. They represent the core of "general education" courses that are required not only of music education majors but of all students in the state colleges, regardless of degree plan.

The two state universities, however, are not consistent with the state colleges in course offerings nor are they consistent with each other. For example, Oklahoma State University requires one less hour of English than the University of Oklahoma in the core courses; Oklahoma State University also requires both speech and humanities of all its students, while The University of Oklahoma omits both these general requirements.

Certain of the state colleges have recently set up special arrangements with Northern Oklahoma College so that any holder of the Associate of Arts degree from Northern will find his general education requirements already fulfilled upon transfer. These state colleges are Northwestern State College, Southwestern State College and Central State College. Perhaps this act of cooperation will stimulate greater rapport among the other state colleges and junior colleges discussed here.

Northern College and Cameron (when Cameron was a junior college) give two credit hours per semester for class instrumental instruction. Murray, Connors, Eastern and Northeastern Oklahoma Agricultural and Mechanical College give one hour credit per semester for class instrumental instruction. The term "class instrumental instruction" refers to class teaching of woodwind, brass, strings and percussion instruments.

Students who transfer from one of the six state-supported junior colleges could have as many as eight and as few as four hours of class instrument instruction on their transcripts. Although the four-year state degree-granting institutions vary in their offerings from six to twelve hours for class instrument instruction, this instruction is given throughout the four year program.

Native students who graduate from the four-year degree-granting institutions are likely to be better equipped to teach all instruments, because of the recency of instruction received in their junior and senior years.

A branch of Oklahoma College and University Music Administrators (O.C.U.M.A.) called the "Theory Roundtable" is studying the inconsistencies of credit hours in music theory among the various Oklahoma institutions

of higher education. At the annual meeting of this group held October 5, 1968, at Central State College in Edmond, the following statement was issued by the "Roundtable" spokesman: "The consensus of the group was that standardization is desirable, particularly during four semesters of lower division theory of 16 credit hours or 20 class meeting hours."¹ This suggestion is pertinent to the present study, since in the state degree-granting institutions, theory credit hours vary from eight to sixteen. In the junior colleges, theory credits vary from twelve to twenty hours. It would seem that with the discrepancies noted among the state colleges and universities in the music theory field, a closer cooperation and rapport with junior college music departments is needed.

It is evident that varying philosophies have made statewide uniformity difficult up to this point, but more diligent effort must be exerted to obtain an understanding of the major aims of the junior college music department as well as of the entire program. This understanding must be a task of careful deliberation for both junior and upper-division faculty members for the purpose of achieving contiguous instruction.

¹Dr. Max A. Mitchell, "A One-Day Conference of Music Faculties in Oklahoma Higher Education." Pamphlet, 1968, p. 6.

CHAPTER III

ANALYSIS OF TRANSCRIPTS OF JUNIOR COLLEGE

TRANSFER AND NATIVE STUDENTS

In the course of this study, an attempt was made to discover whether junior college transfer students in Oklahoma succeed as well in the senior institution as native freshmen and sophomores. First, it was necessary to establish a criterion by which to judge their performance: grade-point average appeared to be one most readily available. Next, transcripts of transfer students within the Oklahoma system (as established in this study) had to be located and evaluated. It was found that registrars do not generally maintain records in such a way as to make this information readily available; however, individual registrars were asked to furnish such transcripts as they could, following the leads given them by the registrars of the junior colleges.

A total of sixty-eight students completed two years of study in music between the years 1962 and 1967 at four of the state junior colleges used in this study, and this entire group--representing all of the music graduates from these schools--was investigated. The colleges supplying names of these students were Cameron, Connors, Murray and Northern. Neither Eastern State College nor Northeastern Oklahoma Agricultural and Mechanical College contributed data to this portion of the study, due to

physical arrangements that made the records inaccessible. However, the four colleges which did contribute represent two-thirds of the state junior colleges.

Of the sixty-eight junior college students investigated, 33.80 per cent transferred to music programs in Oklahoma degree-granting institutions. All of the transferred music students graduated with music degrees. It is impossible to determine what happened to the 66.20 per cent who did not transfer to music programs. They either terminated their education at the end of two years, transferred out of the state to another educational institution, or changed their major.

The seven state degree-granting institutions used in this study were visited by the writer. Transcripts of transfer students, as well as those of a corresponding number of native students who attended the institutions between the years 1964 and 1969, were obtained. Registrars at both Northeastern State College and at Southwestern State College indicated that none of the students named by junior college registrars had attended their institutions during the applicable years, hence these two senior colleges supplied no data for this portion of the study.

Analysis of Transcripts

The transcripts of the junior college transfer students and those of the same number of native students were studied and compared. The native student sample was chosen at random, so that no prejudice could be inferred. Information from these records was tabulated for each degree-granting institution and a tabulated total average sheet compiled. This information was then combined and a total tabulation made of all the state degree-granting institutions used in the sample.

The number of extra semesters and/or summers that the transfer students attended college proved to be less important than the writer at first believed. It was found that extra semesters and/or summer enrollments were primarily undertaken for two reasons, the first being that the grade-point total accumulated was not high enough to recommend the student for music teacher certification. Secondly, students had enrolled in fewer than seventeen credit hours per semester, and thus at the end of eight semesters lacked the required number of hours for graduation.

Definition of Terms

To interpret the tables comparing the grade-point averages of junior college transfers with native students, a definition of abbreviations is needed. "Mu. not App." refers to courses in music-not-applied, i.e., music harmony, sight-singing and ear training, music literature, music history, choral and instrumental arranging, orchestration or instrumentation, class instruction of voice, piano and instruments, and conducting. "App. Mu." is all music that is studied privately. "Gen. Ed." identifies courses other than music and professional education. "G.P.A." refers to grade-point average, with 4.00 equalling the grade of A. "Sem" and "Sum" designate how many semesters and summers were required to complete the degree. "Lower Division" refers to freshman and sophomore years, and "Upper Division" to junior and senior years.

Brief Summary of Participating Institutions

The University of Oklahoma

17.64 per cent of the junior college transfer students in music

matriculated at the University of Oklahoma between the years 1964 and 1967. All have graduated and received their degrees (Table 7). In music other than applied, the junior college student's average grade-point was 3.33, while that of the native student during his first two years was 2.72 (Table 7). This contrast in grades did not persist in upper division work. In fact, a reversal of grade-point average occurred. The junior college students did not compare as well in their junior and senior years: 2.63 grade-point average compared with 2.88 for native students. In applied music, the grade-point average was somewhat higher in both cases, with the junior college being 3.81 in the lower division compared with 3.42 native. The upper division was 3.45 for the junior college student compared with 3.54 for the native. Although the grades here were higher, the pattern is the same.

General education grade-point averages were lowest of all: 2.95 junior college in lower division as compared with 2.45 native. Again the junior college transferees earned lower grades in this area than the senior college students in the upper division, 2.40 to 2.48. The over-all grade-point average of the junior college students was higher in the lower division, 3.33 compared with 2.90 for the natives. In upper division work, over-all grade-point average showed junior college students 2.83 as compared with 2.97 for native students. Although native students in the lower division began with a lower grade-point average, their grade points increased as they approached graduation.

