

A SURVEY OF THE INSTRUMENTAL MUSIC DEPARTMENTS  
IN THE THREE UNIFIED SCHOOL DISTRICTS  
IN REPUBLIC COUNTY, KANSAS

by *SSO*

NELSON S. KING

B. A., B. M. E., College of Emporia, 1938

---

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1969

Approved by:

*Em Beccato*  
Major Professor

LD  
2668  
R4  
1969  
K55  
C.2

ii

## TABLE OF CONTENTS

CHAPTER	PAGE
I. BACKGROUND FOR THE STUDY .....	1
The Problem .....	2
Statement of the Problem .....	2
Specific Objectives of the Study .....	3
Definitions of Terms Used .....	4
Instrumental Music Program .....	4
Ability Percentiles .....	4
Music Library .....	5
Uniforms .....	5
Justification for Undertaking the Study .....	5
Need for this Study .....	5
Anticipated Contribution of the Study .....	6
II. REVIEW OF THE LITERATURE .....	7
Introduction .....	7
Review of Previous Research .....	8
Types of Research .....	8
Issues and Developments .....	8
Effects of Music Participation .....	9
Music--A Vital Force .....	9
Implications from a Review of Research .....	10
Summary .....	11

CHAPTER	PAGE
III. METHODS AND MATERIALS .....	12
Description of Subjects .....	12
Characteristics .....	12
Description of the Measures Employed .....	12
Differential Aptitude Test .....	12
Questionnaire .....	13
Research Design and Procedure .....	13
Sources of Data .....	13
Limitations of the Study .....	13
Procedure for Collecting Data .....	13
Treatment of Data .....	14
Basic Assumptions .....	14
IV. FINDINGS OF THE STUDY .....	15
Student Population .....	15
Percentage of Students in Instrumental Music .....	15
Comparison of the Sexes in the Enrollment .....	16
Differential Aptitude Test Ability Percentiles ...	16
Physical Facilities for Instrumental Music .....	17
Adequacy of the Band Rooms .....	17
Adequacy of Storage Space for Uniforms, Instruments, and Music .....	17
Number and Kind of School-owned Instruments .....	18
Administrative Information .....	19

CHAPTER	PAGE
Amount of School Time Scheduled for	
Instrumental Music .....	19
Administrative Commitment .....	20
Staff Information .....	21
Number of Instrumental Music Instructors .....	21
Professional Qualifications of	
the Instructors .....	22
Individual Programs .....	22
Philosophy and Objectives of the Programs .....	23
Philosophy .....	23
Objectives .....	23
V. SUMMARY AND CONCLUSIONS .....	25
BIBLIOGRAPHY .....	28
APPENDIX .....	30

## CHAPTER I

### BACKGROUND FOR THE STUDY

During the 1965 session, the Kansas Legislature passed Public Law 393-901 which provided for the unification of school districts in the State of Kansas. Republic County was divided into three unified districts: Unified District Number 427, Unified District Number 455, and Unified District Number 426.

The county is divided roughly into three fairly equal geographical areas with the boundary lines of the districts running from north to south. Unified District Number 455 is in the eastern third of the county and includes one high school, Hillcrest High School at Cuba, with an enrollment of 84, and three elementary schools in Agenda, Narka, and Cuba, with a total enrollment of 172, making the district enrollment 256.

The central third of the county is Unified District Number 427 and includes two high schools: Belleville High School with an enrollment of 339, and Republic High School with an enrollment of 47. There are five elementary schools in this district: Belleville West Elementary, Munden Elementary, and Washington Central Elementary, a two teacher school located two miles east and four miles north of Republic, Kansas, with a total enrollment of 812, making the district enrollment 1,198.

The western third of the county is Unified District Number 426 which includes two high schools: Scandia High School with an enrollment of 95, and Courtland High School with an enrollment of 65. There

are three elementary schools in this district: Scandia, Courtland, and Norway with a total enrollment of 348, making the district enrollment 508. The total enrollment in Republic County is 1,962.

