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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE STATUS OF INSTRUMENTAL MUSIC AT THE LABORATORY SCHOOLS IN THE UNITED STATES

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THE STATUS OF INSTRUMENTAL MUSIC AT THE LABORATORY SCHOOLS IN THE UNITED STATES

APPROVED BY

DISSERTATION COMMITTEE

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THE STATUS OF INSTRUMENTAL MUSIC AT THE LABORATORY SCHOOLS IN THE UNITED STATES

CHAPTER I

INTRODUCTION

Laboratory schools in this country, being closely related to universities and colleges, should reflect the most-up-to-date thinking in regard to a well-balanced program of instruction which contributes to the well-being of the students involved. With the rapid change of emphasis in education at all levels during recent years, including the development of innovative methods of curriculum building in most of the disciplines, it would be worthwhile to examine one part of the curriculum that apparently has changed very little in recent years--the instrumental music program.

Scheduling, housing, financing, and staffing a music program in the modern school seem to be problems facing many administrators at the pre-collegiate level. Scheduling is a problem that is crucial, especially with the smaller schools where the instrumental music classes are made up of students from several grade levels. The problem facing administrators

and music teachers is deciding responsibly the optimum amount of time which should be given to a music program. On the one hand, too little time would result in poor realization of the objectives; on the other, too much time would push students and teachers to the point of diminishing returns. This study will attempt to evaluate the instrumental music program in relation to the amount of time spent in class instruction, as well as the physical facilities and the amount of money provided for equipment and supplies. Other questions to be explored include:

1. Are opportunities for travel (such as to music and athletic contests) necessary to hold the interest of present day music students?
2. Are instrumental music students interested in pursuing musical activities in college, or are the high school music organizations terminal for them?
3. What is the percentage of "drop-out" from beginning instrumental music classes and what are the principal reasons?
4. What is the scope of instrumental music education as it relates to the number of students involved, as compared to the total school population?

Answers to these questions and other aspects of the program will be presented in the study, and it is hoped these findings will serve as a guide or check list that will be

useful to those persons interested in developing a good music education program in the schools.

Statement of the Purpose

The purpose of this study is to examine and evaluate the status of the instrumental music programs at the laboratory schools in the United States. Information analyzed and tabulated includes data gathered from administrators and instrumental music teachers in the laboratory schools at both elementary and secondary levels.

The following points will be emphasized:

1. The size and organization of the laboratory school and the relation of size to the instrumental music program.
2. The discovery of changes in status, if any, that have taken place during the last five years.
3. The school administrators' evaluations of the instrumental music program.
4. The instrumental music teachers' evaluations of the music program.
5. The determination of the relative importance of problems which prevent implementation of a fully satisfactory instrumental music program.

Significance of the Study

Although there are a number of doctoral dissertations on record that deal with public school instrumental music

programs at the state level, no study has been made of these aspects of school curricula on a national level. The need for this study is supported by the fact that, since there are so few laboratory schools in this country, there is little opportunity for the instrumental music teachers in these schools to visit each other to exchange ideas and discuss problems unique to this type of school. This study will present an objective view of the laboratory school's instrumental music program and be useful to those responsible for it.

Delimitation of the Study

This study deals primarily with the instrumental music education programs as they now appear in both elementary and secondary levels of the laboratory schools in the United States. No reference is made to vocal music programs in these schools. The schools examined in this study are those that are controlled by universities and colleges as opposed to the public schools which are controlled by boards of education.

The Instrument

The instrument used to obtain information concerning the status of instrumental music in the laboratory schools was a questionnaire constructed by the writer. Items used in the instrument were based on factors generally appearing in text books relating to instrumental programs in elementary and secondary schools. In addition, other related items were used, based on the writer's experience as an instrumental

music teacher for a number of years. Advice and suggestions from school administrators and other music teachers were incorporated in the final draft.

Because of the nature of the information needed for this study, the questionnaire was constructed in two sections. Section "A" contained questions to be answered by the administrator, and Section "B," items to be answered by the instrumental music teacher. Since these two sections were returned in separate envelopes, it was felt that this division would permit certain answers to be given more freely.

Section "A" of the questionnaire, directed to the administrator, was comprised of four parts.

Part I, "Size and Organization of the School," was designed to secure general information concerning the size of the school, population by grade levels, presence or absence of a waiting list for admission, and the amount of tuition charged, if any, for admission to the school.

Part II, "The Administrator's Evaluation of the Instrumental Music Program," was designed to elicit the administrator's opinion regarding the value of the laboratory school's instrumental music program as a contributing factor to the realization of the educational philosophy of the school.

Part III, "The Administrator's Evaluation of the Instrumental Music Teacher," was an optional part of the questionnaire. It was designed to determine the image held in the minds of the administrators concerning the personal

and professional characteristics of the teacher that might have some bearing on the effectiveness of his teaching.

Part IV, "The Administrator's Problems," was designed to secure information regarding obstacles that hinder the administrator in his efforts to provide an acceptable instrumental music program in his school.

Section "B," directed to the instrumental music teacher, was comprised of eight parts.

Part I, "Professional and Educational Background of the Instrumental Music Teacher," was designed to obtain information concerning the age, training, and experience of the teacher, and responsibilities, other than the laboratory assignment, the teacher assumes.

Part II, "The Teacher's Evaluation of the Instrumental Music Program," was designed to elicit the teacher's opinion as to the quality of the instrumental music program in the school.

Part III, "The Instrumental Music Curriculum," was designed to collect data concerning the following:

1. Assistants, co-workers, and student teachers as aids in carrying on the program.
2. The number of instrumental-music course offerings.
3. The number of course offerings outside the regular school day schedule.
4. Conflicts in scheduling the instrumental program.
5. Changes in scheduling practices during the past

five years.

6. The percentage of the total school population which is enrolled in instrumental music.
7. Comparison of the change in instrumental music enrollment with changes in total school enrollment.
8. Comparison of band and orchestra class offerings.
9. Scheduling of private lessons.
10. Student enrollment, frequency of class meetings, and the number of minutes scheduled for instrumental music classes in the elementary, junior high school, and senior high school.

Part IV, "The Elementary School Beginning Instrumental Music Program," closely related to Part III, was designed to ascertain the grade levels at which beginning band and orchestra classes are offered, the number of drop-outs from the classes and reasons for these drop-outs. Also included in this part are questions designed to discover whether the use of exploratory instruments influences the drop-out rate from beginning classes.

Part V, "Extra-Classroom Activities of the Secondary School," also related to Part III, was designed to obtain information concerning secondary school participation in music contests and athletic events. Teachers were asked to give their opinion as to whether there is a need for more student motivation now than formerly, and whether contest

participation supplies this need.

Part VI, "The Music Budget," was designed to obtain an estimate of the amount of money spent to purchase supplies and equipment for the instrumental music department for one year, to learn the source of this money, and whether it was adequate.

Part VII, "The Physical Facilities," was designed to obtain the teacher's evaluation of the physical conditions under which the instrumental music program is carried on.

Part VIII, "General Information," was designed to learn what number of laboratory school graduates continue their education in a college or university and how many instrumental music students participate in college bands and orchestras. Also, the question was asked whether the instrumental music teacher was assigned to teach classes other than instrumental music.

Procedures

A search was made to determine if a study of this nature had been recorded; none was found. The objectives of the study were established and a questionnaire in two sections was constructed to gather data needed to fulfill the objectives. Both sections of the questionnaire were mailed to the administrators of 212 college-controlled laboratory schools in the United States. A cover letter to the administrator was enclosed, explaining the study and requesting that he supply

the data included in section "A" of the questionnaire, and asking him to hand section "B" to the instrumental music teacher in his school. A separate letter was attached to the teacher's section explaining the study and requesting that he supply the needed data.

The questionnaires were returned by 114 administrators and 90 teachers; 84 schools responding with both sections of the questionnaire.[1]

The returns were classified according to the number of grade levels offered in each of the schools and the schools were grouped according to the size of the total school population of each school.

After the data were tabulated, organized, and analyzed, conclusions were drawn as to the status of instrumental music education at the laboratory schools in the United States.

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[1]A recent study,"The Status of the Campus Laboratory School in the United States" by Evan Hugh Kelley at the University of Indiana, shows that of the 212 laboratory schools in this country, only 126 report facilities for band and orchestra.

CHAPTER II

PRESENTING THE DATA

The data for this study were secured from questionnaires returned by 114 laboratory school administrators and 90 laboratory school instrumental music teachers. All the states are represented in this study by at least one response, except Montana, New Hampshire, New Mexico, and Arkansas (which do have laboratory schools) and Alaska, Delaware, Nevada, Vermont, and South Dakota (which do not have laboratory schools). The questionnaire was designed to obtain answers to questions and estimates of conditions that would enable the writer to describe the true status of the instrumental music programs as they presently exist, and point out certain changes that have occurred in recent years that would possibly indicate a trend in the structuring of instrumental music in the school curriculum.

The first part of the chapter will present findings based on data obtained from the school administrators. These findings are summarized under the following four headings:

1. The size and organization of the school.
2. The administrators' evaluations of the instrumental music program.

3. The administrators' evaluations of the instrumental music teacher.
4. The administrators' problems that hinder the development of a fully acceptable instrumental music program.

The second part of the chapter will present findings based on data obtained from the laboratory school's instrumental music teacher. These findings are summarized under the following eight headings.

1. Professional and educational background of the instrumental music teachers.
2. The teachers' evaluations of the instrumental music program.
3. The instrumental music curriculum.
4. The elementary schools' beginning instrumental music program.
5. Extra classroom activities of the secondary schools.
6. The music budget.
7. The physical facilities.
8. General information.

Inasmuch as not all the information requested was supplied on every return, the number reporting is indicated on each table presented.

The Size and Organization of the School

Table 1 shows the range of population, the average enrollment, and the vertical organization of the schools as reported by the administrators. Since more administrators responded to the questionnaire than did the teachers, the figures appearing on this table do not always agree with those supplied by the fewer number of teacher responses.

TABLE 1

THE VERTICAL ORGANIZATION, RANGE OF ENROLLMENT, AND THE AVERAGE POPULATION OF 102 LABORATORY SCHOOLS IN THE UNITED STATES

	Vertical Organization[a]				
	E	E-J	J-H	E-J-H	H
Number of schools reporting	34	27	7	32	2
Highest number of students reported in one school	785	658	1195	1897	566
Lowest number of students reported in one school	45	111	180	276	140
Mean number of total students reported	262	392	517	609	353
Median number of total students reported	212	295	363	574	353

[a]E = Elementary only, E-J = Elementary and junior high, J-H = Junior high and senior high, E-J-H = Elementary, junior high and senior high, H = Senior high only.

Of the 102 schools reporting, 34, or approximately one-third of the number, offer only the elementary school level. There are 27 organized to include both elementary and junior high levels, and 32 contain all 12 grades. Only 2 schools are exclusively senior high. The report shows that slightly over nine-tenths of these schools contain an elementary school which, in most cases, also includes a kindergarten.

The range of enrollment is quite wide in all categories. One elementary school reports a total enrollment of 45 students while the highest number reported in this category is 785 students. The average (mean) number enrolled in those schools which are exclusively elementary is 212 students.

Those schools that contain an elementary-junior high combination range in enrollment from 111 students to 658 students with the average (mean) enrollment of all the schools reporting being 295. The schools that contain a junior-senior high combination enroll from 180 to 1195 students with the average enrollment of all schools reporting being 363 students. Almost one-third of all the laboratory schools reporting indicate an organization including both an elementary and a secondary school. The range of enrollment in these elementary-junior high-senior high combination schools is from 276 students to a high of 1897 with the average enrollment of all schools reporting being 574.

The 2 exclusively senior high schools enroll an aver-

age of 353 students with one reporting an enrollment of 140 students and the other 566 students. One of these includes grades 10 through 12, the other, grades 9 through 12. The findings presented in a report by Evan Hugh Kelley indicate that when grade levels are dropped and the laboratory school continues to operate, the upper or senior high grade level seems to be the level of greatest mortality.[1] His report further shows that of 212 laboratory schools in the United States, 10 are organized with grades 9 through 12 and only 1 with grades 10 through 12.

Most of the laboratory schools reported a limited enrollment though no attempt was made in this study to disclose the methods employed to determine the selection of the school population. Four schools indicated they did not have a limited enrollment and served all the children in a given district. Even though they fulfill the functions of the regular public school, they are controlled by a college.

Waiting List

There were 69 elementary school administrators who reported waiting lists numbering from 12 to more than 1000 names, the average (mean) number being 99. The average number of students on a waiting list in 20 junior high schools is 28. Although a waiting list for admission to the senior

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[1]Evan Hugh Kelley, "The Status of the Campus Laboratory School in the United States" (unpublished Ed. D. dissertaion, School of Education, Indiana University), p. 117.

high-school level is not as prevalent as at other levels, still 24, or more than half the schools, report a waiting list with an average of 50 students seeking admission.

Tuition

Data supplied by 107 administrators show that 59, or 55 per cent, of the schools do not charge tuition. The amount of tuition charged in all schools reporting ranged from an average of $25 a year in the elementary-junior high combination to an average of $160 a year in the senior high schools.

Administrators' Evaluations of the Instrumental Music Program

Table 2 reports the results of the administrators' evaluation of the instrumental music program in their schools.

TABLE 2

ADMINISTRATORS' EVALUATIONS OF THE INSTRUMENTAL MUSIC PROGRAM IN 107 LABORATORY SCHOOLS

	Outstanding	Good	Average	Fair	Poor
Frequency of evaluation given	43	26	19	15	4
Composite value[a]	215	104	57	30	4

[a]Calculation based on the scale: Outstanding, 5; Good, 4; Average, 3; Fair, 2; Poor, 1

Slightly over four-tenths of the administrators consider the instrumental music program in their schools as

"outstanding" while one-fourth of the number reporting rated it "good." Slightly more than one-third of the administrators rate their music program as "average" or less. Only 4 stated they considered their program as "poor."

Based on the rating scale notated in the table, the average quality of the instrumental music programs in all the schools reporting, in the opinion of the administrators, is 3.83, or slightly less than "good." The composite score would suggest that the laboratory schools' instrumental music program, in the opinion of the administrators, is considerably better than average.

Administrators' Evaluations of the Teacher

Although the section of the questionnaire regarding the administrator's evaluation of the teacher was marked as "optional," a large percentage of the returns reported this information.

While this table is a subjective reflection of administrators' opinions and it is readily admitted that some of the items are extremely vague, it does support the theory that administrators do indeed have some image of their staff. The data in Table 3 show quite clearly that generally speaking, the administrators have a high regard for their instrumental teachers. The average evaluation by all the administrators of the characteristics listed produces a score of 3.45, which, based on the evaluation scale, is considerably better than second-rate.

Table 3 shows the administrators' evaluations of certain characteristics of the instrumental music teachers.