TABLE 5

GRADE-POINT AVERAGES OF JUNIOR COLLEGE TRANSFER STUDENTS IN MUSIC
ATTENDING THE UNIVERSITY OF OKLAHOMA BETWEEN THE YEARS 1964-69

Case	Lower Division				Upper Division				Total			Degree
	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Sem.	Sum.	G.P.A.	
A	3.88	4.00	3.59	3.82	2.50	3.25	2.43	2.73	8	2	3.28	Yes
B	2.75	3.71	2.76	3.07	2.50	3.00	2.09	2.53	10	0	2.80	Yes
C	4.00	3.75	4.00	3.92	3.08	3.94	3.51	3.50	8	0	3.70	Yes
D	4.00	4.00	2.87	3.62	2.51	3.29	1.88	2.56	9	0	3.09	Yes
E	3.42	3.63	2.71	3.09	3.15	3.73	2.81	3.23	9	2	3.16	Yes
F	3.00	3.80	2.32	3.04	1.95	2.85	2.14	2.31	8	3	2.67	Yes
G	3.25	3.60	2.64	3.16	2.38	3.17	2.32	2.62	8	3	2.98	Yes
H	3.58	3.75	3.42	3.58	3.00	3.83	2.49	3.10	8	2	3.34	Yes
I	2.42	3.88	2.58	2.96	2.42	4.00	2.50	2.97	8	3	2.96	Yes
J	3.12	4.00	2.64	3.25	2.30	3.53	2.14	2.66	9	2	2.96	Yes
K	2.50	3.60	2.52	2.87	2.10	3.13	1.43	2.22	10	1	2.55	Yes
L	4.00	4.00	3.57	3.86	3.64	3.71	3.08	3.48	8	0	3.47	Yes

TABLE 6

GRADE-POINT AVERAGES OF NATIVE STUDENTS IN MUSIC ATTENDING
OKLAHOMA UNIVERSITY BETWEEN THE YEARS 1964-1969

	Lower Division				Upper Division				Total			Degree
Case	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Sem.	Sum.	G.P.A.	
A	2.60	3.00	3.23	2.94	2.86	2.94	2.93	2.90	9	0	2.92	Yes
B	2.67	3.43	1.85	2.95	2.29	3.67	2.29	2.75	10	0	2.85	Yes
C	2.92	3.83	1.92	2.89	3.45	3.84	2.23	3.17	9	0	2.03	Yes
D	3.40	3.00	2.16	2.85	2.45	3.17	2.35	2.66	8	2	2.76	Yes
E	3.00	3.21	2.00	2.74	2.65	3.57	1.97	2.73	12	1	2.74	Yes
F	2.20	3.08	2.60	2.87	3.06	3.56	2.60	3.07	10	1	2.97	Yes
G	2.00	3.56	2.57	2.70	2.60	3.73	2.55	2.96	8	1	2.80	Yes
H	2.27	3.21	2.64	2.70	2.40	2.90	2.22	2.50	9	0	2.60	Yes
I	2.70	3.44	2.12	2.75	2.25	3.67	2.38	2.77	8	0	2.76	Yes
J	1.48	3.27	1.58	2.00	2.57	3.53	1.35	2.48	10	0	2.24	Yes
K	3.77	4.00	3.33	3.70	4.00	3.89	3.22	3.70	8	2	3.70	Yes
L	3.62	4.00	3.43	3.68	4.00	4.00	3.70	3.90	8	4	3.79	Yes

TABLE 7

TOTAL GRADE POINT AVERAGES FOR JUNIOR COLLEGE TRANSFER STUDENTS
IN MUSIC AS COMPARED WITH NATIVE STUDENTS ATTENDING
OKLAHOMA UNIVERSITY BETWEEN THE YEARS 1964-69

Junior College Transfer Student				
	Music Not Applied	Applied Music	Gen. Education	Grade Point Average
Lower Division	3.33	3.81	2.95	3.33
Upper Division	2.63	3.45	2.40	2.83
Native Student				
Lower Division	2.72	3.42	2.45	2.90
Upper Division	2.88	3.54	2.48	2.97

Oklahoma State University

It was found that 10.39 per cent of the students from the four junior colleges matriculated to Oklahoma State University. Examination of Tables 8, 9 and 10 (Pages 46, 47 and 48) reveals the same pattern as that found in The University of Oklahoma study, with one exception: the grade-point average of the native students in the lower division in the applied music field was higher than that of the junior college transfer students. The native student grade-point average was 3.31 as compared with 3.24 in the junior college group.

The following grade points were revealed in the study of samples from Oklahoma State University. In music other than applied, lower division junior college transfer students earned an average grade-point of 3.52 compared with a grade-point of 2.89 for the native students. Applied music, as noted above, reversed this pattern, although by a grade-point difference of only .07. In general education, the junior college transfer students averaged 2.87 compared with 2.22 for native students. For the three categories, the overall grade-point in the lower division is as follows: 3.40 for junior collegians against 2.85 for native students.

In upper division work, the transferees earned grade-point averages as follows: in music other than applied, 2.73 compared with 2.80 for natives; in applied music, 2.97 against 3.47 for the natives, and in general education, 2.40 for transferees and 3.01 for the natives.

TABLE 8

GRADE-POINT AVERAGES OF JUNIOR COLLEGE TRANSFER STUDENTS
IN MUSIC ATTENDING OKLAHOMA STATE UNIVERSITY
BETWEEN THE YEARS 1964-69

	Lower Division				Upper Division				Total			Degree
Case	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Sem.	Sum.	G.P.A.	
A	3.89	3.73	2.50	3.37	1.93	3.08	1.73	2.27	8	1	2.82	Yes
B	3.50	4.00	3.00	3.50	3.00	3.54	2.52	3.02	8	1	3.26	Yes
C	3.00	3.67	2.27	2.98	2.45	2.04	1.78	2.09	10	1	2.54	Yes
D	3.73	3.88	2.55	3.63	2.72	2.62	2.10	2.31	8	1	2.97	Yes
E	4.00	4.00	3.50	3.83	3.27	3.00	2.96	3.08	8	1	3.30	Yes
F	3.03	3.41	3.00	3.15	3.25	3.82	2.94	3.32	10	0	3.24	Yes
G	3.47	3.34	3.27	3.36	2.46	2.63	2.83	2.94	9	2	3.15	Yes

TABLE 9

GRADE-POINT AVERAGES OF NATIVE STUDENTS IN MUSIC ATTENDING
OKLAHOMA STATE UNIVERSITY BETWEEN THE YEARS 1964-69

	Lower Division				Upper Division				Total			Degree
Case	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Sem.	Sum.	G.P.A.	
A	2.64	3.00	2.33	2.96	2.71	3.92	2.17	2.93	9	1	2.95	Yes
B	1.77	2.75	1.69	2.07	2.29	3.15	2.44	2.63	12	1	2.35	Yes
C	2.46	3.67	1.90	2.68	2.19	3.50	2.38	3.02	12	0	2.85	Yes
D	3.13	3.64	2.04	2.94	2.71	3.50	1.90	2.70	8	0	2.82	Yes
E	3.14	3.78	3.00	3.30	3.50	4.00	3.67	3.73	8	3	3.50	Yes
F	3.71	2.55	2.44	2.90	2.67	2.22	2.67	2.75	8	0	2.83	Yes
G	3.36	3.79	2.16	3.10	3.57	4.00	2.71	3.43	8	1	3.29	Yes

TABLE 10

TOTAL GRADE POINT AVERAGES FOR JUNIOR COLLEGE TRANSFER STUDENTS IN MUSIC AS
 COMPARED WITH NATIVE STUDENTS ATTENDING OKLAHOMA STATE UNIVERSITY
 BETWEEN THE YEARS 1964-69

Junior College Transfer Student				
	Music not Applied	Applied Music	Gen. Education	Grade Point Average
Lower Division	3.52	3.24	2.87	3.40
Upper Division	2.73	2.97	2.40	2.72
Native Student				
Lower Division	2.89	3.13	2.22	2.85
Upper Division	2.80	3.47	2.56	3.01

Central State College

It was found that 2.93 per cent of the junior college students was the total population of transferees to Central State College between the years 1964 and 1969 (Table 11 and 12). This sample was too small to make possible definite findings; however, tentative conclusions may be drawn. The same findings emerged here as in the former institutions of higher learning, but in the upper division, the native students scored higher over-all. The difference was 3.11 compared with 2.79 for the transfers. The lower division grade-point average of the junior college student in all three divisions of academic work is on the same level as was shown in the previous examples.