Geographically and financially, these three districts (Unified Districts Number 455, 427, and 426) should be combined into one district. Realistically, this union should occur within the near future, and preliminary overtures have been made towards this goal. The Superintendent of Schools and the Board of Education in each of the three unified districts are in the process of studying future needs for the unification of these three districts.

## 1. THE PROBLEM

### Statement of the Problem

It was the purpose of this study to gather pertinent data regarding the instrumental music departments of the three unified districts in Republic County, Kansas. Each department was studied thoroughly through the use of a questionnaire and personal interviews. The major problems were to secure enough data to be able to make accurate predictions as to the most efficient methods to use in organizing one instrumental music department when the three districts were unified into one district. Data concerning the number of students involved, the ability percentiles of the music students compared to the non-music students, the physical facilities of all of the programs, the administrative commitment, the philosophy and

objectives of all of the programs, and the staff qualifications were all explored.

#### Specific Objectives of the Study

The first objective of the study concerned the student population: to determine the percentage of students participating in the instrumental program of each district; to determine if there is a marked variance in these percentages and if there is, to ascertain the underlying causes; to compare the number of each sex participating in the programs and if the percentage is uneven, to determine the cause; and to determine the ability percentiles of the students enrolled in the instrumental music programs as compared to the non-music students.

The second objective concerned the physical facilities: to determine the adequacy of existing facilities; to determine the number and kind of school-owned instruments; to determine the adequacy of the music libraries; and to determine the adequacy of the uniforms.

The third objective concerned administrative information: to determine the amount of school time scheduled daily for instrumental music; and to determine the amount of support given the instrumental program by the administration.

The fourth objective concerned staff information: to determine the number of instrumental music instructors in each district; to determine the professional qualifications of all of the staff members used in the instrumental music program; to determine the extent each instructor has built his own program, i.e., the number of ensembles and soloists with whom each instructor works; and to project in what capacity the present

staff members best could be utilized in the new unified district.

The fifth objective concerned the philosophy and objectives of each music program: to determine if each district had a written philosophy and list of objectives; to compare these philosophies and objectives; and to indicate the direction towards a final philosophy and list of objectives which would be satisfactory for the new unified district.

The sixth objective was to summarize the data and draw conclusions: to compare the strengths and weaknesses of the program in each district; and to determine the future needs for an instrumental music program in the expanded district.

## II. DEFINITIONS OF TERMS USED

### Instrumental Music Program

This was interpreted as meaning that part of the instructional program in each school which was devoted to the teaching of instrumental music. It was limited to band instruments because none of the districts has a stringed instrument program. The range of the program in all cases was from the fifth grade through high school.

### Ability Percentiles

The ability percentiles of all students was obtained from the Differential Aptitude Test which has been taken by the students in all of these three districts.



### Music Library

This was interpreted to mean the amount of music which was available in each of the three districts. It would include all types of music such as marches, overtures, show tunes, popular music, stage band music, etc.

### Uniforms

The term uniform was used in the context of the traditional uniformed band.

## III. JUSTIFICATION FOR UNDERTAKING THE STUDY

### Need for This Study

The necessity for this study became apparent when the position of Supervisor of Music was created in 1967 in Unified District Number 427. The difficulties of transition from a local district to a unified district became rapidly apparent. There was no background of information concerning what was needed in the new unified district. There was much wasted effort and money before the new district began to operate efficiently. The same problems of a smooth transitional period from unified districts to the unification of the entire county would be magnified. The need for complete information concerning a county-wide instrumental music program had become acute and this was the primary reason for the study.