TABLE 3

THE RATING AND RANKING OF CERTAIN CHARACTERISTICS OF THE INSTRUMENTAL MUSIC TEACHERS AS EVALUATED BY THE SCHOOL ADMINISTRATORS

Characteristics of the instrumental music teacher	Number reporting "excellent" or "good"	Number reporting "fair" or "poor"	Average evaluation[a]
Cooperative	95	7	3.65
Willingly assumes extra duties	85	6	3.57
Has a sound philosophy of music education	91	9	3.50
Does not place music performance above true music education values	89	7	3.50
Is well liked by students	88	7	3.43
Maintains good classroom discipline	82	13	3.38
Is active in community affairs	81	13	3.35
Lack of tendency to be temperamental	75	12	3.34
Is punctual with reports	79	11	3.33
Average of the Averages	--	--	3.45

[a]Calculation based on the scale: Excellent, 4; Good, 3; Fair, 2; Poor, 1.

The teachers rated lowest in their promptness in turning in reports with 11 administrators evaluating this characteristic as "fair" or "poor." There were 13 of the administrators who believed the teacher did not maintain good classroom discipline and the same number indicated the teacher did not take part in community affairs. Also, 12 thcught the teacher had a tendency to be temperamental.

The most favorable evaluations of the teacher characteristics were those of his being cooperative and his willingness to assume extra duties. There were 91 administrators who believed the teachers had a sound philosophy of music education, and 89 thought the teacher placed proper emphasis on music organization performance. And, 88 administrators rated the teacher as "excellent" or "good" in his relationships with students while 7 indicated the teacher was not well liked by the students.

It was hypothesized that there is a close relationship between the administrator's evaluation of the music program in his school and his evaluation of the teacher. This comparison, based on a sample of 79 (N = 79) yielded a correlation coefficient (r) of .48 which was significant at the .001 level. Thus, it can be stated with a high degree of assurance, that the administrator who has a high regard for the teacher also has a high regard for the music program in his school.

The Administrators' Problems

Table 4 presents data concerning four areas that generally offer problems which have a direct bearing on the effectiveness of an instrumental music program.

TABLE 4

PROBLEMS FACED BY ADMINISTRATORS IN PROVIDING AN ACCEPTABLE INSTRUMENTAL MUSIC PROGRAM IN 107 LABORATORY SCHOOLS

	Staff	Budget	Physical Facilities	Scheduling
Frequency of problems reported	31	37	46	46

Although 107 administrators responded to this question, there were 160 indications of existing problems. Physical facilities and scheduling were listed as major problems facing 46 administrators. Inability to employ a suitable staff was a major problem for 31 administrators, while 37 reported budget problems. Other obstacles reported by the administrators that hinder the development of a good music program include the following:

1. Lack of student motivation in instrumental music.
2. A need to re-evaluate the place of instrumental music as it relates to the educational objectives of the school.
3. Demands for more time scheduled for all areas in the curriculum.

4. Striking an appropriate balance between vocal and instrumental music.

Professional and Educational Backgrounds of the Teacher

Tables 5 and 6 present information concerning the backgrounds of the instrumental music teachers responsible for the instrumental music programs in the laboratory schools included in this study.

TABLE 5

AGE, NUMBER OF YEARS TEACHING EXPERIENCE, AND THE NUMBER OF YEARS IN THEIR PRESENT POSITION OF THE MALE INSTRUMENTAL MUSIC TEACHERS

	Age (72)[a]	Total Number of Years Teaching Experience (77)[a]	Number of Years In Present Position (75)[a]
Lowest	23	1	1
Highest	63	43	26
Median	37	14	4

[a]The Number in brackets represents the total number reporting for the variable concerned.

These tables show that approximately one-tenth of the laboratory school instrumental music programs are directed by women teachers. The age of the male teachers ranges from 23 to 63 years with the average (median) being 37. The average number of years of teaching experience for the male teacher

is 14, the range being from 1 to 43 years. One-half of the male teachers have been in their present position for 4 years or less with 1 teacher reporting a tenure of 26 years, while several have been teaching in the laboratory school for only 1 year.

TABLE 6

AGE, NUMBER OF YEARS TEACHING EXPERIENCE, AND THE NUMBER OF YEARS IN THEIR PRESENT POSITION OF THE FEMALE INSTRUMENTAL MUSIC TEACHERS

	Age (8)[a]	Total Number of Years Teaching Experience (9)[a]	Number of Years In Present Position (9)[a]
Lowest	28	2	1
Highest	54	30	20
Median	39	15	2

[a]The number in brackets represents the total number reporting for the variable concerned.

The female teachers range in age from 38 to 54 years with an average age of 39 years. The female teachers have been in the teaching profession for an average (median) of 15 years, ranging from 2 years to 30 years. One female teacher has been in her present position for 20 years while several report only 1 year. The average (median) number of years for the female teachers in their present position is 2.

Table 7 shows the educational training of the instrumental music teachers.

TABLE 7

COLLEGE DEGREES HELD BY THE INSTRUMENTAL MUSIC TEACHERS AND THE AVERAGE NUMBER OF YEARS TEACHING EXPERIENCE

Degree	Number Reporting	Percentage of Total	Average Number Years Teaching Experience
Bachelor's	10	11%	4.8
Master's	67	76%	14.33
Doctoral	11	13%	23.72

Almost nine-tenths of the laboratory school instrumental music teachers hold either a master's or doctor's degree. The average number of years teaching experience for those teachers with a bachelor's degree is 4.8, those with a master's, 14.33, and those with a doctor's degree, 23.72.

The data further show that 8 of those teachers holding a bachelor's degree are working toward a master's and 28 of those with a master's degree are candidates for a doctorate.

Table 8 shows the number of laboratory school teachers who are engaged in duties outside the laboratory school assignment.

Both categories reported in Table 8 cover a wide diversity of activities. The college classes taught by the laboratory school teachers include music literature, music

history, music methods, music theory, and applied music. The community activities that involve these teachers include both vocal and instrumental music groups, but by far the most frequently mentioned was directing church choirs.

TABLE 8

THE NUMBER OF TEACHERS WHO PERFORM DUTIES RELATED TO MUSIC OUTSIDE THE LABORATORY SCHOOL ASSIGNMENT

Duties	Number Reporting
Teaching music courses at the college level	53
Conducting community or church groups	34

Table 9 shows the major instrument of the teachers who direct the laboratory school's instrumental music program.

TABLE 9

MAJOR INSTRUMENTS OF THE INSTRUMENTAL MUSIC TEACHERS IN 84 SCHOOLS

	Instrument					
	Brass	Woodwind	Percussion	String	Piano	Voice
Number of teachers reporting	31	15	3	21	9	5

Forty-six of the teachers are either brass or woodwind majors. There are 3 teachers with a major in percussion,

21 string majors, 9 piano majors, and 5 who majored in voice.

The data further show that 20 of the string majors teach orchestra classes in the schools. There were 22 of the wind majors who teach orchestra classes, as do 5 of the piano majors. Also, 4 voice majors teach string instrument classes in the schools and 16 of the string majors, besides directing an orchestra, also teach band classes while 1 brass major does not direct a band program. One piano major and 2 voice majors are teaching in schools that have an orchestra program but no band classes are offered.

The Teachers' Evaluations of the Instrumental Music Program

Table 10 shows the results of the instrumental music teachers' evaluations of the instrumental music program in their schools.

TABLE 10

TEACHERS' EVALUATIONS OF THE INSTRUMENTAL MUSIC PROGRAM IN 68 LABORATORY SCHOOLS

	Excellent	Good	Average	Fair	Poor
Frequency of evaluation given	21	18	16	8	5
Composite value[a]	105	72	48	16	5

[a]Calculation based on the scale: Excellent, 5; Good, 4; Average, 3; Fair, 2; Poor, 1.

Slightly less than one-third of the teachers evaluated the instrumental music programs they direct as "excellent,"[1] while one-fourth of the number reporting rated it "good." Sixteen teachers rated the program "average," 8, "fair," and 5, "poor."

Based on the rating scale notated in the table, the average quality of the music programs in all the schools reporting, in the opinion of the teachers, is 3.62, or better than average.

A comparison of the administrators' evaluations with the teachers' evaluations of the program, based on a sample of 67 (N = 67), yielded a correlation coefficient (r) of .35 which was significant at the .01 level; thus certainly indicating a strong significant agreement between administrators and teachers evaluations' concerning the quality of the music programs in these schools.

The Instrumental Music Curriculum

This section presents information regarding course offerings in the laboratory schools and other aspects that would effect the scheduling of the program in the schools.

Assistants, Co-Workers, and Student Teachers

Data received from 82 schools show that 22 provide

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[1]The evaluation scale used here has been slightly changed from that reporting the administrators evaluation in Table 2. The top rating of "outstanding" in Table 2 is changed to "excellent" in Table 10 because of the belief that teachers might be hesitant in rating their own program as "outstanding."

an assistant or co-worker to help the regular teacher carry out the instrumental music program. Thirteen of these schools also accept student teachers. Of the 60 schools that do not provide an assistant, 38 accept student teachers. Thirty-one schools report that they do not accept student teachers and 22, or approximately one-fourth of the total number, have neither student teachers or assistants to aid the regular teacher.

Course Offerings

There is a wide range in the number of instrumental music courses offered in the laboratory schools. Table 11 shows the range of these offerings.

TABLE 11

THE NUMBER OF INSTRUMENTAL MUSIC COURSES OFFERED IN 85 LABORATORY SCHOOLS

Number of Courses Offered	Number of Schools Reporting
1	10
2	15
3	16
4	17
5	10
6	3
7	10
8	2
9	1
10	-
11	1

Ten schools report only one course offered in instrumental music. Nine of these are exclusively elementary schools and one is a combination elementary-junior high which, instead of class instruction, provided one private lesson a week for each student. The schools which offer from seven to eleven courses are larger schools that have a full program of ensembles and instrumental classes, in addition to band and orchestra programs.

The average number of course offerings as reported by all the schools in 3.8. The frequency and length of these classes will be reported later in this chapter.

Scheduling the Instrumental Music Program

Scheduling the instrumental music program is a serious problem facing three-fourths of the laboratory schools reporting. Slightly less than half of the schools report that at least some of the courses are scheduled outside the regular school day. Returns from forty-four schools show that an average of two music classes are scheduled either before or after the regular school day.

Table 12 presents four sources of problems in scheduling the music classes at a desirable time.

The data indicate quite clearly that a conflict with academic subjects is the principal reason for difficulties in scheduling the instrumental music program with forty-six schools giving this reason. Nineteen schools reported that

music classes conflicted with elective subjects, eighteen schools show a conflict with the sports program, and sixteen indicated the classes were scheduled at an undesirable time of day. This would refer to classes scheduled during the lunch hour or during the last period of the day.

TABLE 12

FREQUENCY OF REASONS GIVEN THAT CAUSE PROBLEMS IN SCHEDULING INSTRUMENTAL MUSIC CLASSES WITHIN THE REGULAR SCHOOL DAY

Reason	Frequency Reported	Percentage of All Reasons Given
Conflict with academic subjects	46	73%
Conflict with elective subjects	19	32%
Conflict with sports program	18	30%
Classes scheduled at undesirable time of day	16	27%

Other reasons given by the teachers as causes affecting a desirable scheduling of the music program are as follows:

1. Teacher has full university schedule, causing conflict with laboratory school schedule.
2. All music courses scheduled at the same time.
3. Small school with a large percentage of students in the music program.
4. A lack of cooperation by the administrator.
5. A short school day.

6. Use of a daily demand computer.

7. Too great a variety of offerings in the school curriculum.

Table 13 presents data concerning changes in the pactice of scheduling instrumental music classes during the regular school day.

TABLE 13

CHANGES IN THE SCHEDULING OF INSTRUMENTAL MUSIC CLASSES DURING THE REGULAR SCHOOL DAY

	More	Less	Same
Number of music classes scheduled in the regular school day now, as compared to five years ago	35	35	9

Thirty-five schools have increased the number of music classes included in the regular school day, while the same number show a decrease. Nine schools report no change in scheduling practices.

When asked to compare the quality of the music program as it now exists with that of 5 years ago, 26 teachers expressed the opinion that the quality has depreciated; 4 thought it has not depreciated, and 5 gave no response.

In 69 elementary schools with a total school population of 17,593 students, 3,375 students, or 19 per cent, are enrolled in an instrumental music class. Forty junior high schools with a total student population of 5,806 enroll 1,547 students, or 27 per cent, in instrumental music and 35 senior

high schools with a student population of 8,071 enroll 1,904 students, or 23 per cent, in an instrumental music class.

TABLE 14

THE NUMBER OF STUDENTS ENROLLED IN INSTRUMENTAL MUSIC COMPARED TO THE TOTAL STUDENT POPULATION IN 90 SCHOOLS

School Segment	Number of Schools Reporting	Total Student Population	Total Number of Students in Instrumental Music Classes	Percentage of Total Student Population Enrolled in Instrumental Music
Elementary	69	17,593	3,375	19%
Junior High	40	5,806	1,547	27%
Senior High	35	8,071	1,904	23%
Total	--	31,470	6,826	22%

The figures reported in Table 14 indicate that 22 per cent of the total school population in 90 laboratory schools is enrolled in some form of instrumental music.

Trend in Instrumental Music Class Enrollment

Table 15 shows the relationship between the number of students enrolled in instrumental music classes and total school population now, as compared to that of 5 years ago.

While 48 schools have maintained the same student population during the past 5 years, 37 have had no change in the number of students in the instrumental music program. Only

TABLE 15

THE RELATIONSHIP OF CHANGES IN ENROLLMENT OF MUSIC CLASSES AND TOTAL SCHOOL ENROLLMENT DURING THE PAST FIVE YEARS in 73 SCHOOLS

Vertical Organization	Enrollment Factor	Number of Schools Reporting		
		No Change in Enrollment	Increased Enrollment	Decreased Enrollment
E	Music Classes	14	4	2
	Total Schools	12	5	3
E-J	Music Classes	12	5	1
	Total School	12	4	2
E-J-H	Music Classes	9	14	5
	Total School	19	4	5
J-H	Music Classes	2	2	1
	Total School	4	1	-
H	Music Classes	-	2	-
	Total School	1	1	-
Total	Music Classes	37	27	9
	Total School	48	15	10

15 schools have increased their student population while 27 schools have increased their music student enrollment. Ten schools have decreased in enrollment while 9 schools report a decrease in music student enrollment during the last 5 years.

Band and Orchestra Class Offerings

Table 16 shows the number of laboratory schools that offer either band or orchestra or both band and orchestra classes in the curriculum.

TABLE 16

THE NUMBER OF LABORATORY SCHOOLS OFFERING BAND AND/OR ORCHESTRA CLASSES IN 90 SCHOOLS

	Number Offering Classes	Number Not Offering Classes	Percentage of Schools Offering Classes
Band	75	15	83%
Orchestra	54	36	60%

Seventy-five, or slightly more than four-fifths, of the schools offer band instrument instruction, while 60, or three-fifths of the total, offer orchestra classes. Fifteen schools do not offer band classes and 36 do not have a string program. Thirty-eight schools, or slightly more than one-third, offer both band and orchestra instrumental music classes.