Music-not-applied category showed 3.38 for transfer students compared with 2.42 for native students. In applied music, transfer students earned a lower division grade-point average of 3.66 compared with 2.82 for natives. General education again recorded the lowest grade-point averages: 2.49 for the transferees against 1.99 for the native students.

Upper division grade-points for the two groups followed the pattern already noted in the schools treated above. In music-not-applied, transferees averaged 2.98 compared with 3.04 for natives; in applied music, 3.18 for transfer students and 3.47 for natives; in general education, 2.20 for the transfer, 2.72 for the native student.

Northwestern and Southeastern Colleges jointly contributed only 2.84 per cent to the study; thus the institutions are not given separate discussions. It is interesting to observe from Tables 13 and 14, however, that the pattern of grade averages that has been noted in the three other senior colleges continues in these two examples. On the

TABLE 11

GRADE-POINT AVERAGES OF JUNIOR COLLEGE TRANSFER STUDENTS IN MUSIC
ATTENDING CENTRAL STATE COLLEGE BETWEEN THE YEARS 1964-69

	Lower Division				Upper Division				Total			Degree
Case	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Sem.	Sum.	G.P.A.	
A	3.75	3.69	1.27	2.90	2.89	2.73	2.20	2.60	8	2	2.75	Yes
B	3.00	3.63	3.70	3.12	3.07	3.63	2.20	2.97	10	1	3.05	Yes

GRADE-POINT AVERAGES OF NATIVE STUDENTS IN MUSIC ATTENDING
CENTRAL STATE COLLEGE BETWEEN THE YEARS 1964-69

A	1.83	2.63	1.84	2.00	2.75	3.10	2.67	2.84	8	1	2.42	Yes
B	3.00	3.00	2.14	2.71	3.53	3.83	2.77	3.38	9	1	3.05	Yes

TABLE 12

TOTAL GRADE-POINT AVERAGES FOR JUNIOR COLLEGE TRANSFER STUDENTS IN MUSIC
AS COMPARED WITH NATIVE STUDENTS ATTENDING CENTRAL STATE COLLEGE
BETWEEN THE YEARS 1964-69

Junior College Transfer Student				
	Music not Applied	Applied Music	Gen. Education	Grade Point Average
Lower Division	3.38	3.66	2.49	3.01
Upper Division	2.98	3.18	2.20	2.79
Native Student				
Lower Division	2.42	2.82	1.99	2.36
Upper Division	3.04	3.47	2.72	3.11

TABLE 13

GRADE-POINT AVERAGE OF JUNIOR COLLEGE TRANSFER STUDENT IN MUSIC ATTENDING
NORTHWESTERN STATE COLLEGE BETWEEN THE YEARS 1964-69

	Lower Division				Upper Division				Total			Degree
Case	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Sem.	Sum.	G.P.A.	
A	2.33	3.47	1.64	2.48	2.67	3.64	2.32	2.88	8	2	2.68	Yes

GRADE-POINT AVERAGE OF NATIVE STUDENT IN MUSIC ATTENDING
NORTHWESTERN STATE COLLEGE BETWEEN THE YEARS 1964-69

A	3.00	3.25	3.64	3.26	2.71	3.67	3.00	3.03	9	0	3.15	Yes
---	------	------	------	------	------	------	------	------	---	---	------	-----

TABLE 14

GRADE-POINT AVERAGE OF JUNIOR COLLEGE TRANSFER STUDENT IN MUSIC ATTENDING
SOUTHEASTERN STATE COLLEGE BETWEEN THE YEARS 1964-69

	Lower Division				Upper Division				Total			Degree
Case	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Mu. not App.	App. Mu.	Gen. Ed.	G.P.A.	Sem.	Sum.	G.P.A.	
A	3.19	3.71	2.76	3.22	2.88	3.67	2.07	2.87	8	0	3.05	Yes

GRADE-POINT AVERAGE OF NATIVE STUDENT IN MUSIC ATTENDING
SOUTHEASTERN STATE COLLEGE BETWEEN THE YEARS 1964-69

A	2.60	3.00	2.77	2.79	3.58	3.11	2.60	3.10	7	4	2.95	Yes
---	------	------	------	------	------	------	------	------	---	---	------	-----

average, junior college music students earned their highest grades at junior college; their grades in senior colleges fell by as much as half a grade-point or even more. These facts bear out another observation about the junior college students' work: their lowest grades occur in general education curriculum requirements, in both lower and upper division work. The same observation about general education grades holds for the average native student; his weakest grades are in this area throughout his undergraduate work. However, in contrast to the junior college transfer student, the average native student tended to maintain or improve his over-all grade-point average in his last two years of college (Table 15).

Numerous reasons for this difference may be posed. Perhaps because enrollment is smaller in junior college music departments, competition is less keen than in the larger schools and grading systems are correspondingly more relaxed, or perhaps the transferees find that senior institutions offer a challenge in terms of simply being different (not qualitatively but physically) from their former schools. Conversely, native students at the senior institutions would have no particular adjustment to make upon entering upper division work, since they would merely be pursuing their degrees in a familiar environment. But qualitative and numerical competition in upper division work may create a stumbling block for the transferee, posing a problem for him that does not affect the native student.

In addition to these possibilities, the junior college course work transferred to a senior institution may meet the catalog requirements and still be of a different calibre than that required of the native

TABLE 15

TOTAL GRADE-POINT AVERAGE OF JUNIOR COLLEGE TRANSFER STUDENTS IN MUSIC AS
 COMPARED WITH NATIVE STUDENTS ATTENDING THE FIVE STATE DEGREE-GRANTING
 INSTITUTIONS OF OKLAHOMA BETWEEN THE YEARS 1964-69

Junior College Transfer Student				
	Music not Applied	Applied Music	Gen. Education	Grade Point Average
Lower Division	3.15	3.58	2.55	3.01
Upper Division	2.87	3.38	2.28	2.82
Native Student				
Lower Division	2.73	3.05	2.71	2.85
Upper Division	3.00	3.45	2.67	3.04

student's degree-granting institution.

Based on grade-point findings, there was consistency of academic achievement within the sample of junior college students and of those at state degree-granting institutions. The lack of variance in the sample from the campuses would seem to indicate that students perform scholastically in much the same manner regardless of institution, size of student population and size of departmental instructional staff. There was also consistency in those areas of study in which students earned highest grade points as well as low, but the student at the four year institution generally shows improvement over four years whereas the transfer student's grade-point decreases slightly.

CHAPTER IV

DATA PROCURED FROM INTERVIEWS OF MUSIC DEPARTMENT CHAIRMEN OF BOTH JUNIOR AND SENIOR INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA

A study of curriculum requirements in the junior and senior colleges of Oklahoma revealed certain disparities in requirements among the various schools. To attempt to discover what specific problems a student transferring from a junior college to a senior college or university might encounter, a questionnaire was devised for presentation to music department chairmen of all the schools. Replies recorded on tapes were transcribed and are available for further detailed study. In this chapter, the questionnaire responses from the six junior college chairmen are presented first, followed by the responses from the chairmen of music departments in the seven degree-granting institutions.