### Anticipated Contribution of the Study

The anticipated contribution of this study would be of benefit primarily to the one unified district of Republic County. However, it should provide guidelines for any districts which would combine in the future and there are indications that more and more small districts will combine in the future. The specific contributions would be to show the needs for student load, equipment, instruments, music, uniforms, staff member requirements, and a philosophy and list of objectives in such a way that the Board of Education, the Superintendent of Schools, and the Supervisor of Music of the new district could put into operation a smoothly functioning instrumental music department with no delay so that this facet of the educational instructional program could be maintained at peak efficiency.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. INTRODUCTION

In the not-too-distant past, instrumental music education was considered by a great many educators as being strictly an extra-class activity, a fad, or an educational frill. This viewpoint has gradually lost favor until at present, instrumental music is considered by the majority of educators to be a vital part of the curriculum. Lawler and Gary reported that "there is a growing conviction in this country that instrumental music is a part of general education."<sup>1</sup> Because the change in thinking has been so gradual, instrumental music departments have grown with very little organized planning on a large scale. There is a great need when new schools are created or new school districts emerge for efficient planning to have been done prior to the actual event. Music education no longer has to justify its place in the curriculum but it does have to justify whether or not it is efficiently planned and organized.

---

<sup>1</sup>Vanett Lawler and Charles L. Gary, "Music--What Place in the Secondary School Program," The Bulletin of the National Association of Secondary School Principals, Vol. 48, , No. 294, October, 1964, pp. 24-28.

## II. REVIEW OF PREVIOUS RESEARCH

### Types of Research

According to Choate, there are three types of research available to the music educator. He lists the following types: (1) philosophical or speculative investigations or inquiry; (2) descriptive studies--surveys (problems, schools, practices, opinions), inter-relationship studies; and (3) experimental or basic research.<sup>2</sup>

### Issues and Developments

Lawler found that the main issues of concern to administrators and music educators are: (1) the development of music courses for the general student body; (2) the development of schedules which will permit such classes to be included; (3) evaluations of the use performing groups make of rehearsal time; (4) preparation of teachers; and (5) establishment of the attitude that music education is an important part of the curriculum.<sup>3</sup>

The summary of her research is that (1) the music education program in the schools is on a solid foundation; (2) the music education program

---

<sup>2</sup>Robert A. Choate, "Research in Music Education," Journal of Research in Music Education, 13: Vol. XIII, No. 2, Summer, 1965, pp. 95-101.

<sup>3</sup>Vanett Lawler, "Issues and Developments--Music," The Bulletin of the National Association of Secondary School Principals, Vol. 47, No. 286, November, 1963, pp. 47-51.

is definitely being influenced by trends in the field of education as a whole; and (3) changes and innovations in the music education program are indicated and are being implemented by administrators and music educators.<sup>4</sup>

#### Effects of Music Participation

Music educators have long felt that music was of some social significance, for musical participation in itself is a high form of socialization. Conclusions drawn from a study by Hughes show that (1) those people who rated high in social development also rated high in musical participation; (2) those people who rated low in social development also rated low in musical participation; (3) there was much relationship between students' popularity with his classmates and his participation in music; (4) the students who were well-adjusted socially seemed interested in all kinds of musical participation; (5) the environment of the students had much to do with their musical participation; and (6) musical participation is evident where good social development is found.<sup>5</sup>

#### Music--A Vital Force

In a massive study made by Andrews and others, it was found that an over-all music education program should be a balanced program, designed

---

<sup>4</sup>ibid.

<sup>5</sup>Jo Ann M. Hughes, "Fifty-nine Case Studies on the Effect of Musical Participation on Social Development," Music Educators Journal, 41 February, 1955, pp. 78-94.

and planned to meet the needs of every child whatever his aptitude or interest. In planning a well-balanced music program, administrators and teachers must consider certain factors. They must ask the following questions: (1) What are the expectations of the community in the quality of music experiences? (2) How large will the planned music classes and groups be? (3) How large and how well trained will the music staff be? (4) How well will the planned music activities fit into the over-all school program schedule? Andrews found that the following areas need to be considered when planning a music program: the curriculum, guidance, scheduling, planning public performances, festivals and contests, school-community relationships, financing the music program, music rooms and equipment, evaluation, the music teacher, and music education as a profession.<sup>6</sup> It was precisely this type of question that this study set out to answer.