Private Lessons

Data received from 77 teachers reveal that 29 schools allow the students to take private lessons (either by an outside teacher or the regular teacher) during the regular school day, though it was indicated that most of these lessons occur during a study period. A majority of the teachers (48) reported that students were not allowed private lessons on school time. Two teachers reported that instead of class lessons, each student was given one private lesson a week by the regular instrumental music teacher. The data further show that on the average, one-tenth of the music students study privately.

The next section of this report presents a detailed summary of the data concerning the frequency of instrumental music class meetings, the amount of time allocated for these classes on a weekly basis, and the number of students involved in the program. The findings will be presented in three divisions: the elementary school, the junior high school, and the senior high school.

The Total Elementary School Program

Of the 3,375 elementary school children who participate in instrumental music classes, 1,214, or approximately 33 per cent, are members of an orchestra class. The band classes are made up of 2,161 students, which is 67 per cent of all students in instrumental music.

Table 17 reports the number of instrumental music classes scheduled per week at the elementary school level.

TABLE 17

NUMBER OF CLASSES SCHEDULED PER WEEK FOR INSTRUMENTAL MUSIC IN THE ELEMENTARY SCHOOLS

Type of Class	Number of Class Meetings	School Size[a]					
		A	B	C	D	E	F
Beginning String	5	-	-	1[b]	-	2	-
	4	-	-	1	-	2	-
	3	-	-	-	2	1	-
	2	2	1	5	4	10	-
	1	3	-	3	1	4	-
Beginning Band	5	-	-	3	2	2	-
	4	-	-	2	-	1	-
	3	-	-	1	4	4	-
	2	2	1	2	1	10	2
	1	3	-	5	4	8	-
Band	5	-	-	1	-	-	-
	4	-	-	-	-	-	-
	3	-	-	-	3	5	-
	2	3	1	3	4	5	-
	1	1	-	3	-	3	-
Orchestra	5	-	-	-	-	-	-
	4	-	-	1	-	-	-
	3	-	-	-	-	1	-
	2	1	1	2	1	1	-
	1	2	-	2	1	3	-

[a]School size: F-Enrollment of 99 students or less
E-Enrollment of from 100 to 199 students
D-Enrollment of from 200 to 299 students
C-Enrollment of from 300 to 399 students
B-Enrollment of from 400 to 499 students
A-Enrollment of 500 or more students

[b]Number listed indicates the number of schools reported in the specified category.

These data reveal that only 2 schools schedule a beginning string class 5 days a week, and only 2 schools have classes that meet 4 times a week. Three schools schedule the beginning string class 3 times a week; 22 schools, 2 times a week; and 11 schools offer the beginning string class only 1 time a week. The average (mean) number of times the beginning string class is scheduled in all the elementary schools reporting, regardless of size, is 2.0 times a week.

The beginning band class is scheduled 5 times a week in 7 schools reporting. Three schools offer this class 4 times a week and 18 have it scheduled 2 times a week. Twenty elementary school beginning band classes meet only 1 time a week. The average (mean) number of times the beginning band meets in all the schools reporting is 2.4, or slightly more than the frequency of the beginning string class meetings.

Thirty-two schools report an elementary school band as a performing group. Two of these schools schedule the band 5 times a week, 8 schools report a frequency of 3 meetings a week, and 16 indicate the band meets twice a week. Seven schools schedule the elementary band only 1 time a week. The average (mean) number of classes scheduled for elementary band in all the schools reporting is 2.3 meetings a week.

A performing elementary school orchestra is found in 16 of the schools reporting. None of these groups meet daily and only 1 is scheduled as often as 4 times a week. Six of

the schools schedule the elementary orchestra 2 times a week, and 8 schools provide a class only 1 time a week. The average (mean) frequency of meetings for the elementary school orchestra, as reported by all the schools offering this course, is 1.7 a week.

The average (median) number of all students enrolled in the 4 classes shown in Table 17 is as follows; beginning strings, 14; beginning band, 28; performing band, 22; and performing orchestra, 18. The average (mean) of the student membership in the performing orchestras would be somewhat larger than the median number quoted above, since there were 3 schools that reported more than 38 members in the class, however, other schools reported class memberships of 7 or 8, so it is believed the median number is more meaningful.[1]

The beginning band class is the most popular offering in the elementary schools' instrumental music program with 55 of the schools indicating this a part of their curriculum. Thirty-three schools report a performing band. Forty schools offer beginning string class instruction but only 16 report a performing orchestra.

Classes are more frequent in those schools with a total school population of from 100 to 399 than in the 2

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[1]In subsequent reporting of averages, the (mean) will be given for frequency of class meetings per week; the (median) will be given to represent the average number of minutes per week of class time, and the average number of students enrolled in the specified classes.

larger categories. None of the class A or B schools schedule instrumental music classes for more than 2 periods a week.

Table 18 gives the amount of time per week allocated to the elementary school instrumental music programs.

In 8 schools that offer a beginning string class, the amount of class time per week is 39 minutes or less. (In most cases the actual figure was 30 or 35 minutes.) Using the midpoint of the ranges of time given on the table, 6 schools spend an average of 50 minutes per week for the beginning string class. The largest number of schools reporting (12) devote an average of 70 minutes a week to this class, and 6 allow 90 minutes. Three schools report 110 minutes, 3 report 130 and 1 school provides 170 minutes of class time per week. Only 3 schools schedule the beginning string class for more than 180 minutes per week. None of the class A or B schools allow more than 139 minutes a week for this class.

In 14 schools the beginning band is scheduled for 39 minutes or less. Five schools fall within the 40 to 59 minute bracket, and 9 schools use an average of 70 minutes per week. The same number of schools spend 90 minutes per week and 1 school schedules the beginning band for 110 minutes per week. Seven schools average 130 minutes, 3 average 150 minutes, 3 average 170 minutes, and 6 schools allow 180 minutes or more for the beginning band class.

The elementary band as a performing organization is found in 32 schools and approximately one half of these schools

TABLE 18

NUMBER OF MINUTES PER WEEK SCHEDULED FOR INSTRUMENTAL MUSIC CLASSES IN THE ELEMENTARY SCHOOLS

Type of Class	School Size[a]	Minutes Per Week								
		Under 39	40-59	60-69	80-99	100-119	120-139	140-159	160-179	Over 80
Beginning String	F	-	-	-	-	-	-	-	-	-
	E	2[b]	3	4	3	3	2	-	1	1
	D	1	-	4	2	-	-	-	-	-
	C	3	2	2	1	-	-	-	-	2
	B	-	1	-	-	-	-	-	-	-
	A	2	-	2	-	-	1	-	-	-
Beginning Band	F	-	-	1	-	-	1	-	-	-
	E	4	3	4	6	1	5	1	-	1
	D	3	1	1	2	-	-	2	1	1
	C	4	-	2	1	-	-	-	2	4
	B	-	1	-	-	-	-	-	-	-
	A	3	-	1	-	-	1	-	-	-
Band	F	-	-	-	-	-	-	-	-	-
	E	2	2	3	3	1	2	-	-	-
	D	1	1	1	3	-	-	-	-	1
	C	2	1	1	2	-	-	-	-	1
	B	-	1	-	-	-	-	-	-	-
	A	1	-	1	1	-	1	-	-	-
Orchestra	F	-	-	-	-	-	-	-	-	-
	E	-	3	1	1	-	-	-	-	-
	D	1	-	-	1	-	-	-	-	-
	C	2	-	-	1	1	-	-	-	1
	B	-	1	-	-	-	-	-	-	-
	A	1	-	1	1	-	-	-	-	-

[a] School size: F - Enrollment of 99 students or less
E - Enrollment of from 100 to 199 students
D - Enrollment of from 200 to 299 students
C - Enrollment of from 300 to 399 students
B - Enrollment of from 400 to 499 students

[b] Number listed indicates the number of schools reported in the specified category

schedule the class for less than 80 minutes per week. Nine schools allow 90 minutes a week for the elementary band, 1 school allows 110 minutes, 3 schools allow 130 minutes, and only 2 schools schedule this class for more than 180 minutes a week.

One fourth of all the performing elementary school orchestras have less than 40 minutes of class time a week. Four operate on an average of 50 minutes a week, 2 have an average of 70 minutes, 4 an average of 90 minutes, and 1 is scheduled for 110 minutes per week. Only 1 elementary school orchestra has more than 180 minutes allotted for class time.

The average (median) number of minutes allowed per week in the schedule for the 4 instrumental music classes shown on Table 18, based on the actual amount of class time reported by the teachers, is as follows: elementary string class, 80 minutes; beginning band, 98 minutes; performing band, 65 minutes; and performing orchestra, 57 minutes.

The Total Junior High School Program

The junior high school instrumental music program includes a higher percentage of the total student population than either the elementary or senior high levels. In addition to band and orchestra classes, the junior high program also includes instrumental music classes and small ensembles. Approximately one third of the students are enrolled in an orchestra class.

Table 19 reports the frequency of class meetings in the junior high school instrumental music programs.

In 22 junior high schools, 621 students are enrolled in an instrumental music class. The classes are designed to offer extra help in developing more technique and musical understanding for students who, for the most part, also are members of the performing groups. They include classes for both band and orchestra instruments.

Five schools offer an instrumental music class daily while 4 schools schedule this class for only 1 period each week. Eight schools provide this class twice a week, 2 schools, 3 times a week, and in 3 schools the class meets 4 times a week. Only 3 of the larger schools report an instrumental class offering. The average (mean) number of times this class meets in all schools reporting is 3.

A junior high school band as a performing organization is reported by 25 schools. Of the 1,547 instrumental music students in the junior high program, 1,029 are enrolled in a band class. The average (mean) number of meetings of this class in all schools reporting is 2.8 times a week with slightly more than half of the schools (14) scheduling it for 1 or 2 periods a week. Seven schools report the band meets daily and 4 schools schedule the band 3 times a week.

The student enrollment in a performing orchestra in the junior high schools numbers 518, or approximately one-half as many as enrolled in a band. The average (mean) number of

TABLE 19

NUMBER OF CLASSES PER WEEK SCHEDULED FOR INSTRUMENTAL MUSIC IN THE JUNIOR HIGH SCHOOLS

Type of Class	Number of Class Meetings	School Size[a]				
		A	B	C	D	E
Instrumental Class	5	1[b]	2	1	1	-
	4	1	-	2	-	-
	3	-	-	-	1	1
	2	-	-	4	2	2
	1	-	-	2	2	-
Band	5	2	2	1	2	-
	4	-	-	-	-	-
	3	-	1	1	2	-
	2	1	-	5	2	2
	1	-	-	2	1	1
Orchestra	5	2	-	1	-	-
	4	-	-	-	-	-
	3	-	-	2	1	-
	2	-	1	5	2	-
	1	-	-	1	-	-
Ensembles	5	-	-	1	-	-
	4	1	-	-	-	-
	3	-	1	-	-	-
	2	-	-	-	1	-
	1	-	1	2	4	-

[a]School size: E-Enrollment of 49 students or less
E-Enrollment of from 50 to 99 students
C-Enrollment of from 100 to 199 students
B-Enrollment of from 200 to 299 students
A-Enrollment of from 300 or more students

[b]Numbers listed indicate the number of schools reporting in the specified category.

periods devoted to the orchestra class in all the schools reporting is 2.7 with more than one-half of the schools making this class available either 1 or 2 times a week. Three schools report the orchestra class meets daily and 3 orchestras are scheduled 3 periods a week.

Eleven schools offer ensemble experience for 132 students and the average (mean) frequency of class meetings for all schools reporting is 2.0 times a week. The smaller schools offer more ensemble classes than the larger ones with only 3 of the class A and class B schools listing this in the schedule. Only 1 school has an ensemble class scheduled daily while 7 show a frequency of 1 period a week.

Table 20 shows the amount of time per week scheduled for junior high school instrumental music classes.

The instrumental class (non-performing) is scheduled for less than 99 minutes in 9 of the 22 schools reporting. Five schools report an average of 125 minutes a week, 2 an average of 175 minutes, and 4 an average of 225 minutes of class time per week. Two schools schedule the instrumental class for over 250 minutes per week.

In 9 of the junior high schools, band as a performing organization is scheduled for less than 99 minutes a week. Eight schools fall within the 100 minute to 149 minute bracket, and 4 schools allot from 150 minutes to 250 minutes of class time per week. Four schools report that the band meets for more than 250 minutes per week.

TABLE 20

NUMBER OF MINUTES PER WEEK SCHEDULED FOR INSTRUMENTAL MUSIC IN THE JUNIOR HIGH SCHOOLS

Type of Class	School[a] Size	Minutes Per Week				
		Under 99	100-149	150-199	200-249	Over 250
Instrumental Class	E	1[b]	2	-	-	-
	D	3	-	2	-	1
	C	5	3	-	1	-
	B	-	-	-	2	-
	A	-	-	-	1	1
Band	E	1	2	-	-	-
	D	2	3	-	1	1
	C	6	2	1	-	-
	B	-	1	-	1	1
	A	-	-	1	-	2
Orchestra	E	-	-	-	-	-
	D	2	1	-	-	-
	C	6	2	-	1	-
	B	1	-	-	-	-
	A	-	-	-	-	2
Ensembles	E	-	-	-	-	-
	D	4	1	-	-	-
	C	3	-	-	-	-
	B	1	-	1	-	-
	A	-	-	1	-	-

[a]School size: E-Enrollment of 49 students or less
D-Enrollment of from 50 to 99 students
C-Enrollment of from 100 to 199 students
B-Enrollment of from 200 to 299 students
A-Enrollment of from 300 or more students

[b]Numbers listed indicate the number of schools reporting in the specified category.

In 9 junior high schools, orchestra as a performing organization is scheduled for less than 99 minutes a week. Three of the school orchestras meet for an average (median) of 125 minutes per week, and one, 225 minutes weekly. Two junior high orchestras have more than 250 minutes of class time per week.

Most of the ensembles are scheduled for less than 99 minutes per week with 8 schools reporting this amount. The greatest amount of time scheduled for ensemble classes is from 150 minutes to 199 minutes per week as reported by 2 schools.

The average (median) number of minutes allowed in the schedule for the 4 junior high school classes shown on Table 20 based on the actual amount of class time reported by the teachers is as follows: the instrumental class, 135 minutes per week; the performing band, 113 minutes per week; the performing orchestra, 113 minutes per week; and the ensemble class, 67 minutes per week.

The average (median) number of students enrolled in classes reported in Table 20 is as follows: the instrumental class, 26 students; the performing band, 37 students; the performing orchestra, 29 students; and the ensemble class, 9 students.

The Total Senior High School Program

The senior high school instrumental music program includes instrumental classes, band, orchestra, ensemble

classes, stage band, and marching band. While the enrollment figures reported in these classes would undoubtedly include duplication of student membership, it is estimated that 1904 different students participate in the program. Table 21 shows the frequency of classes scheduled in 35 senior high schools.