JUNIOR COLLEGE QUESTIONNAIRE

1. Do you give entrance examinations?

Cameron	No	Murray	Yes
Connors	No	Northeastern	No
Eastern	No	Northern	No

2. If you give entrance examinations, what areas do you emphasize?

Murray: Theory

3. Do you give comprehensive examinations upon completion of the sophomore year?

Cameron	No	Murray	Jury
Connors	No	Northeastern	No
Eastern	Jury*	Northern	No

4. If you give examinations, what areas do you emphasize?

Eastern	Applied
Murray	Applied

5. If you do not give examinations, do you think such an examination would be beneficial to the student who is transferring to a senior college?

Cameron	Undecided	Murray	No
Connors	Undecided	Northeastern	No
Eastern	Yes	Northern	No

6. When students transfer to your department from another institution, how do you validate their credit hours? Is the validation by written examination, performance audition, or what?

Cameron	Credit hours validated without examination
Connors	Credit hours validated without examination
Eastern	Credit hours validated without examination
Murray	Credit hours validated without examination
Northeastern	Credit hours validated without examination
Northern	Credit hours validated without examination

7. In arriving at the semester grade of an applied music student, is the student graded at the teacher's discretion, or by a composite grade of the music faculty after the student had presented a few selections from his semester's work?

Cameron	Composite, teachers discretion
Connors	Teachers discretion
Eastern	Teachers discretion
Murray	Teachers discretion
Northeastern	Teachers discretion
Northern	Composite, teachers discretion

8. Do you think there should be a closer cooperation in curriculum design among the departments of the junior college?

Cameron	Yes	Murray	Satisfied
Connors	Yes	Northeastern	Yes
Eastern	Yes	Northern	Satisfied

* A committee of music faculty members for evaluating the performance skills of a student.

9. Would you be willing to accept a uniform curriculum that would be applicable to both junior and senior colleges in Oklahoma?

Cameron	Yes	Murray	Yes
Connors	Yes	Northeastern	Yes
Eastern	Yes	Northern	Yes

10. If you would be willing to accept a uniform curriculum, what kind of a deliberative body would you suggest to design such a curriculum that would be acceptable to all?

Cameron	Representative in each area from each college
Connors	Representative in each area from each college
Eastern	Representative in each area from each college
Murray	Representative in each area from each college
Northeastern	Representative from each college or university in each area
Northern	Representative in each area from each college. Then all department chairmen have a meeting.

11. Would you accept a suggested curriculum from one of the various senior colleges if most students who enroll in your department indicated a desire to go to that college?

Cameron	As much as possible would slant the teaching in this direction
Connors	Yes, if it is in line with the other four-year schools
Eastern	Yes
Murray	No
Northeastern	Depends. Must discuss the program with us, but would be willing to accept one
Northern	Yes, if the deliberative body can get together

Question number one, "Do you give entrance examinations?", received five negative answers and one affirmative, and the one college replying "Yes" indicated that the examination was in the field of theory. Thus in the one case, the examination probably does more to establish placement of a student than to admit him to study at the college. A state ruling holds that graduates of all accredited high schools in Oklahoma may enter any state college without being required to take additional music examinations, and the junior colleges observe this directive.

It is evident, from replies to question six concerning the validation of credit of transfer students, that no problem has developed in

this matter and that none is anticipated by any of the six junior colleges mentioned in this survey.

Question seven sought information concerning the various ways in which grades may be assigned in applied music. In some instances the final grade is given by a composite method. This grade is the result of the jury's recommendation and the teacher's final grade. The composite plan works at Cameron and Northern junior college, while at Northeastern the applied teacher gives the final grade. At most of the junior institutions, some type of jury plan is in operation; the teacher is involved to the extent that it is he who actually reports the final grade.

One of the music department chairmen expressed the opinion that a closer cooperation should be obtained between the music department and the administration in the area of curriculum design. In this particular instance, the music department chairman wanted to improve his department curriculum but indicated a lack of support from the administration. Other departmental chairmen were not so concerned with the cooperation among the departments of their individual schools, as they were with the cooperation of the senior colleges. The question, "Do you think there should be closer cooperation in curriculum design among the departments of the junior colleges?", was answered in the affirmative by all six colleges.

This same balance of interest in a carefully planned curriculum is further indicated by the replies to question nine, "Would you be willing to accept a uniform curriculum that would be applicable to both junior and senior colleges in Oklahoma?" Murray and Northern expressed satisfaction with their present institutions, but the other four--Cameron,

Connors, Eastern and Northeastern--replied that, under stipulated conditions, they would be willing to accept a uniform curriculum.

Responses to question ten continue to reflect this affirmative thinking about a uniform music curriculum. All six chairmen indicated that they would approve a plan which involved a representative from each college to work in each area of the study. Some chairmen suggested that the senior colleges needed to establish a more uniform curriculum, thereby providing guidelines for the junior colleges to follow.

The last question evoked slightly different responses. The question, "Would you accept a suggested curriculum from one of the various senior colleges if most students who enroll in your department indicated a desire to go to that senior college?", received four affirmative replies with some few reservations, while Murray answered with a "No." Cameron suggested that its department would slant the teaching in the direction of the senior curriculum; Connors would accept such a plan if it is in line with the other four-year schools; Eastern replied "Yes", and Northern agreed, if the deliberative body could be gotten together. The chairmen of the four junior colleges--Cameron, Connors, Eastern and Northern--thought that there is a possibility that the two curricula could be synchronized, but they appeared to hold certain qualifying reservations. Eastern would accept a curriculum given to them by a four-year degree-granting institution, provided the material is similar to that offered at other institutions, and Murray answered with an unqualified negative.

It would seem that rather than try for a uniform curriculum, these administrators might be more willing to accept a core curriculum with flexible pertinent offerings on the periphery.

Data from Senior Colleges

To continue the study of the problems encountered by the student who transfers from a state-supported junior college to one of the seven state-supported four-year institutions, the writer interviewed chairmen of the music departments of the four-year schools. A procedure similar to that used in the study of junior colleges was followed. The answers to the twelve questions are presented as part of the text, with each of the seven replies listed separately. The questionnaire is on page of the Appendix.

The introductory question to the chairmen of the four-year departments concerned the number of transfer students admitted each year.

1. Approximately how many junior college transfer students are admitted to your department each year?

Central State College	10-20
Northeastern State College	5-10
Northwestern State College	3-4
Southeastern State College	3-5
Southwestern State College	2 (approximately)
Oklahoma State University	3-4
The University of Oklahoma	25-30 (approximately)

2. Some junior colleges vary in the number of credit hours that can be earned in applied music, music theory, history of music, and ensemble groups. How do you validate the credit hours from these colleges when they differ from the hours you require?

Central State	Accept the credit, but if they have an exorbitant amount of hours in any field, we give an examination to determine the level of work.
Northeastern	Accept the credits. If more hours, usually count for elective credit.
Northwestern	Accept all credit.
Southeastern	Accept transcript, but we are now working on a proficiency examination.
Southwestern	Accept all credit hours.
Oklahoma State	Sometimes consider the semesters of study rather than the number of

credits. Some junior colleges offer more credit, with the semester being equivalent. Down-grade credit in theory, because of education requirements.

The University of Oklahoma Validation Committee

3. Do you accept all the credit hours that are indicated on the transcript without an examination?

Central	Yes, except in cases of exorbitant hours
Northeastern	Yes
Northwestern	Yes
Southeastern	Do not give a proficiency examination now, but will start in fall of 1968
Southwestern	Yes
Oklahoma State	Yes, do not have an entrance examination, use a test for exploratory role only
The University of Oklahoma	No. Give an examination in applied only. This examination is not to validate hours, but to determine level the student can enter in the program.