#### Implications from a Review of Research

Reimer, in his review of research, felt that:

It seems to be the unique and most valuable characteristic of the human organism that the ineffable insights available through aesthetic experience will always seem more "true" and "real" than the objective data offered by science.<sup>7</sup>

---

<sup>6</sup>Frances M. Andrews and others, "Music--A Vital Force in Today's Secondary Schools," The Bulletin of the National Association of Secondary School Principals, Vol. 43, No. 245, March, 1959, pp. 2-61.

<sup>7</sup>Bennett Reimer, "Effects of Music Education: Implications from a Review of Research," Journal of Research in Music Education, 13: Vol. XIV, No. 2, Fall, 1965, pp. 147-158.

He found that (1) students who have participated in high school music activities for three years or more have a better musical taste and discrimination than those with less than three years of experience; (2) women have broader musical tastes than men; and (3) a greater percentage of those with high school musical experiences own records than those with no such experience. An over-all judgment is made that a direct relationship exists between high school and involvement in music activities and adult involvement in such activities. Reimer also feels that nearly all music research, at the present time, has little reliability and validity.<sup>8</sup>

### III. SUMMARY

It is evident from a review of the literature that there is a need in the field of music education for the type of research this study set out to do. Some of the authors feel that any research into the aesthetic areas of music education have little reliability and validity. Other authors have stated that there is a need for the survey type of research. This study was structured along the lines recommended by Andrews and others in their survey for the National Association of Secondary School Principals.

---

<sup>8</sup>ibid., p. 158.

## CHAPTER III

### METHODS AND MATERIALS

#### I. DESCRIPTION OF SUBJECTS

##### Characteristics

The subjects which were studied were the individual music departments of the sixteen elementary and secondary schools in the three unified districts of Republic County. Data concerning the student population, the physical facilities, the administration, the staff, and the philosophy and objectives were obtained. All of the subjects were located in predominantly rural areas. Of the secondary schools studied, only one had a large enough enrollment to offer a comprehensive curriculum. The other secondary schools had such small enrollments that their curriculum offerings were the minimum required by the state for graduation.

#### II. DESCRIPTION OF THE MEASURES EMPLOYED

##### Differential Aptitude Test

The first measure employed was the Differential Aptitude Test to obtain the ability percentiles of all of the secondary students. These percentiles were used to make a comparison between the students enrolled in instrumental music and the students not so enrolled.



### Questionnaire

The second measure employed was a questionnaire. This questionnaire was compiled from suggestions obtained from several instrumental music instructors from different sections of Kansas. The questionnaire was designed to obtain the data necessary to fulfill the objectives listed in Chapter I. A copy of the interview questionnaire is included in the Appendix.

## III. RESEARCH DESIGN AND PROCEDURE

### Sources of Data

The data collected was descriptive in nature. The sources of data were the instrumental music departments, the instrumental music teachers, and the administrators of the individual schools in the three unified districts.

### Limitations of the Study

The problem was limited to the descriptive data concerning the instrumental music departments of the three unified districts in Republic County.

### Procedure for Collecting Data

The primary method of collecting data was by personal interviews. A questionnaire was sent to the music instructor and administrator in each school prior to the interview. This questionnaire was not to be mailed back but was designed to give the instructor and

administrator an idea of the kind of data which was needed. In the personal interviews, the questionnaire was followed rather closely. The only data collected, other than the data from the questionnaire, was the written philosophy and objectives of the administrators and instructors and the ability percentiles from the Differential Aptitude Test.

#### Treatment of Data

The data was compiled into charts, tables, cumulative frequency charts, and comparative analyses showing the future needs for student load, equipment, instruments, music, uniforms, staff member requirements, and a philosophy and list of objectives.

#### Basic Assumptions

The one basic assumption in the treatment of the data was an attempt to give a clear and concise picture of the present status of the instrumental music programs, and to furnish guidelines and direction towards the best course to follow in organizing an instrumental music program in the new district.