Instrumental classes are found in 10 of the 35 senior high schools that have an instrumental music program; 186 students are enrolled in these classes. Three class A schools offer this class 5 days a week and 2 class C schools offer it 4 times a week. The average (mean) number of times this class meets per week in all 10 schools reporting is 4 times.

The band is by far the most popular class in the high school music curriculum. In the 30 high schools having a band program, 1,340 students participate. Fourteen, or slightly less than one-half of these schools, schedule the band daily while 2 schools rehearse the band 4 times a week. Eight schools schedule the band 3 times a week and 6 schools hold this class 2 times a week. The average (mean) number for all schools reporting is 3.6 times a week.

Eleven high schools offer orchestra classes and 4 of these rehearse daily, 2 meet 4 times a week, 3 meet 3 times and 2 schools report the orchestra class is held only twice a week. The average (mean) number of orchestra class meetings is 3.6 times a week.

Ensemble experience is provided for the students in 13 high schools. Only 2 schools report 5 meetings a week for

TABLE 21

NUMBER OF CLASSES SCHEDULED PER WEEK FOR INSTRUMENTAL MUSIC IN THE SENIOR HIGH SCHOOLS

Type of Class	Number of Class Meetings	School Size[a]				
		A	B	C	D	E
Instrumental Class	5	3[b]	-	-	1	1
	4	-	-	2	1	-
	3	-	-	-	-	-
	2	-	-	-	-	-
	1	-	-	-	1	1
Performing Band	5	3	2	4	3	2
	4	-	-	2	-	-
	3	-	2	-	5	1
	2	1	-	2	3	-
	1	-	-	-	-	-
Performing Orchestra	5	-	1	2	1	-
	4	1	-	-	1	-
	3	-	2	-	1	-
	2	1	-	-	1	-
	1	-	-	-	-	-
Ensemble Class	5	-	1	-	1	-
	4	1	-	-	-	-
	3	-	-	-	1	-
	2	-	1	-	2	-
	1	-	-	1	4	1
Stage Band	5	-	-	-	-	-
	4	-	-	-	-	-
	3	-	-	-	1	-
	2	1	-	1	-	-
	1	1	-	-	1	-
Marching Band	5	2	-	1	-	1
	4	-	-	-	-	-
	3	-	-	1	1	-
	2	-	-	-	-	-
	1	-	-	-	-	-

[a]School size: E-Enrollment of 99 students or less
D-Enrollment of from 100 to 199 students
C-Enrollment of from 200 to 299 students
B-Enrollment of from 300 to 399 students
A-Enrollment of 400 or more students

[b]Number listed indicates the number of schools reporting in the specified category.

these classes, while 9 schools offer this as a part of the schedule 1 or 2 times a week. The average (mean) number of times the ensemble classes meet per week in all the schools reporting is 1.5.

Only 5 high schools report the inclusion of a stage band in their curriculum. Two of the stage bands rehearse once a week, 2 rehearse twice a week, and 1 school reports 3 meetings a week.

A marching band is a part of the music program in 6 high schools and they report that marching rehearsals are carried on during the regular band period but only during the marching season.

Table 22 shows the amount of time per week that is scheduled for the high school instrumental music program.

The instrumental class is allocated more than 280 minutes per week in 4, or almost one-half, of the schools reporting this class. Three schools avera e (median) 250 minutes per week, 1 school reports 190 minutes weekly for the instrumental class. Because 3 schools exceeded 280 minutes a week by a considerable amount, the average (median) amount of time scheduled for the instrumental class in all the high schools is 280 minutes per week.

In 3 schools the high school band rehearses less than 99 minutes a week. Nine schools average (median) 130 minutes per week, 4 schools average 190 minutes, 8 schools average 250 minutes, and 6 schools report more than 280 minutes

TABLE 22

NUMBER OF MINUTES PER WEEK SCHEDULED FOR INSTRUMENTAL MUSIC IN THE SENIOR HIGH SCHOOLS

Type of Class	School Size	Minutes Per-Week				
		Under 99	100-159	160-219	220-279	Over 280
Instrumental Class	E	-	-	-	-	2[b]
	D	1	1	-	1	-
	C	-	-	1	-	1
	B	-	-	-	-	-
	A	-	-	-	2	1
Performing Band	E	-	1	-	1	1
	D	1	7	1	2	-
	C	2	-	1	2	3
	B	-	-	2	1	1
	A	-	1	-	2	1
Performing Orchestra	E	-	-	-	-	-
	D	1	-	1	2	-
	C	-	-	-	1	1
	B	-	-	2	-	1
	A	-	1	-	1	-
Ensemble Class	E	1	-	-	-	-
	D	7	-	-	-	1
	C	1	-	-	-	-
	B	-	1	-	-	1
	A	-	-	-	1	-
Stage Band	E	-	-	-	-	-
	D	1	1	-	-	-
	C	1	-	-	-	-
	B	-	-	-	-	-
	A	-	1	1	-	-
Marching Band	E	-	-	-	1	-
	D	-	1	-	-	-
	C	-	-	-	1	1
	B	-	-	-	-	-
	A	-	-	-	1	1

[a]School size: E-Enrollment of 99 students or less
D-Enrollment of from 100 to 199 students
C-Enrollment of from 200 to 299 students
B-Enrollment of from 300 to 399 students
A-Enrollment of 400 or more students

[b]Number listed indicates the number of schools reporting in the specified category.

scheduled for the high school band. The average (median) amount of time scheduled for band in all the high school classifications is 171 minutes per week.

The orchestra class is a part of the music program in 11 high schools reporting. Two of these schools report more than 280 minutes per week scheduled for orchestra, 4 report an average (median) of 250 minutes, 3 an average of 190 minutes, 1 reports 130 minutes, and 1 school allows less than 99 minutes a week for the class. The average (median) number of minutes allowed in the schedule for orchestra based on the actual amount of class time reported by the teacher is 202 minutes a week.

Nine of the 13 schools offering ensemble experience for the students spend less than 99 minutes a week for this class. The average (median) amount of actual time reported is 84 minutes per week.

A stage band is found in only 5 of the high schools and the time devoted to this class ranges from less than 99 minutes to 219 minutes. The average (median) amount of actual time reported by all 5 schools is 84 minutes a week for the stage band class.

The time scheduled for the 6 marching bands varies according to the need for rehearsal, but marching practice usually takes place during the regular high school band period.

Orchestras are not nearly as numerous as bands in the

high schools reporting. Of the 1,904 high school students enrolled in instrumental music, only 378 are members of an orchestra class.

The average (median) number of students enrolled in the various instrumental music classes at the senior high school level is as follows: the instrumental class, 17; the performing band, 46, the performing orchestra, 42, the ensemble class, 15; the stage band, 15; the marching band, 65.

The Elementary Schools' Beginning Instrumental Music Program

This section presents data concerning the beginning instrumental music program as found in the elementary schools reporting.

Table 23 shows the lowest grade level at which beginning instrumental music classes are offered in the elementary schools reporting.

One school reports a beginning string class offered to first-grade students and 2 schools offer this to second-grade students. (Two of these 3 teachers are violin majors and the other one, a voice major.) A majority of the schools (28) offer beginning string classes at the fourth-grade level while 12 schools offer it at the fifth grade level. None of the schools offer a beginning string class with the sixth - grade being the lowest level.

TABLE 23

LOWEST GRADE LEVELS AT WHICH BEGINNING INSTRUMENTAL MUSIC CLASSES ARE OFFERED

Grade Level	Number of Schools Offering Beginning Classes in Strings and Wind	
	Strings	Wind and Percussion
1	1	0
2	2	0
3	4	1
4	28	22
5	12	41
6	0	4

In 41 schools a beginning band class is offered to fifth-grade students and 22 schools offer this class at the fourth-grade level. The lowest grade offering beginning band classes is the third and this was reported by only 1 school. Four schools do not offer beginning band until the sixth grade.

Table 24 shows the average number of students enrolled in beginning instrumental music classes at the elementary school level, and the average number of drop-outs from the program.

Forty-four elementary schools enroll 677 students in beginning string classes at the time they are organized, and 118 students, or 17.4%, drop out from the class during or after the first year.

All the schools reported that the beginning classes are open to all students, no students being excluded or accepted on the basis of an aptitude test.

TABLE 24

THE PERCENTAGE OF ELEMENTARY SCHOOL STUDENTS DROPPING OUT OF BEGINNING INSTRUMENTAL MUSIC CLASSES DURING OR AFTER THE FIRST YEAR

Type of Class	Number of Schools Reporting	Total Number of Students in Beginning Class	Total Number of Students Who Drop Out	Percentage of Drop-Out
Beginning Strings	44	677	118	17.4%
Beginning Band	65	1,395	242	17.3%

The teachers were asked to rank in order of importance 10 reasons which, in their opinion, cause students to drop out of the beginning instrumental music program. Table 25 presents the teachers' response to this question.

The most important reason cited as a cause for students dropping out of the instrumental music beginning program is a "lack of native ability." A "lack of student interest" was the second chief cause of drop-out, while the "lack of parent encouragement" was third. String instruments that do not fit the students was mentioned as a chief reason by only 1 school, although the table indicates that 4 other schools consider this a problem of less importance. Students' physical handicaps were not considered a most important reason for drop-out, though 6 schools reported this a problem of some consequence.

TABLE 25

THE RANKING OF TEN SPECIFIC REASONS FOR STUDENT DROP-OUT FROM INSTRUMENTAL MUSIC CLASSES

Reasons	Numerical Rank in Order of Importance									
	1	2	3	4	5	6	7	8	9	10
Lack of Native Ability	26	4	5	2	2	-	-	-	-	-
Lack of Interest	24	13	7	5	1	-	-	-	-	-
Poor Quality Instrument	4	-	3	-	-	1	-	2	-	-
Physical Handicap	-	1	1	-	-	1	2	-	-	1
Infrequent Class Meetings	5	6	7	-	-	1	-	-	-	1
Students Emotionally Immature	7	7	6	5	2	-	-	-	-	-
Poor Physical Coordination	3	1	5	1	1	3	1	-	-	-
String Instruments Ill-Fitting	1	-	1	-	1	-	-	1	1	-
Lack of Encouragement from Parents	21	16	5	2	2	1	-	-	-	-
Class Scheduled at Undesirable Time	8	2	2	2	2	-	1	-	2	-

Table 26 is a frequency ranking of all the reasons given, not taking into consideration the weight each exerted on the individual items.

TABLE 26

RANKING AND FREQUENCY OF REASONS FOR STUDENT DROP-OUT FROM BEGINNING INSTRUMENTAL MUSIC CLASSES

Rank	Reason	Frequency
1	Lack of student interest	50
2	Lack of encouragement from parents	47
3	Lack of native ability	39
4	Students emotionally immature	27
5	Infrequent class meetings	20
6	Class scheduled at an undesirable time of day	19
7	Poor physical coordination	15
8	Poor quality of instruments	10
9	Physically handicapped	6
10	Ill-fitting string instruments	5

The "lack of student interest," to some degree of importance, was mentioned by most teachers as a reason for student drop-out. Close behind this reason was a "lack of encouragement from the students' parents," while third on the list was the "lack of the students' native ability," "Immaturity of the students," "infrequent class meetings," and "classes scheduled at an undesirable time of day" were judged contributing factors to student drop-out by the teachers. "Poor physical coordination," "poor quality of instruments," "student physical handicaps," and "ill-fitting string instruments" were not considered major reasons for student drop-out by most of the teachers reporting.

In 71 schools reporting a beginning instrumental program of either or both string and band instruction, 43 indica-

ted the use of exploratory instrument experience, such as Tonette or Song Flute, for the students as a pre-requisite to the regular instrumental beginning classes. It was hypothesized that those students who had experience with an exploratory-type instrument would have a stronger tendency to continue their participation in the band or orchestra program than those who did not have this experience.

Table 27 shows a comparison of the drop-out rate with the use of exploratory instruments as a pre-requisite to the regular instrumental classes.

TABLE 27

CORRELATION BETWEEN DROP-OUT RATE AND THE USE OF EXPLORATORY INSTRUMENTS AS PRE-INSTRUMENTAL CLASS EXPERIENCE

Source 1	Source 2	N	r	Level of Significance
Drop-out Rate From String Class	Presence of Exploratory Instrument Experience	40	.05	NS[a] ($P > .1$)
Drop-out Rate From Band Class	Presence of Exploratory Instrument Experience	61	.07	NS[a] ($P > .1$)

[a]NS = Not significant at the .05 level

Table 27 reveals that while exploratory instrument experience might be an important part of the classroom music program, it does not contribute to the holding of students in

the band and orchestra instrumental classes later on.

Method books from 11 publishers are being used by 60 schools that offer beginning band classes, while 33 schools list 6 beginning string publications.

The "First Division Band Method"[1] is the method most widely used by band classes with 19 teachers indicating this as their preference. The "String Builder"[2] was preferred by one-half of the string teachers reporting.

The returns show that in most schools (30), the beginning students remain in the beginning classes for 1 year or less, though 6 schools report that students are moved to a performing group after 1 semester. In 4 schools the beginning classes continue more than 1 year and 2 schools report that students are moved to a more advanced class after they have attained a certain degree of proficiency.

In 43 schools the elementary band, including both the performing groups and the beginning classes, present programs ranging from 1 to 4 times a year. The average (mean) number of times the groups appear in public is 2. Thirty-two elementary schools with orchestra programs report the same average number.

Program material used by the elementary school bands

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[1]Fred Weber, First Division Band Method, New York: Belwin, Inc., 1962.

[2]Samuel Applebaum, String Builder, New York: Belwin, Inc., 1960.

range in difficulty from unison and simple part songs to grade "C" band literature. The elementary orchestras also perform music of varying degrees of difficulty, though much is used from the harmonized sections of method books and supplimentary materials.

Extra Classroom Activities of the Secondary Schools

Twenty-four of 74 secondary schools reporting indicated that they participate in band and orchestra contests. Table 28 presents the contest record of the 24 junior and senior high schools which participated in district contests.

TABLE 28

DISTRICT CONTEST RATINGS OF 24 JUNIOR AND SENIOR HIGH SCHOOL INSTRUMENTAL MUSIC GROUPS

Organization	Ratings Received		
	Superior	Excellent	Good
Junior High Bands	4	3	1
Junior High Orchestras	1	2	-
Senior High Bands	14	6	-
Senior High Orchestras	4	-	-
Total	23	11	1

Thirty-five organizations were entered in contests and from this number 23 received "superior" ratings. Four

schools entered their high school orchestra in a contest, and they all received "superior" ratings. Fourteen high school bands were awarded a "superior" rating while 6 received an "excellent" rating. Of the 8 junior high bands that contested, 4 were rated "superior," 3, "excellent," and 1, good." Only 3 junior high orchestras entered a contest, 1 receiving a "superior" rating and 2, an "excellent."

Examples of the type and quality of contest music being performed by laboratory school high school orchestras include: Iphigea in Aulis, Gluck; Farewell Symphony, Haydn; Finale from the New World Symphony, Dvorak; and Egmont Overture, Beethoven.