4. If you do not accept all the credit hours, in what areas do you give examinations?

Central	None
Northeastern	None
Northwestern	None
Southeastern	Theory examination; sight-singing proficiency, ear training, written theory
Southwestern	None
Oklahoma State	None
The University of Oklahoma	Applied music; accept all other credits in theory, history and literature

5. If you accept all the credit hours indicated on the transcript, do you count them toward graduation?

Central	Yes, all except Music History
Northeastern	No; allow only six hours of organization work. Will not accept any more hours than a second semester sophomore would have from here.

Northwestern

Yes; as long as it fits the curriculum of the prescribed degree plan.

Southeastern

Generally speaking, yes.

Southwestern

Yes

Oklahoma State

Yes, we accept all hours

The University of Oklahoma

Yes, those that are in compliance with the curriculums we have set up.

6. If you do not accept all the credit hours toward graduation, in what areas do acceptable credit hours count toward graduation?

No responses were given here, since all schools answered the preceding question.

7. Is the junior college transfer student prepared to continue his music education in the upper division level?

Central

Generally speaking, quite good. Some are not. Students have elected in some instances to go back and take a lower course because they did not feel they were qualified for work in theory.

Northeastern

Variable from one junior college to another; one prepares, while the other does not.

Northwestern

In most cases, yes. Our biggest problem is the oversupply of music credits and the lack of general requirements.

Southwestern

Cannot be answered with yes or no. Students transferring with a C average or below will have trouble.

Oklahoma State University

Depends on the student. Some transfers are honor students; others are not.

The University of Oklahoma

Yes, with qualifications. The lack of music literature is an example.

8. In trying to establish an acceptable course of study for both junior and senior colleges in the lower division (freshmen and sophomore), please check the following subjects which you feel would be beneficial in such a curriculum.

Subjects

Central

N.E.

S.E.

S.W.

N.W.

OSU

OU

Harmony I

Yes

Yes

Yes

Yes

Yes

Yes

Yes

<u>Subjects</u>	<u>Central</u>	<u>N.E.</u>	<u>S.E.</u>	<u>S.W.</u>	<u>N.W.</u>	<u>OSU</u>	<u>OU</u>
Harmony II	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sight-Singing and Ear Training I	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sight-Singing and Ear Training II	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Applied Major-voice, piano, instrumental	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Applied Minor-voice, piano, instrumental	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Music history from antiquity to 1700	No	No	No	No	No	No	No opinion
Music history from 1700 to present	No	No	No	No	No	No	Better
Music literature (introductory course) (general course)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
						Perhaps	
						akin to humanities	
How many semesters of music literature	Two	Two	Two	One or Two	One	Two	No opinion
Conducting (Vocal, Inst.)	No	No	No	No	No	No	No
Instrumental methods	No	No	No	No	No	No	No
Vocal methods	No	No	Yes (minor)	Yes	No	Yes	Yes
Class voice	Yes	Yes	Yes (minor)	Yes	Yes	Yes	Yes
Class piano	Yes	Yes	Yes	Yes	Yes	Yes	Yes
					(inst. major)		
Band (concert, marching)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Orchestra	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Chorus	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Glee club (boys, girls, both)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Small ensembles	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Stage band	Yes	Yes	Yes	Yes	Yes	Yes	Optional

9. If a student enrolling at a junior college indicated at the time of enrollment that he would like to transfer to your department upon completion of his first two years, would you be willing to help outline a course of study that would be more applicable to the upper division work and thus create less loss of credit hours upon transfer?

Central

Yes, very glad to. Should get catalog and read it. I would act as a liaison between the two institutions.

- | | |
|-------------------------|--|
| Northeastern | Yes, if asked, would go and counsel with other junior students. |
| Northwestern | Most definitely; we would get the student where we wanted him, and could give him a better musical education. Would recommend that he get the general education out of the way. |
| Southeastern | Certainly would act as mediator, but not much need in our area. Junior college wants some help, but they do not want to be told how to teach or what to do, but to be told what we want-- better communication that way. |
| Southwestern | Yes, would act as liaison between junior and senior colleges. |
| Oklahoma State | Yes |
| The University of Okla. | Desirable; would act as liaison officer, discuss requirements, provide other faculty. |
10. Do you feel that there should be a uniform curriculum outlined for the first two years of study in music among the junior and senior colleges?
- | | |
|-------------------------|---|
| Central | Not sure. Should allow for some individual differences, for example, in theory. |
| Northeastern | Set up on units that are similar; generally speaking, yes. |
| Northwestern | Not necessarily. A single junior college program cannot fit all situations because of different size staffs. Not all course offerings are the same. |
| Southeastern | In general yes, especially in lower division work. |
| Southwestern | I do not feel that a uniform curriculum is advantageous. We would be too far apart in our thinking. A workshop would be easier. |
| Oklahoma State | Yes, but with some flexibility. |
| The University of Okla. | Yes, established. |
11. If you feel there should be a uniform curriculum outlined, what kind of deliberative body would you suggest to design a curriculum that would be acceptable to all?
- | | |
|--------------|---|
| Central | O.C.U.M.A. not in favor. Feel that we have a better offering than they do. |
| Northeastern | Representatives from both types of schools--people who are knowledgeable in the various fields. Not sure that each school should use the same textbook. |

Northwestern	All colleges, junior and senior, should be represented.
Southeastern	Theory Round Table (chief area) should have yearly conference to do this.
Southwestern	Those who are actually teaching the courses.
Oklahoma State	O.C.U.M.A. efforts and cooperation on a voluntary basis
University of Oklahoma	Representatives in various areas from selected colleges to establish a plan for a uniform curriculum.

12. Do you think that, if such a curriculum was established, it would eliminate a majority of hours that are presently lost by the transfer student from the junior college?

Central	The more unanimity that is established, the better off the music departments are. We can substitute courses. The students do not come evenly or equally prepared. Some of them are much better than others: it must depend on the student.
Northeastern	If a consistent program is used, this would definitely help. The loss of credit hours is not so important--just so the student acquires enough hours to graduate and to meet the standards of the senior institution.
Northwestern	Theory and history are not lost. Do not like it, but we are required by law to do this.
Southeastern	This would be in accord.
Southwestern	Yes, if an agreement can be reached. If we can standardize, it would be advantageous, and it would help the transfer student.
Oklahoma State	Yes, but will always have some credit hours that cannot be transferred.
University of Oklahoma	Yes, it should. Cannot see why this plan would not work.

The answers to question one indicated the total number of students who transfer from junior colleges to the four-year institutions in music each year is between 51 and 73. The answers to question two make it appear that these students have comparatively little trouble in presenting acceptable credits to the senior institutions, but some of the chairmen

had reservations about this process, because all of the credits may not be counted toward graduation. Varying degree requirements account for this. Northeastern indicated that excess credits are transferred as electives where the requirements of the two schools do not match perfectly. Oklahoma State emphasized the number of semesters of work in some instances, rather than the number of hours--an interesting and possibly valuable variation of conventional transfer technique. At The University of Oklahoma, a validation committee passes on the applied music credits of transfer students. Southeastern deals with possible discrepancies in proficiency of transfers by devising a test rather like a placement test to discover the value of transferred credit.

Evidently it is not difficult for a music major in good academic standing to transfer to one of the seven four-year institutions. The problem arising when they do transfer is concerned with the disposition of the excess hours which the student may be bringing from the junior college. This problem of credit hours is summarized in the responses to question three, where all seven of the degree-granting institutions expressed a policy of accepting all credit hours that the student brings with him. Central may make an exception if too many hours are offered; Oklahoma State uses a test for exploratory purposes only and The University of Oklahoma gives an examination in applied music for placement and also verification of credit in its music program.

Two institutions, in their responses to question four, explained in what areas they give examinations. Southeastern stated that it gives examinations in theory, sight-singing, proficiency in ear training and written theory. The University of Oklahoma described its examination

in applied music primarily as a placement examination for the student's benefit. The University of Oklahoma accepts all credits in theory, history and literature of music if they have been earned at any one of the state-supported junior colleges.