## CHAPTER IV

### FINDINGS OF THE STUDY

#### I. STUDENT POPULATION

##### Percentage of Students in Instrumental Music

The percentage of the students enrolled in instrumental music in the three districts ranged from 35% to 60%. In Unified District Number 455, the percentage was 35%; in Unified District Number 426, the percentage was 43%; and in Unified District Number 427, the percentage was 60%. The percentage of instrumental music students in the combined enrollment of the three districts was 54%.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>	<u>U.S.D. 427</u>	<u>Total</u>
Enrollment grades 5 through 12	151	296	724	1171
Enrolled in instru- mental music	53	167	434	654
Not enrolled in in- strumental music	98	129	290	517

There was a fairly marked variance in the percentages within the individual schools. The two schools with the lowest percentages had been troubled with an annual turnover in instrumental music teachers and the instrumental programs had suffered in both schools. The other three schools had had the same instrumental music teacher for a period of years and their percentages were 52%, 58%, and 60%.

### Comparison of the Sexes in the Enrollment

There was very little variation in the percentages of boys and girls enrolled in instrumental music. In Unified District Number 455, 33% of the boys were enrolled and 35% of the girls were enrolled. In Unified District Number 426, 41% of the boys were enrolled and 46% of the girls were enrolled. In Unified District Number 427, 53% of the boys were enrolled and 61% of the girls were enrolled. In the combined total enrollment in instrumental music in the three districts, 52% of the boys were enrolled and 56% of the girls were enrolled.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>	<u>U.S.D. 427</u>
Enrollment grades 5 through 12 - boys	81	144	377
Percentage of boys enrolled	33%	41%	53%
Enrollment grades 5 through 12 - girls	70	152	347
Percentage of girls enrolled	35%	46%	61%

### Differential Aptitude Test Ability Percentiles

In the Unified District Number 455, the ability percentiles of the students enrolled in instrumental music had a mean of 65 while the non-instrumental students had a mean of 60. In Unified District Number 427, the instrumental music students had a mean of 70 and the non-instrumental music students had a mean of 48. In Unified District Number 426, the instrumental music students had a mean of 67 and the non-instrumental

students had a mean of 52. The mean for the combined three districts for instrumental music students was 67 and for the non-instrumental music students was 53.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>	<u>U.S.D. 427</u>
Ability percentile median for instrumental students	65	67	70
Ability percentile median for non-instrumental students	60	52	48

## II. PHYSICAL FACILITIES FOR INSTRUMENTAL MUSIC

### Adequacy of the Band Rooms

All of the schools in the survey, with one exception, had excellent band rooms, completely adequate for the size of the instrumental programs. Republic High School, in Unified District Number 427, did not have a band room and rehearsals were held on the stage. This necessitated setting up chairs and racks before each rehearsal and then removing them after the rehearsal each day.

### Adequacy of Storage Space for Uniforms, Instruments, and Music

Uniforms. Four of the schools in the survey had adequate storage space for uniforms. Hillcrest High School, in Unified District Number 455, did not have storage space for uniforms but had plans for building a storage room in the near future.

In all of the schools, the board of education funded the purchase of uniforms. In four of the five schools, the uniforms were

fairly new, having been purchased within the past four years. In Belleville High School, in Unified District Number 427, however, the instrumental music department uniforms need to be replaced. These uniforms were purchased fourteen years ago.

Instruments. All of the schools in the survey had excellent storage space for instruments. This included space for the school instruments as well as the privately owned instruments.

Music. All of the schools in the survey had adequate storage space for music. In this particular area, however, all of the music departments felt that their music libraries were the weakest aspect of their departments. Three of the schools rated their music libraries as barely adequate and two of the schools rated their music libraries as poor.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>		<u>U.S.D. 427</u>	
	Hillcrest	Court-land	Scandia	Belle-ville	Repub-lic
Uniform storage space	No	Yes	Yes	Yes	Yes
Instrument stor- age space	Yes	Yes	Yes	Yes	Yes
Music storage space	Yes	Yes	Yes	Yes	Yes
Music library	Barely ade- quate	Poor	Barely ade- quate	Barely ade- quate	Poor

#### Number and Kind of School-owned Instruments

In Unified District Number 455, Hillcrest High School had twenty-one school-owned instruments. In Unified District Number 426, Scandia

High School had twenty-four school-owned instruments and Courtland High School had fourteen school-owned instruments. In Unified District Number 427, Republic High School had thirteen school-owned instruments and Belleville High School had eighty-six school-owned instruments.