Junior high school orchestras perform the following at contests: Royal Fireworks Suite, Handel; Symphony Number 17, Haydn; and an Overture arranged from a Beethoven Sonatina by Mueller.

Literature performed by the high school bands at contests include: Toccata, Erickson; Suite in E^b, Holst; Elsa's Procession to the Cathedral, Wagner; Chorale and Cappriccio, Giovannini; and Overture for Band, Mendelssohn.

Examples of the contest music being performed by junior high school bands include: Toccata, Erickson; Gallant Men March, Cacavas, and Overture in B^b, Giovannini.

The data further show that 25 schools participated in solo instrumental music contests with 211 out of 250 individual contestants receiving a superior or excellent rating.

Twenty-two schools entered instrumental ensembles with a total of 101 out of 122 ensembles earning ratings of "superior" or "excellent."

In evaluating teachers' opinions concerning the need for more student motivation now as compared to 5 year ago and the effect that contest participation has as a motivative factor, 2 questions were asked. The first question, "Do you feel that music students need more motivation now than they did 5 years ago?" was answered "yes" by 22 teachers and "no" by 11; while the second question, "Do you feel that the contest is a good motivation factor in your instrumental music program?" yielded 25 "yes's" and only 8 "no's." Thus it is found that two-thirds of the teachers reported that, in their opinion, instrumental music students need more motivation now than they did 5 years ago. Three-fourths of the teachers expressed the opinion that the contest served a useful purpose in motivating students to greater participation in instrumental music activities.

A comparison was made of the percentage of the total school population enrolled in the bands of 13 high schools that participate in contests, with the percentage of the total school population enrolled in the bands of 13 schools that do not participate in contests. The findings show that there is a sizeable difference in percentage of the student body enrolled in high school bands that participate in music contests and the percentage of enrollment in those bands not participating

in contests. Both categories had approximately the same number of students in the total school population, but the bands participating in music contests contained 28 per cent of the student body while those bands which did not participate attracted only 15 per cent. The same comparison made of 4 high school orchestras that do and 4 that do not participate in contests shows that those groups that enter music contests are comprised of 16 per cent of the total school population while those not entering contain 11 per cent.

The data show that 6 laboratory school performing groups have been invited to appear at state music education conferences; 4 of these were orchestras. One school was invited to perform at a regional meet but because of travel restrictions could not accept.

In 60 schools that include a secondary level instrumental music program, 22 participate in interscholastic football events. Basketball is a more popular sports activity, being included in the program of 42 schools.

Table 29 shows the number of bands that perform at athletic events sponsored by the schools. This table shows that in the 22 schools that participate in interscholastic football, only 14 have the support of a band at the games. Two of these schools report that the band does not perform on the field during half-time. One of the teachers from a small school stated that most of the boys in the band were also members of the football team. Nine schools report that

the band accompanies the football team on road trips. Nineteen of the 42 schools that compete in interscholastic basketball use a band at the games.

TABLE 29

SCHOOLS PARTICIPATING IN INTERSCHOLASTIC ATHLETIC EVENTS AND THE NUMBER OF INSTRUMENTAL MUSIC GROUPS THAT SUPPORT THIS ACTIVITY

	Inter-scholastic Football	Band Performance at Home Games	Inter-scholastic Basketball	Band Performance at Home Games
Number of Schools Reporting	22	14	42	19

The modes of transportation used to transport the groups to music contests and athletic events away from home include school busses, private cars, and chartered busses. About one-half of the schools use the charter bus method.

The Music Budget

Table 30 shows the range of amounts expended for scores and parts, new instruments, instrument repair, and uniforms as reported by the laboratory schools that provide a budget for the instrumental music program.

Table 30 reveals a wide range in amounts of money budgeted in each of the 4 items listed. The budget item, "scores and parts, " is reported by 62 schools, ranging from a low of $20.00 in the E-J and E organized schools to a high

of $1,500.00 in the E-J-H and E-J schools. The average (median) amount of expenditure for "scores and parts" in the variously-organized schools is as follows: E-J-H, $200.00; E-J, $137.00; E, $35.00; J-H, $325.00; and H, $325.00.

"New instruments" as a budget item is listed by 47 schools ranging from $25.00 in an exclusively-elementary school, to $1,500.00 in both E-J-H and E-J categories. The average (median) expenditures for new instruments in the variously-organized schools is as follows: E-J-H, $511.00; E-J, $283.00; E, $137.00; J-H, $400.00; and H, $237.00.

Fifty-one schools provide money for instrument repair in the budget. These amounts range from $20.00 in the exclusively-elementary schools to $1,200.00 in the E-J-H combination. The average (median) amount of money provided for instrument repair in the variously-organized schools is as follows: E-J-H, $150.00; E-J, $116.00; E, $50.00; J-H, $150.00; and H, $150.00.

Money for uniforms appears as a budget item in only 6 schools. One E-J-H organized school reports $500.00 for this item and one E-J school reports $80.00. It is assumed that the $25.00 item reported by one senior high school is spent on upkeep and repair of the uniforms.

The average (median) amount of expenditures for the specific budget items listed on Table 30 for the variously-organized schools is as follows: E-J-H, $925.00; E-J, $573.00; E, $222.00; J-H, $875.00; and H, $737.00.

TABLE 30

EXPENDITURES FOR SPECIFIC BUDGET ITEMS IN INSTRUMENTAL MUSIC DEPARTMENTS

Budget Item	Amount Reported (N)[a]	Vertical Organization of the Schools				
		E-J-H	E-J	E	J-H	H
Scores and Parts	Highest	$1500.00	$ 500.00	$200.00	$400.00	$350.00
	Lowest	25.00	20.00	20.00	200.00	300.00
	Mean	265.00	172.00	45.00	312.00	325.00
	Median	200.00	137.00	35.00	325.00	325.00
	(N)	(25)	(18)	(13)	(4)	(2)
New Instruments	Highest	1500.00	1500.00	750.00	550.00	275.00
	Lowest	300.00	200.00	25.00	300.00	200.00
	Mean	531.00	381.00	370.00	412.00	237.00
	Median	511.00	283.00	137.00	400.00	237.00
	(N)	(20)	(11)	(10)	(4)	(2)
Instrument Repairs	Highest	1200.00	400.00	150.00	200.00	200.00
	Lowest	50.00	25.00	20.00	70.00	100.00
	Mean	244.00	119.00	69.00	140.00	150.00
	Median	150.00	116.00	50.00	150.00	150.00
	(N)	(21)	(13)	(12)	(3)	(2)
Uniforms	Highest	500.00	80.00	-- --	-- --	25.00
	Lowest	-- --	-- --	-- --	-- --	-- --
	Mean	81.00	10.00	-- --	-- --	-- --
	Median	64.00	37.00	-- --	-- --	-- --
	(N)	(16)[b]	(15)[c]	-- --	-- --	-- --
Average[d] (Median)		925.00	573.00	222.00	875.00	737.00

[a](N) = the number of schools reporting the specified budget item

[b]12 schools reported no uniform budget

[c]13 schools reported no uniform budget

[d]Average amount of total budget for all schools reporting

Of the 82 teachers responding to the budget section of the questionnaire, 38 indicated that sufficient budget is provided for the instrumental music program, while 44 teachers reported that there is a need for more money to carry on the program. Four teachers indicated that money was provided for supplies and equipment as the need arose, and 2 of the laboratory schools operate under the college budget.

Of the 72 schools reporting, 59, or slightly over four-fifths, indicate that the school supplied 100 per cent of the budget. Ten schools report that the school supplies from 80 to 95 per cent of the budget, while 3 schools provide no money to carry on the instrumental music program. Seven schools engage in candy and magazine sales to augment their budget; 9 schools charge the students a music fee. In 2 schools reporting, parents of the students provide the instruments and music. Sixteen schools indicate support from a parents' organization, though its primary function seems to be that of providing money for the purchase of uniforms.

Table 31 itemizes a list of needs as reported by the teachers in 52 laboratory schools. Seventeen schools not included in Table 31 indicate a need for instruments and equipment without specifying particular items. Most of the needs are for expensive instruments generally furnished by the school, though 5 schools reported a need for music. Two schools have a need for music stands, 2 for French horns, and 2 schools need new uniforms.

The music budget in 29 schools is the same now as it was 5 years ago and 7 schools report the budget has decreased during this period. Twenty-seven schools report that the budget has increased during the past 5 years. Based on the number of schools responding to this item, almost one-half of the schools operate on the same budget now as they did 5 years ago while one-tenth of the schools report a decrease in the amount allowed for instrumental music.

TABLE 31

THE MOST PRESSING BUDGET NEEDS AND THEIR FREQUENCY AS REPORTED BY THE INSTRUMENTAL MUSIC TEACHERS

Needs	Frequency Reported
Lower brass instruments	6
Double reed instruments	6
Music	5
Percussion instruments	3
Lower reed instruments	3
Music stands	2
French horns	2
Uniforms	2
Method books	1
String bass	1
Cello	1
Instruments for needy children	1
Audio-visual equipment	1
Recording equipment	1

When the administrators' evaluations of the music program was correlated with the amount of budget provided for the program, the resulting correlation (r) was .38; based on a sample of 71 schools this was significant at the .001 level.

Thus there is an obvious relationship between how the administrator rates his music program and the amount of money he is willing to spend on that program.

The Physical Facilities

Table 32 shows data returned by the schools rating the state of the physical facilities provided for the instrumental music program.

TABLE 32

THE RATING OF 11 ITEMS THAT RELATE TO PHYSICAL FACILITIES PROVIDED FOR THE INSTRUMENTAL MUSIC PROGRAMS IN THE SCHOOLS

Item	Rating			
	Excellent	Good	Fair	Poor
Floor space	23[a]	21	19	15
Acoustics	12	15	28	24
Music stands	41	23	11	2
Record library	17	16	18	26
Storage space for music	15	12	19	30
Lighting and ventilation	24	24	22	10
Director's office	24	13	8	31
Recording facilities	15	20	9	35
Condition of piano	27	29	10	14
Isolated rehearsal room	27	9	14	29
Practice room facilities	10	7	10	50

[a]Indicates number of schools reporting

Table 33 shows a composite rating evaluation of the schools reporting and a ranking of the items based on an evaluation scale.

The data reveal that by far the most pressing physical facility need for the instrumental music program is ade-

quate practice rooms. The average condition of this facility as reported by 77 schools rated slightly better than "poor." Fifty schools reported practice-room facilities as either "poor" or non-existent. A rehearsal room with good acoustics was also rated high on the list of needs with a composite average evaluation of 2.81, or less than "good."

TABLE 33

THE TEACHERS' RANKING CONCERNING THE CONDITION OF PHYSICAL FACILITIES PROVIDED FOR THE INSTRUMENTAL MUSIC PROGRAMS IN THE SCHOOLS

Item	Number of Schools Reporting	Composite[a] Score	Average (mean) Rating Reported for All Schools
Practice room facilities	77	254	3.30
Acoustics	79	222	2.81
Recording facilities	79	222	2.81
Storage space for library	76	216	2.76
Record library	77	207	2.69
Director's office	76	198	2.61
Isolated rehearsal room	79	203	2.57
Floor space	78	182	2.33
Lighting and ventilation	80	178	2.23
Piano	80	171	2.14
Music stands	77	128	1.66

[a]Calculation based on the scale: Excellent, 1; Good, 2; Fair, 3; Poor, 4.

Recording facilities were reported to be "poor" in 35 schools and the average evaluation for this item in all the schools was 2.81. Thirty schools reported "poor" facilities

for storing the music library and 19 indicated this facility as only "fair." The position of the director's office in proximity to the rehearsal room was reported as "poor" by 31 schools, and 29 stated the rehearsal room was in a poor location in respect to other classrooms in the school.

Forty-four schools reported that the floor space allocated to instrumental music was "good" or "excellent"; the composite evaluation of this item being 2.33 or slightly less than "good." Only 10 schools reported lighting and ventilation to be "poor" in the classroom while 48 indicated it was "good" or "excellent." Fifty-six schools have pianos in "good" or "excellent" condition while 24 report them to be "fair" or "poor." The physical facility that received the most "excellent" ratings was the supply of music stands; however, 13 schools reported this facility as only "fair" or "poor."

In comparing the physical facilities at the present time with conditions of 5 years ago, 39 schools reported some improvement while 34 reported none. Forty schools reported plans for the improvement of physical facilities in the future while 26 schools indicated no plans for future improvement. Two schools stated that they had just moved into a new building and had excellent facilities for instrumental music classes.

Table 34 shows the planned improvements in physical facilities for instrumental music classes in 40 schools.

Fourteen laboratory schools are planning new school plants which will include up-to-date physical facilities for the instrumental music department. Five schools are planning new music facilities and 4 will enlarge their present facilities.

TABLE 34

PHYSICAL FACILITIES PLANNED FOR INSTRUMENTAL MUSIC DEPARTMENTS IN THE NEAR FUTURE IN 40 SCHOOLS

Facilities Planned for Improvement	Number of Schools Planning these Improvements
New school building	14
New music facilities	5
Enlarge present facilities	4
Record library	2
New practice rooms	2
Improve the director's office	2
New pianos	2
Improve acoustics	2
Music demonstration center	1
Music library room	1
Add air-conditioning	1
Reallocation of space	1
Ventilate rehearsal room	1
New sound system in rehearsal room	1
Rugs and curtains	1

Record library, practice rooms, remodeling of director's office, new pianos, and acoustical treatment to the rehearsal rooms are improvements planned by some of the schools. Other improvements include air conditioning, new rugs and curtains, and instrument storage space.

When the teachers' evaluations of the physical facili-

ties were correlated with their evaluation of the music program in the schools, the resulting correlation (r) was -.40; based on a sample of 40 schools this was significant at the .05 level. Thus there is an expected strong relationship between the teachers' evaluations of the physical facilities and the quality of the instrumental music program, but a strong relationship in the negative direction; i.e., the higher the teacher's evaluation of the physical facilities, the lower his evaluation of the program.

General Information

Table 35 shows the percentage of laboratory school graduates who continue their education by enrolling in colleges and universities.

TABLE 35

THE NUMBER OF LABORATORY SCHOOLS WHOSE GRADUATES MATRICULATE IN A COLLEGE OR UNIVERSITY

	Percentage			
	95-100	80-94	60-79	Less than 60
Number of schools reporting	19	16	5	8

Four-fifths of the schools report that from 95 to 100 per cent of their graduates enroll in college. One-third of the schools send from 80 to 94 per cent of their graduates to college, while slightly over one-fifth of the schools report that less than 60 per cent of their graduates continue their

formal education.

Table 36 shows an estimate by the teachers of the number of laboratory school instrumental music students who continue to participate in musical organizations after they enter college.