Replies to question five reveal that acceptance of transfer credits in music is fairly universal among the degree-granting institutions. Almost all credit is accepted; however, Northeastern will allow only six hours of organization work credits and will not accept any more hours than a second semester sophomore--native--would have acquired at Northeastern. Central State will not accept any credit in music history. Otherwise, generally speaking, a student may transfer his music credits from any state junior college to any one of the seven upper division schools studied here.

A balanced program of credits is required by all institutions and should be planned by the student as he enrolls in his freshman and sophomore year's work. For example, The University of Oklahoma accepts a maximum of 64 transfer credits from a junior college, four of which may be physical education or military science credits, and other institutions have similar limitations.

Question six received no comments since its content had been covered in the answers to question five.

Replies to question seven were lengthier, but qualified. Answers to this question were never simply yes or no. Attempts by the respondents to evaluate excellence on the basis of "talent" as they saw it resulted in answers of the most subjective type. Thus, opinions were consistent only in their vagaries.

Question eight sought the opinion of the interviewee concerning certain subject areas. With slight difference of opinion in regard to Music History from Antiquity to 1700, the number of semesters of music literature, and the stage band credit, all by The University of Oklahoma, there is complete agreement on the subjects as acceptable curriculum content.

The next three questions involve opinion answers and are important to the junior college student who is planning to transfer to a degree-granting institution. Question nine introduces the matter of a liaison person to cement relationships between the junior and senior institutions. Spokesmen for all seven of the institutions answered in the affirmative and in fact, nearly each one offered to serve as liaison. Central State's chairman suggested that a student anticipating transfer familiarize himself with the catalog of his particular "receiving" institution well in advance of his transfer, thus eliminating mistakes in early enrollment that might delay his later progress. The department head at Northeastern also expressed his willingness to serve, provided he was requested to do so. His recommendation to transfer students was that they satisfy their core of basic general education courses first and then concentrate on their major music work. Oklahoma University's spokesman went a step further in stating that he would provide assistance from other faculty members when and where needed.

Question ten was concerned with establishing uniform curriculum for the first two years. Replies reflected considerable difference of opinion among the chairmen. Four chairmen (Northeastern, Southeastern, Oklahoma State University and The University of Oklahoma) replied with

a straightforward or qualified "Yes." The other three chairmen were either undecided or reluctant to concede any benefits in a uniform curriculum. Northwestern's chairman pointed to the practical difficulty of tailoring a curriculum to faculties of varying sizes and competencies. The chairman of Southwestern was of the opinion that the colleges would sacrifice individuality if they relied on a uniform curriculum, and the Central State chairman had misgivings about its value also.

Question eleven, which was concerned with ways to design a uniform curriculum, also produced a diversity of replies and suggestions. There was little agreement in this area. Whereas Oklahoma State University's chairman recommended the efforts of Oklahoma College and University Music Administrators and Southeastern's chairman expressed some confidence in the Theory Round Table (a branch of O.C.U.M.A.), the chairman of Central State went on record as not in favor of an O.C.U.M.A. effort in this matter. He felt that Central State's own program was superior to that which O.C.U.M.A. might suggest. Spokesmen from Northeastern, Northwestern, and The University of Oklahoma favored representatives from both types of schools (junior and senior colleges), but Northeastern's chairman was reluctant to see the same textbooks used by all the institutions. The chairman of Southwestern made a timely suggestion: the deliberative body should be made up of those instructors actually teaching the courses being considered for the uniform curriculum. If there can be said to be a consensus, it is that there should be planning of a uniform curriculum by experienced teachers representing all the schools involved, junior and senior, and all levels and areas of study.

An attitude of cooperation in outlining a uniform curriculum should

be an aid toward reaching understanding about the problem of the number of hours that the music major may transfer from a state-supported junior college to a state-supported four-year degree-granting institution. All of the seven degree-granting institutions appeared to be in agreement that some uniformity in their course offerings would eliminate any major trouble which the transfer student might otherwise encounter.

An overview of the senior college questionnaire reveals that there is recognition of the need for cooperation among the music departments of the various schools, but it would appear that little action of concrete value has occurred. This seems especially apparent at the senior college level, where chairmen expressed similar willingness to serve as liaison officers, to recommend steps toward a uniform curriculum, and where they indicated they are already accepting the work of the junior college transfer students with as much willingness as their own degree curricula will permit.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS

Conclusions

This study emerged from a personal interest in and concern over the problems of transfer students in music as they were graduated from six junior colleges and entered their last two years, or upper division work, in four-year degree-granting institutions. Only Oklahoma state-supported schools were contacted and studied, but the bibliography contains several general references to similar work which has been attempted in other states. These earlier studies provided many basic ideas which influenced this research.

Because of location and lower expenses junior colleges make it possible for an increasing number of students to begin work toward a baccalaureate degree. These colleges have encouraged students to continue studies after completion of high school in instances where many previously felt that their high school education was terminal.

Within certain limitations imposed by the size of faculties and limited funds, it appears that some of the Oklahoma state-supported junior colleges are adequately meeting the requirements of music transfers in terms of music major subjects, both basic and elective. Tipton made an important point in his dissertation:

. . . the higher cost of managing such a department would in effect

be caused by the small enrollment of students in relation to the total faculty. For this reason, the small music department must resort to the employment of teachers who are competent in many areas of music. . . .

In any department, faculty size is determined by the demand which is directly influenced by the course offerings and student enrollment. It seems that the course content within the music curricula of higher learning is becoming more uniform. The similarity is probably caused by the influence of national and regional accrediting organizations. The organizations have philosophies which are very closely related.¹

Based on the information gathered in this study it is the conclusion of the writer that problems of matriculation between the two-year and the four-year institutions are largest in three areas. These three problems concern both the junior and senior college: inconsistency of credit hours for similar courses, lack of counseling, and the need for more music faculty. If sufficient numbers of competent personnel are employed, the quality of applied teaching should improve, thus relieving a combination of voice teachers teaching instruments and instrumental teachers teaching voice. The experience of the writer as a combination teacher can corroborate this statement. Perhaps the greatest threat in the near future for Oklahoma higher education programs is the increasing enrollment in the schools of both levels--junior and four-year institutions, without corresponding increase in staff.

An examination of courses offered in all six of the junior colleges named in this study reveals a striking lack of agreement as to required courses. Only three subjects were required and were given the same number of credit hours--English, American history and American government. This noticeable lack of agreement in course requirements and credit hours can lead to difficulties for the student who plans to transfer from junior

¹Tipton, loc. cit., p. 10.

college work to junior or third-year level in the four-year institution.

Junior colleges in Oklahoma appear to be inadequately staffed for effective counseling. Professional guidance while the student is still in attendance at the junior college, coupled with a follow-up system when he transfers, would undoubtedly smooth the way for the student and provide the two institutions with businesslike, professional records of the students. The employment of competent professional counseling personnel would aid these transfer students and would save both time and money for the students.

Perhaps the counseling problem could be lessened if the junior college student who is planning to transfer to a state degree-granting institution would take early responsibility to study the catalog of his chosen senior institution. No counseling system will work if the student does not see the need for it and avail himself of the service. The student cannot wait until the last semester of residence in a junior college to choose a four-year institution but should obtain materials (either through self-procurement or through counseling services) which allow him to plan a practical course of study.

It is encouraging to note that the members of the music faculties of the four-year institutions expressed a willingness to extend their services and become liaison persons in an effort to bridge the gap that presently exists in varying amounts between the two levels of institutions. Some of the junior colleges will accept help with their curriculum planning, but in an advisory capacity only, indicating a desire to maintain some individuality in their various institutions.