With the exception of Belleville High School, the instruments owned by the schools were basically the same: sousaphones, marching drums, concert snare drums, bass drums, and an occasional baritone and French horn. In the Belleville school, in addition to owning the previously named instruments, the school also owned many of the more unusual instruments needed for larger concert bands such as oboes, bassoons, alto clarinets, bass clarinets, and contra-bass clarinets, as well as French horns, baritones, trombones, flutes, clarinets, and trumpets.

None of the schools felt that they had an over-supply of school-owned instruments and the purchase of new instruments for use as replacements took most of the money that was available to them.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>	<u>U.S.D. 427</u>
Number of school-owned instruments	21	38	99

### III. ADMINISTRATIVE INFORMATION

#### Amount of School Time Scheduled for Instrumental Music

It was in the area of school time scheduled for instrumental music that the greatest variance existed among the schools. Hillcrest

High School scheduled one hour daily for the high school band and private lessons and ensemble lessons were given on school time. Belleville High School has two bands scheduled daily for fifty-five minutes for each band: a ninth grade band and a senior band composed of tenth, eleventh, and twelfth grades. There was no time scheduled for private or ensemble lessons during school time, but these were available before and after school, in the evenings, and on Saturdays. Republic High School scheduled forty-five minutes daily on school time for the band, and private and ensemble lessons were available during school time. Scandia High School and Courtland High School, both in Unified District Number 426, scheduled band thirty minutes three days a week. However, private and ensemble lessons were available during school time.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>		<u>U.S.D. 427</u>	
	Hillcrest	Courtland	Scandia	Belleville	Republic
Time scheduled per day for instrumental music	60 minutes	30 minutes tri-weekly	30 minutes tri-weekly	55 minutes	45 minutes

#### Administrative Commitment

In Unified Districts Number 455 and 427, administrative commitment was described as "enthusiastic" and this could be evidenced by the amount of school time allotted to instrumental music. In Unified District Number 426, administrative commitment was described as



"moderate" and this, too, could be evidenced by the amount of time allotted to instrumental music in the schedule.

In the schools describing the administrative commitment as "enthusiastic", each of the instrumental departments had budgets ranging from \$720 to \$2,000 annually. In the schools describing administrative commitment as "moderate", the instrumental departments had no budgets allotted to them.

In all but one of the schools, academic credit was given for participation in the instrumental music program. Hillcrest High School, Republic High School, and Scandia High School granted 1/4 unit credit per year; Belleville High School granted 1/2 unit credit per year; and Courtland High School did not grant credit.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>		<u>U.S.D. 427</u>	
	Hillcrest	Courtland	Scandia	Belleville	Republic
Academic credit given for instrumental music	1/4 unit	None	1/4 unit	1/2 unit	1/4 unit

#### IV. STAFF INFORMATION

##### Number of Instrumental Music Instructors

There were four full time instrumental music instructors and one part-time instructor in the three districts. The part-time instructor taught at the elementary and junior high level in Unified District Number 427 and was also the Supervisor of Music for that district.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>		<u>U.S.D. 427</u>	
	Hillcrest	Court- land	Scandia	Belle- ville	Repub- lic
Instrumental music instructors	1	1/2	1/2	1 1/2	1

#### Professional Qualifications of the Instructors

All of the instrumental instructors were qualified and certified for teaching at both the secondary and elementary levels. One instructor had a Bachelor of Arts degree with a music major; one instructor had a Bachelor of Music degree; and three of the instructors had a Bachelor of Music Education degree. Three of the instructors were working on Master's degrees. All of the instructors were members of professional organizations such as their local teachers organizations, the Kansas State Teachers Association, and the Kansas Music Educators Association.