TABLE 36

THE NUMBER OF LABORATORY SCHOOLS WHOSE INSTRUMENTAL MUSIC STUDENTS CONTINUE TO PARTICIPATE IN MUSICAL ORGANIZATIONS AFTER THEY ENTER COLLEGE

	Percentage		
	90 or more	60-89	Less than 60
Number of schools reporting	1	11	38

Only 1 instrumental music teacher reported that 90 per cent or more of the performers in high school instrumental music groups continue their participation in college or university instrumental organizations. Eleven estimated that from 60 to 89 per cent continued in college groups while 38 indicated that less than 60 per cent of their students pursue any form of instrumental music activity in college.

Teacher Assignments Outside the Field of Instrumental Music

Table 37 shows the duties assigned to instrumental music teachers other than the teaching of instrumental music classes.

TABLE 37

DUTIES ASSIGNED TO INSTRUMENTAL MUSIC TEACHERS OUTSIDE THE FIELD OF INSTRUMENTAL MUSIC AS REPORTED BY 41 TEACHERS

	Duties					
	Vocal Music	General Music	Study Hall	Sponsor Clubs	Vocal Music and Gen. Music	Elem. Gen. Mus.
Number of Teachers Reporting	29	28	4	9	17	5

In 29 laboratory schools the instrumental music teacher is also responsible for the vocal music program. Twenty-eight teach general music classes in the secondary schools while 5 have this responsibility at the elementary level. Nine sponsor clubs of various kinds while only 4 are assigned study-hall duty.

The teachers indicated that comparatively few laboratory school graduates enter college as music majors; however, 31 reported that a total of 191 of their former students are engaged in the music profession either as teachers or performers.

Including instrumental music, vocal music, and general music, 22 schools indicate that more than 75 per cent of the total school population is enrolled in some form of music education. In 14 schools, from 50 to 75 per cent of the student body is receiving music education; 9 schools report that from

25 to 50 per cent is enrolled in a music class; and 5 schools reach less than 25 per cent of the total student population with some form of music education.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to determine the status of the instrumental music programs found at the laboratory schools in the United States. Studies have been made pertaining to the status of instrumental music in the public schools at the state levels, but this writer found no record of a comprehensive study of instrumental music programs in laboratory schools.

While public schools and laboratory schools have much in common on matters concerning curriculum, methods, and procedures, the function and purpose of the laboratory schools would lead one to believe they tend to place more emphasis on experimentation and research dealing with problems in education.

This study specifically examined the laboratory schools' instrumental music program in 12 areas based on commonly accepted aspects of instrumental music education. The areas were: (1) size and organization of the schools, (2) administrators' evaluations of the instrumental music teachers, (4) administrators' problems, (5) professional and educational background of the instrumental music teachers, (6) teachers'

evaluations of the instrumental music programs, (7) the instrumental music curriculums, (8) the elementary school beginning instrumental music program,[1] (9) extra classroom activities of the secondary school,[1] (10) the music budget, (11) the physical facilities, and (12) general information.

Procedure

The study utilized the survey method for collecting the data. The instrument was a questionnaire designed to be answered by both the administrator and the instrumental music teacher of the school. Extreme care was exerted in attempting to construct a questionnaire in such a way that short answers would yield a maximum amount of information. It is admitted, however, that since the study is based on data obtained from a questionnaire, the usual limitations that are inherent in the use of this type of instrument are reflected in this study. Some of the data collected are necessarily affected to some extent by personal opinions of the individuals supplying the information and, where a simple "yes" or "no" reponse was requested, there is a possibility that the answers could not always be completely correct. The accuracy of estimates concerning expenditures of money cannot be verified.

The population was composed of both administrators and teachers. Returns were received from 114 administrators and 90 teachers and it is estimated that administrators' re-

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[1]Specific information not included in item (7).

turns represent approximately 90 per cent of the laboratory schools offering instrumental music in the curriculum.

Findings

The data for this study were composed of the responses from the laboratory school administrators and instrumental music teachers who completed and returned the questionnaire. The data were reported under 12 headings as stated in the problem above.

The size and organization of the school.--Student enrollment in 102 laboratory schools in the United States ranges from 45 students to 1,897 students. Thirty-four schools offer the elementary grades only; 27 schools offer a combination of elementary and junior high; 7 schools offer a junior high-senior high school combination; 32 schools offer a elementary-junior high-senior high combination; and 2 schools are exclusively high schools.

Ninety-two per cent of the laboratory schools contain an elementary school and 66 per cent include a secondary school. Slightly more than one-half the schools include a junior high and slightly less than one-half offer the senior-high level.

A waiting list for admission is prevalent in a majority of the laboratory schools, with applications ranging from 12 to more than 1,000. The average number of applicants seeking admission to the elementary schools is 99, to the junior

high school, 28, and the average number on a high school waiting list is 50.

Most of the schools have a limited enrollment though some serve all the students in a given district. Even though these schools have among other functions all of the functions of a regular public school, all are controlled by colleges.

Fifty-five per cent of the schools charge tuition, the average range being from $25.00 to $160.00 per year.

The administrators' evaluations of the instrumental music program.--Using a rating scale of "outstanding," "good," "average," "fair," and "poor," 43 administrators reported that, in their opinion, the instrumental music program in their schools was "outstanding." Twenty-six thought their program was "good," 19 reported "average," 15 reported "fair" and 4 considered their program to be "poor." The overall consensus expressed by the administrators indicated the general level of the instrumental music programs in the laboratory schools to be better than average.

The administrators' evaluations of the instrumental music teacher.--The ranking of administrators' opinions concerning certain characteristics of the instrumental music teacher, starting with those rated the highest was: (1) co-operative, (2) willingly assumes extra duties, (3) has a sound philosophy of music education, (4) does not place music performance above the true value of music education, (5) is well-liked by the students, (6) maintains good classroom dis-

cipline, (7) is active in community affairs, (8) does not have a tendency to be temperamental, and (9) is punctual with reports.

The overall consensus expressed by the administrators indicates an average evaluation of between "good" and "excellent" for the instrumental music teachers in their schools.

The administrators' problems.--Administrators from 107 schools indicated 160 problems they face in providing an acceptable instrumental music education program in their schools. The problem of securing a suitable staff was mentioned by 31 administrators, lack of sufficient budget by 37. poor physical facilities by 46, and difficulty in fitting the program into the schedule by 46 administrators.

The professional and education backgrounds of the instrumental music teachers.--Out of the total number of laboratory schools reporting, approximately nine-tenths have instrumental music programs which are conducted by male teachers. The remaining number, or one-tenth have women directors conducting the instrumental programs. The "average" male teacher is 38; he has 15 years of teaching experience and has been employed in his present position for 4 years. The "average" female teacher is also 38; she has 15 years of teaching experience and has been employed in her present position for 2 years. Of the 88 teachers reporting, 10 have bachelor's degrees, 67 have master's degrees, and 11 have

doctor's degrees. Thirty-eight of the teachers without doctor's degrees are working toward them.

Forty-nine of the teachers are brass, woodwind, and percussion instrument majors. In 21 schools where the director is a string major, 20 of the schools have an orchestra program. All but 1 of the wind instrument majors direct a band program while only approximately one-half this number direct orchestra programs.

Besides directing their instrumental music programs in the laboratory schools, 53 teachers are also employed to teach college music courses.

Thirty-four of the laboratory school teachers, besides their regular duties at the school, also conduct community or church musical groups.

The teachers' evaluations of the instrumental music program.--Using a rating scale of "excellent," "good," "average," "fair," and "poor," 21, or less than one-third of the teachers, evaluated their program as "excellent." Sixteen rated the program as "average," 8 as "fair," and 5 as "poor." The overall consensus expressed by the teachers indicate the instrumental music program to be slightly better than average.

The instrumental music curriculum.--Ninety schools with a total enrollment of 31,470 students provide instrumental music programs that serve 6,826 music students, or 22 per

cent of the total population.

Most of the laboratory schools operate under a limited enrollment policy; however, 15 schools have increased and 10 schools have decreased in total enrollment during the past 5 years. During the same period, instrumental music class enrollment has increased in 27 schools and has decreased in 9. There is a wide range in the number of courses offered in instrumental music at the laboratory schools. Ten schools offer only 1 course in instrumental music and 15 offer only 2. Sixteen schools offer 3 courses, 17 schools offer 4, and 10 schools offer 5 courses in instrumental music. Three schools offer 6 instrumental music courses, 10 offer 7, and 2 offer 8. One school offers 9 courses while the highest number, reported by 1 school, is 11 courses. Nine of the 10 schools offering only 1 course are exclusively elementary schools; the other school is a combination elementary-junior high school that provides a private lesson once a week for each student. Generally, those schools containing all grade levels offer the largest number of courses.

The average number of course offerings by all the laboratory schools reporting is 3.8.

To aid in carrying on the instrumental music program, 22 schools employ an assistant to the regular teacher. In 38 schools where the instrumental music teacher does not have an assistant, student teachers are accepted. Twenty two laboratory schools have neither paid assistants or stu-

dent teachers to help carry on the program.

Scheduling the instrumental music program is a serious problem facing three-fourths of the laboratory schools. In almost half of the schools, from 1 to 5 instrumental music classes are scheduled outside the regular school day. The principal reason for this is conflict with academic subjects. Another reason is the fact that many of the laboratory school music teachers also have responsibilities at their colleges, and it is difficult to make the two schedules coincide. The fact that many of the schools have small enrollments makes it necessary to offer only 1 section of each of the academic subjects. Since these schools draw from many class levels for the instrumental music classes, it is difficult to find a period when all the students are available to enroll in the music classes.

No trend is found in the practice of scheduling music classes during the regular school day, since 35 schools report that more, and 35 schools report that fewer classes are scheduled within the school day now as compared to 5 years ago. Twenty-six of the teachers from schools that schedule fewer classes during the regular school day expressed the opinion that the quality of the music program has depreciated.

Band classes are offered in 75 schools but not offered in 15; orchestra classes are offered in 54 schools but not offered in 36. Approximately one-third of the schools offer both band and orchestra instrumental music classes.

Students are not allowed to take private lessons during school time in 48 schools. Approximately 10 per cent of the instrumental music students in all schools reporting study privately.

Almost twice as many students are enrolled in band classes as in orchestra classes in the elementary schools. Beginning string classes are found in 40 elementary schools. The average (mean) frequency of class meetings per week in these schools is 2, though 11 schools offer this class only once a week. Eighty minutes per week is the average (median) amount of time allowed for the elementary school beginning string class. Considering schools of all classifications, the average (median) number of students enrolled in a beginning string class is 14.

A beginning band class is offered in 57 elementary schools. The average (mean) frequency of class meetings per week for these classes is 2.4 or slightly more then the frequency of the beginning string class. Twenty schools provide only 1 period a week for the beginning band class, while 10 schools schedule the class 4 or 5 times a week. In 14 schools the beginning band is allowed less then 40 minutes of class time a week while 6 schools have 180 minutes or more. The average (median) number of minutes allotted in the schedule for the beginning band class, regardless of the size of the school, is 98 minutes a week. Twenty-eight is the average (median) number of students enrolled in a beginning band class in all schools reporting.

The elementary school band as a performing organization is found in 32 schools. The average (mean) number of meetings scheduled for this class is 2.3 a week. The average (median) number of minutes allowed weekly in the schedule is 65, though 6 schools carry on this program with less than 40 minutes of class time per week. The average (median) number of students found in the elementary band is 22.

Sixteen schools report a performing elementary school orchestra. None of these groups meet daily and only one school schedules this class as often as 4 times a week. The average (mean) frequency of meetings for the orchestra class is 1.7 times a week. The average (median) amount of time devoted to this class is 57 minutes each week. Membership in the elementary school orchestras averages 18 students per school.

An instrumental music program is a part of the curriculum in 40 junior high schools. The instrumental class (designed to offer extra help in the development of technique and musical understanding for the students) is found in 22 junior high schools. Class meetings range from 1 to 5 times a week, the average (mean) number being 3. Nine schools provide less than 100 minutes a week for this class while 2 allow more than 250 minutes, the average (median) amount being 135 minutes per week. The average (median) instrumental class size is 26 students.

The average (mean) number of meetings scheduled for

the junior high school band is 2.8, though 4 schools report a frequency of 1 period a week. Seven schools report the band meets daily and 4 schools schedule this class 3 times a week. The average (median) amount of time provided weekly for this class is 113 minutes. The average (median) number of students enrolled in the junior high school band program, including all classifications, is 37.

Fifteen junior high schools include a performing orchestra in the curriculum. Eight schools schedule the class for 2 periods a week, 3 for 5 periods a week, and 1 school holds this class only once a week. The average (mean) number of periods devoted to the orchestra class in all the schools, regardless of size, is 2.7. The average (median) number of minutes allowed in the schedule for the junior high school orchestra is 113 minutes per week; and the average number of students enrolled in these classes in all schools reporting is 30.

Eleven schools offer ensemble experience for their students and these classes meet an average (mean) of twice a week. Sixty-seven minutes a week is the average (median) amount of time devoted to the ensemble classes. The average (median) number of students who are members of instrumental ensembles in 11 schools that have ensemble classes is 9.

Ten senior high schools make available instrumental classes which are scheduled the average (mean) of 4 times a week. A considerable amount of time is allowed for this

class with the average (median) being 280 minutes a week. The average (median) number of students enrolled in the instrumental class at the senior high school level is 17.

A band is found in 30 senior high schools with slightly less than one-half the number scheduling the class daily. The average (median) number of band rehearsals scheduled in all the schools is 3.6 per week. The average (median) amount of time given in the schedule for this class is 171 minutes per week. The average (median) size of the senior high school bands is a membership of 46 students.

Only 11 senior high schools have an orchestra program. The average (mean) number of times the orchestra class is scheduled in these schools is 3.6 periods weekly. The average (median) amount of time set aside for the orchestra class is 202 minutes per week. Membership in the orchestra classes is slightly less than in the band with an average (median) of 42 students participating in the orchestra.

Ensemble classes are scheduled in 13 senior high schools, meeting an average (mean) of 1.5 times a week. The average amount of time allowed in the schedule for ensemble classes is 84 minutes a week. The average (median) number of students enrolled in ensemble classes is 15.

A stage band is found in only 5 high schools, which schedule this activity an average (mean) of twice a week. The average (median) amount of time devoted to the class is 84 minutes a week. The average membership of the stage band

class is 15 students.

A marching band exists in only 6 senior high schools, and in most cases the rehearsals are carried on during the regular concert band period and with the same students.

The elementary school beginning instrumental music program.--A majority of the schools offer beginning string class instruction at the fourth grade level, though 1 school makes this class available for first grade students and 2 schools offer it to second graders. The fifth grade is the lowest level at which most of the schools offer beginning band instrument classes. Beginning instrumental classes are open to all students who wish to enroll and none are excluded or accepted on the basis of an aptitude test.

The drop-out rate from beginning string classes is 17.4 per cent, and the beginning band classes lose 17.3 per cent by drop-out. A "lack of interest on the part of the students," "lack of encouragement from the parents," and a "lack of students' native ability" were the principal reasons for the students dropping out of the class during or after the first year. The use of Tonette, Song Flue, or other exploratory type instruments has no effect on the rate of student drop-out.