Isolated attempts at correlation of studies between institutions

do exist. It was found that no discriminatory examinations are given in the admissions area, and all transfer students from the two-year junior college who are in good academic standing are accepted by the four-year institutions without question. An examination which seeks to reveal the level of achievement of the transfer student in his applied area (and theory) is given by one or two of the four-year institutions. This type of examination does not affect the credits, grades or acceptance of the music student, but it does aid in placing him at his maximum level of achievement. It is hoped that this practice will be extended. Such a practice could serve as an aid in advising the transfer student and help the student utilize the maximum number of transfer credit hours. Another institution hopes to have this type of examination ready and in use during the 1968-69 academic year.

In comparing transcripts of junior college transferees with those of native students at the same institutions, the writer found that the average junior college student does not usually maintain his junior college grade-point average after transferring to the senior college. The transfer student tends to achieve his highest grades in his lower division work, while the native student tends to achieve his highest grades in his upper division semesters. The over-all averages fall within .06 of each other--with the native students having the advantage. The comparison of transcripts also revealed that the transfer student and the native student enroll in approximately the same number of semesters, but the transfer student usually enrolls in more summer terms for completion of the bachelor's degree.

A study of the responses to the questionnaires given to the music

chairmen of the four-year institutions revealed that they believe the transfer student from Oklahoma junior colleges is over-supplied with music credits but is frequently lacking in credits in basic, or required subjects, such as mathematics, languages or sociology. Since many of these courses are required for graduation from the degree-granting institutions it means that the transfer student must make up this lack by carrying additional studies which may hamper his work in his major field. This could be the reason for several summer sessions of attendance by the transfer students in the sample group.

It is evident that a uniform number of credit hours is required for graduation from all of the two-year junior colleges, and a uniform number of credit hours, with one exception, is accepted for admission by the four-year colleges studied. A detailed four-year degree plan for the transfer student at the junior college level would enable him to chart his course more intelligently, saving both time and money and promoting in him a positive attitude toward his upper-division work.

Recommendations

Any recommendations which are offered in this study are made in the hope that such suggestions might help to isolate, clarify and alleviate present problems involved in the transfer of music major students from two-year junior colleges to the third year of four-year degree-granting institutions. Prevention and solution of problems at an earlier stage of growth will undoubtedly mean stronger curricula as well as stronger junior college music departments in the future.

As a result of this study the following recommendations are made:

1. Junior college curricula should include basic courses, including

- courses outside of music, which meet the requirements for the transfer of music major students to the third year of work in the upper division institution. The course content objectives of the senior institution should be observed and their standards studied for suggestions in helping to implement the junior college curriculum.
2. Junior college music departments should refrain from offering certain courses which ordinarily belong in the senior division, such as Conducting and Music History.
 3. Junior and senior college music chairmen and their staff members should endeavor to act as liaison personnel so that mutual understanding of objectives and aims will guide both levels of instruction. Such understanding by music personnel should augment their roles as advisors and counselors.
 4. The size of music faculty in relation to number of music courses offered should be re-evaluated.
 5. Advisory examinations should be administered to the transfer student from a junior college when he enters the degree-granting institution. These tests should be of uniform design and should be given by qualified persons in the fields of theory, applied music and literature, for the purpose of advisement and/or placement only.
 6. The junior college music student should limit his music studies to basic curriculum requirements, such as music theory (harmony), sight-singing and ear training, music literature and the ensemble offerings of the music department. The applied major and minor should be limited to one half or less of the hours required for the baccalaureate degree. The student should also be urged to complete some of

his basic subject requirements in other fields, such as science, mathematics and English.

7. The existing Theory Round Table in Oklahoma should be continued and encouraged in its study and the standards set forth by the National Association of Schools of Music should be observed as closely as possible for freshman and sophomore music students.
8. A report to the membership of the National Association of Schools of Music, issued in November, 1968, might serve as a reference for strengthening junior college music curricula. This report presents valuable reference material in that practical guidelines are given for music curricula in junior or two-year colleges. In addition to the enrichment program, which the Association strongly encourages, it is suggested that a music major curriculum should be offered only by those junior colleges which:
 - "1) can demonstrate the need within their constituency for this program in terms of minimum music-major criteria, and
 - 2) are in a position to commit adequate faculty, physical facilities, equipment, and library resources to maintain such a quality program."¹

In this bulletin of National Association of Schools of Music a positive discussion on the opportunities to improve music programs is given.

9. The junior college student should familiarize himself with the curriculum as outlined in the catalog of his chosen senior college. He

¹Eugene Bonelli, Guidelines for Junior College Music Programs, A Report to the Membership, 44th Annual Meeting, Washington, D.C., November 25-27, 1968, Prepared by the National Association of Schools of Music.

should study his preferred four-year degree plan, and in cooperation with his counselor, obtain an overall view of his college program.

By assuming such responsibility, the student should effect a smoother matriculation with a minimum loss of credit hours.

As an outgrowth of this study, the writer has prepared a suggested curriculum relevant for the music major in the junior colleges of Oklahoma. The suggested divisions of study are given on page 81. Although the writer's proposed curriculum was prepared prior to the publication of the above-mentioned National Association of Schools of Music bulletin (the curriculum of which is shown on page 82), the similarity of the suggested course offerings lends strength to the recommended curriculum design.

Suggested Curriculum for Junior College

Music Education Majors

Major Emphasis:

Music Harmony	8 credit hours
Ear Training and Sight-Singing	8
Applied Lessons (major), one-half hour lessons a week, 1 hour credit	6
Class Piano or Voice (beginners only)	2
Applied Lessons (minor)	2 (2)
Music literature	4
Ensemble (band, chorus, etc.)	<u>4</u>
Total hours credit	34

Thirty Hours from this List:

English Composition	6
American History	3
American Government	3
Mathematics	3
Physical Science	4
Biological Science	4
Physical Education or Military Science	4
General Psychology	3
Fundamentals of Speech	3
Foreign Language	10

At the time of this study the foreign language requirement mentioned above was for students who wanted to transfer to The University of Oklahoma. This requirement is no longer in effect. However, a student who is interested in a bachelor's degree in performance (voice), should start the language requirement in the junior college. The other state-degree granting institutions used in this study do not require foreign language as a degree requirement.

CORE CURRICULUM IN MUSIC SUGGESTED FOR LOWER DIVISION WORK
BY THE NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

SUBJECT	BACHELOR OF MUSIC WITH MAJOR IN MUSIC- EDUCATION, THEORY-COMPOSITION, MUSIC LITERATURE, OR CHURCH MUSIC
---------	---

I. Professional Music Core

A. Courses offered on transcript

- | | |
|--------------------------------------|-----------|
| 1. Music Literature (1 sem. minimum) | 3-6 hours |
| 2. Ensemble (1 each semester) | 4 hours |
| 3. Music Electives | 4 hours |

Music Ed.: Instrumental
Technique Courses or
Diction

B. Courses subject to validation

- | | |
|--|--------------------------|
| 1. Applied Music (major instr. or voice) | 8 hours
(2 each sem.) |
| 2. Applied Music Minor (Piano) | 4 hours
(1 each sem.) |
| 3. Theory (4 semesters) | 12-16 hours |

Total hours: 35-42 hours

II. Liberal Arts Core

Liberal Arts and humanities courses selected according to the require- ments of each state or the specific senior colleges to which students transfer. Physical education credits should be added to the total if in- cluded in degree requirements.	24-30 hours
--	-------------

Suggested Areas for Further Study

As a result of this study the following suggestions are submitted for further investigation:

1. A study of the effectiveness of counseling programs at both junior and senior college levels. Such a study might include both career and academic counseling.
2. A uniform evaluation test might be devised for junior college music transfer students. The test should cover areas of performance, theory and music literature based on knowledge and skills considered necessary for a third year college student. This test should reveal performance skills and knowledge of the transfer student, so that the degree-granting institution can know what to expect of the transferee.
3. If a core curriculum were inaugurated, a follow-up study should be made to see if such a curriculum is fulfilling the needs of the junior college music department and the students in attendance.
4. A comparison of music course content between the junior and senior college music departments could focus attention on any unnecessary discrepancies or inconsistencies. Such a study might conclude with suggestions for strengthening and correlating the curriculum of the junior and senior colleges.