The First Division Band Book is the method most widely used in the beginning band classes, and the String Builder is preferred by a majority of the string teachers. Both books

are published by Belwin Incorporated.

Extra classroom activities of the secondary schools.--Twenty-four of 74 secondary schools reporting indicated they participated in band and orchestra contests. Twenty-three performing groups received "superior" ratings, 11 received "excellent" ratings, and 1 group received a "good" rating in recent district contests.

An example of the type and quality of literature being performed by the various groups at the music contests is as follows: the high school orchestras, Finale from the New World Symphony, Dvorak; the junior high school orchestras, Royal Fireworks Suite, Handel; the high school bands, Elsa's Procession to the Cathedral, Wagner; the junior high bands, Toccata, Erickson.

Two thirds of the teachers expressed the opinion that students need more motivation now than they did 5 years ago, and three-fourths of the teachers thought that the contest served a useful purpose in supplying this motivation. In those schools that participate in band contests, 28 per cent of the student body is enrolled in the band program while only 15 per cent of the total school population is enrolled in those bands that do not participate. The orchestras that participate in contests attract 16 per cent of the student body while those that do not participate contain 11 per cent.

In 22 schools that participate in interscholastic

football competition, 14 have bands that perform at the games. Of the 42 schools that compete in interscholastic basketball, 19 have bands performing at the games. When the bands travel to contests and out-of-town athletic events, the mode of transportation most commonly used is chartered bus.

The music budget.--Over one-half of the teachers report that their music budgets are not sufficient to carry on a satisfactory instrumental music program. The most pressing need is for new instruments, though it is indicated that in some schools there is a shortage of music and music stands. The instrumental music budget has remained the same during the past 5 years in over one-half of the schools; 7 schools report it has decreased during this period. In 3 elementary schools the children furnish their own instruments and music. Seven schools engage in candy and magazine sales campaigns to augment their budget and 9 schools charge the students a music fee. Band or orchestra parents' organizations support the instrumental music program in 16 schools; their primary function seems to be that of providing money for the purchase of uniforms. The average (median) amount of total yearly instrumental music budget expenditures in the variously-organized schools is as follows: elementary, junior high, and senior high combination, $925.00; elementary, junior high combination, $573.00; exclusively elementary, $222.00; junior high and senior high combination, $875.00; and exclusively

high school, $737.00.

There appears to be a positive relationship between the administrators' evaluations of the instrumental music programs in their schools and the amount of budget provided for the program.

The physical facilities.--The general condition of physical facilities provided for the instrumental music programs in the schools is reported to be "fair." "Inadequate practice room facilities" was listed as a problem in 77 schools, with 50 teachers reporting this facility in their school as either "poor" or "non-existent." A need for better acoustically-treated rehearsal rooms was also reported. Most of the schools have plenty of floor space though some report that the rehearsal room is in the auditorium or gymnasium. In 34 schools no improvements have been made in physical facilities during the past 5 years; however, 40 schools indicate that plans are being made to improve the facilities. Two schools report that a new school plant has just been completed, providing excellent facilities for the instrumental music program. Fourteen laboratory schools are planning completely new school plants that will include adequate facilities for instrumental music. Five schools are planning new music facilities and 4 will enlarge their present facilities. One school plans to install air conditioning, and another, new rugs and curtains.

In comparing the teachers' evaluations of the physical facilities in their schools with the quality of the music programs, there is a negative correlation--the higher the teacher's evaluation of the physical facilities, the lower his evaluation of the program.

General information.--In four-fifths of the schools reporting, from 95 to 100 per cent of the schools' graduates are college bound. Thirty-eight of 50 teachers reporting estimate that less than 60 per cent of their music-student graduates continue their participation in music groups when they enter college.

In 29 schools instrumental music teachers are responsible also for the vocal music program. In 28 schools they also teach the general music classes at the secondary level; 5 instrumental music teachers also teach elementary school classroom music. Nine instrumental teachers are club sponsors, and 4 supervise study halls.

A comparatively small number of laboratory school graduates enter the music profession as teachers or performers.

In 22 schools, 75 per cent or more of the total student population is enrolled in some form of music education, and the music program reaches less than 25 per cent of the student body in only 5 schools.

Conclusions

The findings of this study seem to justify the following conclusions concerning the status of instrumental music in the laboratory schools:

1. There is a wide range in the size and organization of the laboratory schools. A majority of the schools operate with a limited student enrollment and maintain waiting lists for admission. Most of the schools offer a curriculum designed for students preparing to enter college and it could be assumed that in these schools emphasis is placed on those academic subjects that will best prepare the students for accectance into a college.

2. Administrators generally evaluate their respective instrumental music programs as better than average. A majority have a high regard for their music staff believing, in most cases, that the teachers have a sound philosophy of the contribution music should make to the total education of the students. There is a positive relationship between the administrator's opinion of the music program in his school and his opinion of the music teacher. Administrators feel their greatest problems with the instrumental music programs are those of physical facilities and scheduling.

3. There is a rather rapid turnover in teaching personnel with one-half of the instrumental music teachers being in their present position for four years or less. Many of

the teachers are working on advanced degress which would indicate that some of the assignments are on a temporary basis.

4. There is a strong agreement between administrators' and teachers' evaluations of the instrumental music programs, though the administrators rate the programs slightly higher than do the teachers.

5. No satisfactory solution has been found to the serious problem of scheduling the instrumental music program. One innovative experiment was mentioned, that of the use of a "daily demand computer," but the teacher from this school reported that this method did not prove satisfactory in scheduling instrumental music classes. None of the teachers mentioned the "modular" system of scheduling, a system that is now being used in some public schools.

The scheduling problem is partially solved in some laboratory schools by offering private lessons to each music student in lieu of class lessons. While this kind of instruction would possible increase the rate of development for the individual student, a lack of ensemble experience would seem to be a weakness in this method.

The problem of scheduling is further complicated because of the fact that a large number of the laboratory school music teachers also have responsibilities at the parent college, thus causing the laboratory school classes to be scheduled at a time when the teacher is available. Because of this, and pressures exerted on the administration for more class time

in all areas of the curriculum, many music classes are scheduled outside the regular school day. This, in the opinion of most teachers, has caused the quality of the music program to depreciate.

6. Generally speaking, the elementary school instrumental music classes are allowed a pitifully small amount of class time. In many schools some of these classes meet only once a week. Teachers in these schools should be complimented for maintaining a program under such conditions.

Many instrumental music teachers, who are instrumental majors are also responsible for the vocal music and general music taught at the secondary level and some serve as club sponsors and study hall supervisors.

7. It appears that course offerings in the schools are influenced by the major interest of the respective teachers. All of the string majors, except one, direct string programs and all of the wind and percussion majors, except one, direct band programs.

8. The average drop-out rate of 17 per cent from the elementary schools' beginning instrumental music classes does not seem excessive because students are not accepted or excluded on the basis of aptitude tests. Also, when one considers the infrequent meetings of many of these classes, the percentage of drop-out is remarkably low. The fact that an important reason for drop-outs is the lack of encouragement from

the parents of the students would suggest that many parents are not enthusiastic about the instrumental music programs. Exploratory type instrument experience has no effect on the drop-out rate from standard instrument classes.

The percentage of the student body enrolled in instrumental music classes falls of slightly at the senior high school level, and a large number of students terminate their instrumental music participation when they leave high school.

9. A majority of the secondary schools do not participate in district music contests, though almost three-fourths of those who do enter receive "superior" ratings. While standards of adjudication vary in different localities, there seems to be justification for the opinion that the laboratory schools' music groups are performing in contests as well as those groups from the public schools. Most of the organizations that enter contests have five class periods a week though several achieved the same ratings with only three rehearsals a week. Contests serve a useful purpose in motivating students to participate in the instrumental music programs. Competition in the contest plus the opportunity for travel to out-of-town events seems to attract more students to the band programs than to the orchestra programs. Literature performed by the bands and orchestras in contests is of excellent quality and, judging from ratings received, is performed in a highly satisfactory way.

Approximately one-half of the laboratory schools'

bands do not support interscholastic athletic events in those schools that participate in such events.

10. In almost one-half of the schools the budget for supplies and equipment is the same now as it was five years ago. This would suggest a serious problem for two reasons; first, many schools have shown an increase in instrumental music class enrollment during the past five years, and second, the cost of supplies and equipment has encreased considerably during this period. There is a positive relationship between the administrators' evaluations of their music programs and the amount of budget provided for them, indicating that administrators are more willing to allocate money to these programs they believe to be offering a sound educational experience to the students.

Except in a few cases where improvements have recently been made, physical facilities are generally considered by the teachers to be inadequate for carrying on a good instrumental music program. However, teachers working in schools with what they consider undesirable facilities tend to evaluate the quality of their instrumental music programs higher than those teachers who report that they work under better conditions.

11. The total music education program in the seondary schools, including instrumental music, vocal music, and general music, generally reaches a large percentage of the student body.

12. A general conclusion would be that the laboratory

schools in this country are basically traditional in the methods and procedures used in teaching instrumental music. Few, if any, innovative ideas concerning ways to solve the problems of scheduling are being generated and the instrumental music programs are feeling the pressure of more emphasis being placed on the academic, college preparatory subjects.

While there are undoubtedly outstanding instrumental music programs in some of the schools, the average program barely meets the minimum standards generally accepted by most music educators.

Administrators' concern with the state of instrumental music in the schools is evidenced by the fact that a number of schools are planning improvements to the school plant that will include adequate physical facilities for the instrumental music programs.

Recommendations

As a result of the findings of this study the following recommendations are suggested:

1. That the laboratory schools attempt to employ more full-time teachers and encourage them to remain on the staff for a longer period of time so that methods and procedures can be established that will insure more continuity in the program.

2. That as many music courses as possible be sched-

uled during the regular school day either by increasing the number of periods in the schedule or lengthening the school day or both.

3. That better balance in instrumental music programs be established by providing orchestra experience for the students in all the schools.

4. That more time be provided for instrumental music classes, especially at the elementary and junior high school levels.

5. That better lines of communication be established between the music department and the parents of children who enroll in beginning instrumental music classes.

6. That those schools who do not participate in music contests should reevaluate the effect this activity might have on their instrumental music programs in terms of motivating more students to greater excellence in performance.

7. That quality performance by music groups at athletic events might serve as a worthwhile musical experience for the students and also enhance the music departments' positions in the schools and communities.

8. That more money be budgeted for the instrumental music departments to offset rising costs in supplies and equipment and increased student enrollments. Long-range plans for the purchase and replacement of instruments and equipment is recommended.

9. That physical facilities used by the instrumental

music departments be improved.

10. That more music students who seem to show interest in and possess aptitudes for teaching be encouraged to enter college as music education majors.

11. That reasons might be sought to determine why more instrumental music students do not participate in musical activities after they enter college.

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APPENDIX A

LETTER TO ADMINISTRATORS

437 Sundown
Norman, Oklahoma
March 15, 1967

I am making a study on the topic, "The Status of Instrumental Music Education in the Laboratory Schools of the United States, Canada, and Puerto Rico."

This study is under the supervision of Dr. R. C. Smith, Professor of Music Education at the University of Oklahoma, as partial fulfillment of the requirements for a doctor's degree in music education.

The questionnaire is in two parts; one part to be answered by the administrator includes general information about the organization of the school, and his evaluation of the instrumental music program. Part two is directed to the instrumental music teacher and contains a more detailed description of the instrumental music program.

Two self-addressed envelopes are enclosed; one to be used by the administrator for his confidential evaluation, and the other by the music teacher.

If you are willing to assist, would you please complete part one of the questionnaire and give part two to your instrumental music teacher. Thank you very much for your valuable time and cooperation.

Yours very truly,

Colbert Hackler

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Note: The title of this study was changed after it was discovered that the laboratory schools in Canada and Puerto Rico do not offer an instrumental music program.

APPENDIX B

LETTER TO TEACHERS

437 Sundown
Norman, Oklahoma
March 15, 1967

Director of Instrumental Music
Laboratory School

Dear Director:

I am making a study on the topic, "The Status of Instrumental Music Education in the Laboratory Schools of the United States, Canada, and Puerto Rico."

This study will be used as a partial fulfillment of the requirements for a doctor's degree in music education.

I have tried to arrange the questionnaire so that it will take the minimum amount of your time to make the responses.

If you are willing to assist, will you please complete the questionnaire and return it to me in the enclosed self-addressed envelope.

Thank you for your valuable time and cooperation.

Yours very truly,

Colbert Hackler

Note: The title of this study was changed after it was discovered that the laboratory schools in Canada and Puerto Rico do not offer an instrumental music program.

APPENDIX C

FOLLOW UP LETTER

Date: May 8, 1967

To: Administrator of Laboratory School

FROM: Colbert Hackler

SUBJECT: Questionnaire concerning the instrumental music program

Some time ago I mailed you two questionnaires requesting information concerning the instrumental music program in your school. This data is to be used in a study I am making on the status of the instrumental music programs in the laboratory schools in this country.

I have a fair return from the original mailing but I have not received the item(s) checked below from your school and since I want the findings to be as reliable as possible, I am using this letter as a follow up.

I know this is a most busy time in the school year (I teach at the University of Oklahoma Laboratory School) but if you could find time to help me with this study, I would certainly appreciate it.

The response has been quite good from the administrators but we need replies from more teachers.

If the questionnaire has been misplaced, please drop me a card and I will mail another set.

Item(s) not received:

_____ From the administrator

_____ From the instrumental music teacher

Colbert Hackler
437 Sundown
Norman, Oklahoma 73069

APPENDIX D

QUESTIONNAIRE REVISED FOR EASIER REFERENCE

SECTION "A"

For the Administrator

School_____City_____State_____

Affiliated with (College, University)_____

I. SIZE AND ORGANIZATION OF THE SCHOOL:

Please indicate the number of students enrolled in the following divisions.

Grades K through six _____
Grades one through six _____
Grades seven and eight _____
Grade nine _____ (Included in junior high ____ or senior high _____)
Grades ten, eleven, twelve _____

Number of students on a waiting list for admission:

Elementary_____, junior high _____, senior high _____

If students are charged a tuition fee, please give the amount per year _____

II. THE ADMINISTRATOR'S EVALUATION OF THE INSTRUMENTAL MUSIC PROGRAM:

If your school has an instrumental music program, please indicate how well it realizes the objectives as set forth in the educational philosophy of your school:

Outstanding___, good___, average___, fair___, poor___

Optional

III. THE ADMINISTRATOR'S EVALUATION OF THE INSTRUMENTAL MUSIC TEACHER

Please evaluate the following characteristics of your instrumental music teacher, using the following scale:

(A) Excellent, (B) Good, (C) Fair, (D) Poor

Cooperative___Punctual with reports___Good disciplinarian___

Participates in community activities___Not temperamental___

Accepts extra-curricular duties willingly___Well liked by students___ Has a sound philosophy of the place of music education in the curriculum___ Places more emphasis on real music education than on performance alone___

IV. THE ADMINISTRATOR'S PROBLEMS

What do you consider the problems you face in providing a good instrumental music program in your school?