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APPENDIX A

Copy of letter to the Registrar for permission to use files and records at The University of Oklahoma.

Dear Mr. Price:

I respectfully request the help of The University Office of Admissions and Records in securing data for use in my Doctor of Music Education dissertation on the subject of special difficulties of transfer students in music coming from junior colleges to degree-granting institutions.

In order to make my research complete, I need to compare the records of such transfer students with the records of other students in music who commenced their training at degree-granting institutions.

I fully realize that I must carry out my work with an absolute minimum of disturbance of your staff, and I realize that the records of individual students must remain completely confidential. I hope that I may hear from you at your earliest convenience. When I have heard from you, I will telephone to arrange an appointment so that we can work out the details of any arrangement you may care to make.

Melvin Keeney

Approved: Dr. Robert C. Smith

THE UNIVERSITY OF OKLAHOMA

Norman, Oklahoma, 73069

May 21, 1968

Mr. Melvin L. Keeney
c/o Robert C. Smith
Associate Professor
School of Music

Dear Mr. Keeney:

I am writing to acknowledge your letter of April 19, 1968 and request to use the files of the office of Admissions and Records in order to secure data for use in your doctoral studies. It is my understanding that you desire to compare records of transfer students with records of other students in Music who commence their training at degree granting institutions. You are authorized to contact Miss Ruth Arnold, Director of Admissions, to make arrangements with her for use of our files. We will be happy to cooperate with you in your research; however, there are certain ground rules regarding the release of information. Miss Arnold will explain this situation to you and you can work out a mutually convenient time for use of the files.

I regret this delay in response to your letter. The press of much work in this office has delayed my correspondence. Rest assured that we will do everything possible to accommodate you in your study.

Sincerely yours,

William C. Price
Dean of Admissions
and Registrar

WCP:sd

cc: Robert C. Smith, Assoc. Prof. of Music
Miss Ruth Arnold, Director of Admissions

NORTHERN OKLAHOMA COLLEGE

Tonkawa, Oklahoma 74653

January 24, 1968

Mr. Oscar Stover
Music Department
Northwestern State College
Alva, Oklahoma 73717

Dear Dean:

Northern is in the process of reviewing its present curriculum. It would be most helpful if you would answer the following questions.

For a student to transfer into your program as a junior how many hours in Music would he need and what are the courses?

What specific general education (lower division) requirements need to be completed?

If a student could receive only 26 hours in his major field what courses would be most essential.

Northern would like to send its students to you fully prepared as juniors. The more we know about your program the better we can serve our students in meeting your program requirements.

Thank you for your time.

Yours sincerely,

Dr. Gerald E. Burson
Dean

GEB:pl

NORTHERN OKLAHOMA COLLEGE

Tonkawa, Oklahoma 74653

July 3, 1968

Mr. Melvin L. Keeney
13 B Street
Norman, Oklahoma 73069

Dear Mr. Keeney:

It would be just fine for you to include my letter in your paper. The area in which you are working is one of much significance for junior colleges in the state of Oklahoma. If you have reviewed many students' programs, I think you have found that the majority of music majors have no flexibility in their programs. Once they are committed to a music major, an idea of an elective course ceases to exist. Also since most four-year institutions will accept only 64 hours from junior colleges, the amount of time required for activity classes (choral, band, ensemble) means that the average music student must take an excess of 64 hours in order to be prepared as a junior when he reaches the senior college. This places the student at a disadvantage when he reaches the senior college. This places the student at a disadvantage when he is a freshman or sophomore and places the school at a disadvantage in that a student is expected to take work that may not be accepted at the four-year college.

It is my feeling that the music schools are going to need to evaluate their requirements for graduation. In comparison with most degrees, the schools of music require approximately an extra semester's work to meet the bachelors degree requirement. When this is coupled with a teaching certificate the students are hard-pressed to have that choice that they might have as a junior or senior in sampling other areas of knowledge.

We do appreciate the concern and interest of yourself and Oscar in helping our students transfer from Northern to Northwestern. If all the schools could and would take this kind of personal interest in transfer students, probably 80% of our students' problems would be eliminated. When you have the time to review our program, and should you have suggestions, I would appreciate very much hearing them.

Thank you for your attention to this matter, and much success on your dissertation.

Sincerely yours,

Dr. Gerald E. Burson
Dean

GEB/pl

APPENDIX B

STATE JUNIOR COLLEGE DATA SHEET

1. Do you give entrance examinations?
2. If you give entrance examinations, what areas do you emphasize?
3. Do you give comprehensive examinations upon completion of the sophomore year?
4. If you give examinations, what areas do you emphasize?
5. If you do not give comprehensive examinations, do you think such an examination would be beneficial to the student who is transferring to a senior college?
6. When students transfer to your department from another institution, how do you validate their credit hours? Is the validation by written examination, performance audition, other?
7. In arriving at the semester grade of an applied music student, is the student graded at the teachers discretion, or by a composite grade of the music faculty after the student has presented a few selections from his semester's work?
8. Do you think there should be closer cooperation in curriculum design among the departments of the junior colleges?
9. Would you be willing to accept a uniform curriculum that would be applicable to both junior and senior colleges in Oklahoma?
10. If you would be willing to accept a uniform curriculum, what kind of a deliberative body would you suggest to design such a curriculum that would be acceptable to all?
11. Would you accept a suggested curriculum from one of the various senior colleges, if most students who enrolled in your department indicated a desire to go to that senior college?

STATE SENIOR COLLEGE AND UNIVERSITY DATA SHEET

1. Approximately how many junior college transfer students are admitted to your department each year?
2. Some junior colleges vary in the number of credit hours that can be earned in applied music, music theory, history of music and ensemble groups. How do you validate the credit hours from these colleges when they differ from the hours you require?
3. Do you accept all the credit hours that are indicated on the transcript, without an examination?
4. If you do not accept all the credit hours, in what areas do you give examinations?
5. If you accept all the credit hours indicated on the transcript, do you count them toward graduation?
6. If you do not accept all the credit hours toward graduation, in what areas do acceptable credit hours count toward graduation?
7. Is the junior college transfer student prepared to continue his music education in the upper division level?
8. In trying to establish an acceptable course of study for both junior and senior colleges in the lower division (freshman and sophomore) please check the following subjects which you feel would be beneficial in such a curriculum.
 - a. Harmony I
 - b. Harmony II
 - c. Sight Singing and Ear Training I
 - d. Sight Singing and Ear Training II
 - e. Applied Major (Voice, Piano, Instrumental)
 - f. Applied Minor (Voice, Piano, Instrumental)
 - g. Music History from Antiquity to 1700
 - h. Music History from 1700 to Present
 - i. Music literature
 - Introductory course
 - General course
 - How many semesters?
 - j. Conducting (Vocal, Instrumental)
 - k. Instrumental Music Methods
 - l. Class Voice
 - m. Class Piano
 - n. Band (Concert, Marching)
 - o. Orchestra
 - p. Chorus
 - q. Glee Club (Boys, Girls, Both)
 - r. Small Ensembles
 - s. Stage Band