Staff___Budget___Physical facilities___Class scheduling___

Other:

SECTION "B"

(To be answered by the instrumental music teacher)

School_____City_____State_____

I. PROFESSIONAL AND EDUCATIONAL BACKGROUND OF THE INSTRUMENTAL MUSIC TEACHER:

Name_____Age_____Degree_____

Number of years teaching experience___Years in present position___ Are you working on an advanced degree?

Yes___No___ Do you also teach classes at the college level?

Yes___No___ If so, what courses do you teach?_____

_____Do you conduct a church or community musical organization? Yes___No___ What church or community organization do you conduct?_____

Major instrument_____

II. THE TEACHER'S EVALUATION OF THE INSTRUMENTAL MUSIC PRORAM:

In spite of problems you might have with scheduling, budget, work load, physical facilities, etc., how would you rate the instrumental music program in your school?

Excellent___Good___Average___Fair___Poor___

III. THE INSTRUMENTAL MUSIC CURRICULUM:

Do you have an assistant? Yes___No___Student teachers?

Yes___ No___

Please indicate the number of weekly meetings, average length of period, and the number of students enrolled in the following:

	Number of meetings	Length of period	Number of students
Elementary beginning strings -	_____	_____	_____

	Number of meetings	Length of period	Number of students
Elementary beginning wind and percussion	_____	_____	_____
Elementary band (performing)	_____	_____	_____
Elementary orchestra (performing)	_____	_____	_____
Junior high instrumental class	_____	_____	_____
Junior high band (performing)	_____	_____	_____
Junior high orchestra (performing)	_____	_____	_____
Junior high ensembles	_____	_____	_____
High school instrumental class	_____	_____	_____
High school band (performing)	_____	_____	_____
High school orchestra (performing)	_____	_____	_____
High school ensembles	_____	_____	_____
Stage band	_____	_____	_____
Marching band	_____	_____	_____

Which, if any, of the above classes are scheduled outside the regular school day?_____

If scheduling the music program is a problem at your school, please check from the list below the reasons that seem to cause the problem:

Conflict with academic subjects___ Conflict with electives___ Conflict with sports___ Music classes scheduled at undesirable time of day___ Other reasons:_____

Since you have been in the teaching profession, has the trend been toward more or less time scheduled for music classes in the regular school day? More___Less___Same___

If less, do you feel this has depreciated the effectiveness of music education in the schools? Yes___No___

How does the number of students enrolled in your music classes now compare with the enrollment of five years ago? Same___Increased___Decreased___

How does the total enrollment of the school now compare with the enrollment of five years ago?
Same___Increased___Decreased___

Are students allowed to take private lessons on school time? Yes___No___

About what percentage of the instrumental music students in your school study with a private teacher? _____%

IV. THE ELEMENTARY SCHOOL BEGINNING INSTRUMENTAL MUSIC PROGRAM:

In what grade do you start the instrumental music program?
Strings_____ Wind and percussion_____

What is the average number of drop-outs during the first year? Strings_____ Wind and percussion_____

Are the classes open to all students or do you select students on the basis of some aptitude test?
Open to all students____ Selected_____

What, in your opinion, are the reasons for drop-outs? (Please rate your reasons starting with (1) as the principal one.)

___Not enough native ability
___Not enough interest
___Poor quality of instrument
___Physical handicap
___Infrequent class meetings
___Class scheduled at undedirable time od day
___Emotionally immature
___Poor physical coordination
___Size of string instrument does not fit the student
___Not enough encouragement from parents

Are exploratory-type instruments (song flute) used in the elementary school? Yes___No___

What method books do you consider most desriable for beginners?
Strings_____Band_____

How long does a student remain in the beginning class before he is moved up to a performing group? One semester or less___ One year or less___

How many times a year does your elementary school band and orchestra appear on a program? Band____ Orchestra____

Please list an example of program material used by your elementary groups. Band_____
Orchestra_____

V. EXTRA-CLASSROOM ACTIVITIES OF THE SECONDARY SCHOOL:

If your secondary school groups participate in district music contests, please indicate the rating generally received and give an example of the contest pieces used.

Junior high band I II III_____
Junior high orchestra I II III_____
High school band I II III_____
High school orchestra I II III_____

Number of solos entered in a contest____ Number receiving a rating of I or II _____

Number of ensembles entered in a contest____ Number receiving a rating of I or II _____

Do you feel that music students need more motivation now as compared to five years ago? Yes__No___

Do you feel that the contest is a good motivating factor in your instrumental music program? Yes__ No___

Have any of your performing groups been invited to appear on the program at some M.E.N.C. meeting? Yes___No___
If "yes", what organization performed?_____

Does your secondary school have a football team? Yes___ No___

Does your band perform between halves at home games? Yes___No___

Does your school have a basketball team? Yes___No___.
Do you provide a "pep" band for basketball games? Yes___No___

Does your band make road trips with the athletic teams? Yes___No___

When your groups travel to games, music contests, or other engagements, what mode of transportation do you use? School bus_____Private cars_____Charter bus_____

VI. THE MUSIC BUDGET

Please indicate the approximate amount of money spent on the following items during one year.

Scores and parts_____New instruments_____Instrument repair_____Uniforms_____

Do you have all the equipment you need to carry on a good music program? Yes___No___

What percentage of your budget is supplied by the school? _____

Do you raise any part of your budget through magazine or candy sales? Yes___ No___

Are the instrumental music students charged a fee? Yes___ No___

Do you have a parents organization that contributes to your budget? Yes___No___

What is the most pressing need in the way of equipment or supplies at this time?_____

How does the amount of your budget provided by the school now compare with the provided five years ago?
Same_____More_____Less_____

VII. THE PHYSICAL FACILITIES:

Please evaluate the following items as they pertain to your situation.

Scale: (I) Excellent, (II) Good, (III) Fair, (IV) Poor

____Floor space
____Good acoustics
____Plenty of music stands
____Adequate record library
____Rehearsal room isolated from other classes in the building
____Recording facilities
____Adequate practice room facilities
____Adequate room for music library
____Good lighting and ventilation
____Well-situated director's office
____Piano in good condition

Have improvements been made in these facilities during the last five years? Yes___No___

Are improvements in the plans for the future? Yes___ No___
If so, what improvements are planned?_____

VIII. GENERAL INFORMATION:

About what percentage of the graduates from your school go on to college? (95% to 100%) ___, (80% to 94%)____, (60% to 79%)____, (Less than 60%)____

About what percentage of your music students continue to play in bands or orchestras when they enter college? (90% or more)____, (60% to 89%)____, (Less than 60%)____.

Do you teach or supervise anything besides instrumental music? Yes___ No___ If so, what? Vocal music____ General music___ Keep study hall____Sponsor clubs____, Other_____

About how many of your former students are now engaged in the music profession either as teachers or performers?

_____

Including instrumental music, vocal music, and general music, approximately what percentage of the entire school population (grades seven though twelve) is enrolled in some form of music education? (Less than 25%)___ (25% to 49%)____, (50% to 75%)____, (More than 75%)____.

APPENDIX E

QUESTIONNAIRE AS SENT

For the Administrator

School_____City_____State_____

Affiliated with (College, University, Public School)

Please indicate the number of students enrolled in the following divisions.

Grades K through six_____
Grades one through six_____
Grades seven and eight_____
Grade nine_____(Included in junior high____or senior high_____)
Grades ten, eleven, twelve_____

Number of students on waiting list for admission:
Elementary_____Junior High_____Senior High_____

Approximate budget for entire operation of the school for one year.$_____

If students are charged a tuition fee, please give amount per year.$_____

Do you have an instrumental music program in your school?
Yes____No_____

If so, please indicate how well it meets the objectives as set forth in the educational philosophy of your school:

Outstanding_____Good_____Average_____Fair_____Poor_____

Please evaluate the characteristics of your instrumental music teacher, using the following scale:

(A) Excellent, (B) Good, (C) Fair, (D) Poor

Cooperative____ Punctual with reports____ Good disciplinarian _____ Participates in community activities_____ Not temperamental_____ Accepts extra-curricular duties willingly____ Well liked by students_____ Has a sound philosophy of the place of music education in the curriculum_____ Places more emphasis on real music education rather than on performance alone_____

What do you consider the problems your face in providing a good music education program in your school:

Staff_____Budget_____Physical facilities_____Class scheduling

_____ Other_____

For the Instrumental Music Teacher

School_____City_____State_____

Name_____Age_____Degree_____

Number of years teaching experience_____ Years in present position_____ Major instrument_____Minor instruments_____ Are you working on an advanced degree? Yes____No____

Do you conduct a church or community musical organization? Yes____No____ If so, what do you conduct?_____

Are you responsible for all instrumental music activities in your school? Yes____No____

Do you have an assistant? Yes____No____ Student teachers? Yes____No____

Do you also teach classes at the college level? Yes___No___ If so, what do you teach?_____

Schedule of Classes:

Please indicate the number of weekly meetings, average length of period, and the number of students enrolled in the following:

	Number of Meetings	Length of Period	Number of Students
Elementary beginning strings	_____	_____	_____
Elementary beginning wind and percussion	_____	_____	_____
Elementary band (performing)	_____	_____	_____
Elementary orchestra (performing)	_____	_____	_____
Junior high instrumental class	_____	_____	_____
Junior high band (performing)	_____	_____	_____
Junior high orchestra (performing)	_____	_____	_____
Junior high ensembles	_____	_____	_____
High school instrumental class	_____	_____	_____
High school band (performing)	_____	_____	_____

	Number of Meetings	Length of Period	Number of Students
High school orchestra (performing)	_____	_____	_____
High school ensembles	_____	_____	_____
Stage band	_____	_____	_____
Marching band	_____	_____	_____

Which, if any, of the above classes are scheduled outside the regular school day?

If scheduling the music program is a problem in your school, please check from the list below the reasons that seem to cause the problem:

Conflict with academic subjects_____
Conflict with sports_____
Conflict with other electives_____
Music classes scheduled at undesirable time of day_____
Other reasons:_____

Since you have been in the teaching profession, has the trend been toward more or less time scheduled for music classes in the regular school day? More____ Less____ Same____

If less, do you feel this has depreciated the effectiveness of music education in the schools? Yes____ No____

How does the number of students enrolled in music classes now compare with enrollment five year ago? Same____ Increased____ Decreased____

How does the total enrollment of the school now compare with enrollment five years ago? Same____ Increased____ Decreased_____

Who teaches the general music class?
Instrumental teacher_____ Vocal teacher_____

Are students allowed to take private lessons on school time?
Yes_____ No_____

About what percentage of the instrumental music students in your school study with a private teacher? _____

Music Budget:

Please indicate the approximate amount of money spent on the following items during one year.

Scores and parts_____ New instruments_____ Repair_____
Uniforms_____

Do you have all the equipment you really need to carry on a good music program? Yes____No____

What is the most pressing need in the way of equipment and supplies at this time?_____

Do you raise any part of your budget through magazine or candy sales? Yes____No____

Are the instrumental music students charged a fee? Yes___ No____

Do you have a parents' organization that contributes to your budget? Yes____ No____

What percentage of your budget is provided by the school? _____

How does the amount of your budget provided by the school now compare with that provided five years ago? About the same _____ More_____ Less_____

Music Program: (Elementary School)

In what grade do you start the instrumental music program?
Strings_____ Wind and percussion_____

Are classes open to all students or do you select students on the basis of some aptitude test? Open to all students____ Selected_____

What is the number of students generally started in the elementary school beginning class each year? Strings_____ Wind and percussion_____

What is the average number of drop-outs during the first year?
Strings_____ Wind and percussion_____

What, in your opinion, are the reasons for drop outs? (Please rate your reason starting with the number (1) as the principal reason.

___Not enough native ability
___Not enough interest
___Poor quality of instrument
___Physical handicap
___Infrequent class meetings
___Class scheduled at undesirable time of day
___Emotionally immature
___Poor physical coordination
___Size of string instrument does not fit student
___Not enough encouragement from parents

Other reasons:_____

What method book do you consider most desirable for beginners?
Strings_____Band_____

How long does a student remain in the beginning class before he is moved up to a performing group? One semester or less ____ One year or less____

How many times a year does your elementary band and orchestra appear on a program? Band_____Orchestra_____

Please list an example of program material used by your elementary groups. Band_____
Orchestra_____

(Secondary School)

If your secondary groups participate in district or state contests, please indicate the rating generally received and give an example of contest pieces used.

Junior high band I II III _____
Junior high orchestra I II III _____
High school band I II III _____
High school orchestra I II III _____
Number of solos entered in contest_____ Number receiving rating of I or II_____ Number of ensembles entered in contest_____ Number receiving rating of I or II_____
Do you feel that students need more motivation now than they did five years ago? Yes____ No____ Do you feel that the contest is a good motivation factor in your instrumental music program? Yes____ No____

Have any of your performing groups been invited to appear on the program at some M.E.N.C. meeting? Yes____ No____
What organization performed?_____

Physical Facilities:

Please evaluate the following items as they pertain to your situation.

Scale: (I) Excellent, (II) Good, (III) Fair, (IV) Poor

___Floor space
___Good acoustics
___Plenty of music stands
___Adequate record library
___Rehearsal room isolated from other classes in the building
___Adequate practice room facilities
___Adequate room for music library
___Good lighting and ventilation

___Recording facilities ___Piano in good condition

Have improvements been made in these facilities during the last five years? Yes___ No____

Are improvements in the plans for the future? Yes___No____
If so, what improvements are planned?

_____

General Information:

Are exploratory-type instruments (song flue, etc.) used in the elementary school? Yes___ No___

Do you teach or supervise anything besides instrumentsl music. Yes___ No___ If so, what? Vocal music_____, General music _____, Keep study hall_____, Sponsor clubs_____
Other_____

Does your secondary school have a football team? Yes___ No___
If yes, does your band perform between halves at home games? Yes____ No____

Does your band make road trips with the athletic team? Yes____ No____

Does your school have a basketball team? Yes____ No____
Do you provide a "pep" band for basketball games? Yes____
No____

When your groups travel to games, contests or other engagements what mode of transportation do you use? School bus____
Private car____ Charter bus____

About what percentage of the graduates from your school go on to college? 95% to 100%____ 80% to 94%____ 60% to 79%____
Less than 60%____

About what percentage of your music students continue to play in band or orchestra when they enter college? 90% or more_____
60% to 89%_____ Less than 60%_____

About how many of your former students are now engaged in the music profession either as teachers or performers?_____

Including instrumental music, vocal music and general music, approximately what percentage of the entire school population (grades seven through twelve) is enrolled in some form of music education? Less than 25%_____ 25% to 50%_____ 50% to 75% _____ More than 75%_____

In spite of problems you might have with scheduling, budget, work load, facilities, etc., how would you rate the instrumental music program in your school? Excellent_____ Good____ Average_____ Fair_____ Poor_____

Thank you for your help on this survey. If you are interested in the results obtained from this study, please let me know and I will be happy to pass the information on to you.

Colbert Hackler
437 Sundown
Norman, Oklahoma 73069