#### Individual Programs

The success of an instrumental music program is usually indicated by the number of ensembles and soloists the individual instructor has organized and worked with during the school year. Four of the schools had a fairly extensive ensemble program working regularly. Only Courtland High School in Unified District Number 426 had no ensemble program, but plans were being formulated to start such a program the following year. All of the schools had solo programs for the students who were interested in a broader musical experience.

	<u>U.S.D. 455</u>	<u>U.S.D. 426</u>		<u>U.S.D. 427</u>	
	Hillcrest	Court- land	Scandia	Belle- ville	Repub- lic
Ensemble program and number	Yes 4	No	Yes 6	Yes 8	Yes 4

## V. PHILOSOPHY AND OBJECTIVES OF THE PROGRAMS

### Philosophy

Only Belleville High School in Unified District Number 427 had a written philosophy for the instrumental music program. That philosophy stated,

The purpose of instrumental music education in the school is to assist the student to develop sensitivity to music and to respond to music in ways which are personally and socially satisfying. It is our philosophy that the most effective learning experiences conducive to achieving such a goal are those derived from actual performance of worthwhile music. We believe that music is the character builder and outlet for adolescent energy and a guide for the development of children's emotions. Musical activities, experiences, and learnings, planned as episodes in the students' orderly process of musical growth, will help pupils sense aesthetic values in music and develop a lasting appreciation and enjoyment of good music.

Each of the instructors in the schools not having a written philosophy agreed with the above philosophy and indicated that they could give wholehearted support to it in their teaching.

### Objectives

Only Belleville High School in Unified District Number 427 had written objectives for the instrumental music program. The objectives stated,

The major objectives shall include musical activities, experiences and learnings.

1. Instrumental Music Activities
  - a. Instrumental music courses
    1. Senior or advanced band
    2. Freshman band
  - b. Extra class
    1. Pep band
    2. Stage band
    3. Ensembles
    4. Clinics and festivals
2. Instrumental music experiences
  - a. Rehearsing
  - b. Performing
  - c. Listening
  - d. Observing
3. Learnings
  - a. Self-discipline
  - b. Cooperative group participation
  - c. Improvement of mental and physical coordination

Through these musical activities, experiences, and learning, the following objectives may be reached:

1. To give the student an opportunity to enjoy music through active participation.
2. To provide the foundation study which may lead to a career in music.
3. To afford a means of recreation, pleasure, and use of leisure time.
4. To develop the skill and technical ability leading to increased facility.
5. To acquaint the student with a wide and varied repertoire of good instrumental literature.
6. To serve and represent the school in public concerts, parades, and community functions.
7. To help develop morale and maintain school spirit.
8. To develop the personal character traits of leadership, poise, and dependability.

Each of the instructors in the schools not having written objectives agreed with these objectives and indicated support of them.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The purpose of this study was to gather complete information about the instrumental music departments of all of the high schools in Republic County, Kansas, with the intention of being able to predict the future needs of these departments when further unifying of districts would be accomplished. Data concerning student population, physical plant facilities, equipment, administrative commitment, staff information, and the philosophy and objectives of the programs were all explored.

It was evident from this study that the parents and students in Republic County enthusiastically support the instrumental music programs as an essential part of the total instructional program. Fifty-four percent of the total student population was enrolled in instrumental music. It was also evident that the better students were the ones most interested in the program, as shown by the Differential Aptitude Test.

The physical facilities for instrumental music were adequate at the time, but when further unification is accomplished, larger facilities will be necessary at the enlarged high school attendance center. There was a total of one hundred and fifty-eight school-owned instruments in the county, which was adequate at the time. In the future, however, it would be necessary to purchase more of the

larger instruments for use in the high school attendance center. This would be necessary because the present instruments would have to stay in the elementary attendance centers.

In an enlarged high school attendance center, it would be necessary to establish a new music library. The present music libraries were barely adequate and would be completely inadequate in the new situation.

Because of the high percentage of students enrolled in instrumental music, it would be necessary to schedule at least two, and possibly three, band periods during the school day. This could be done either by scheduling by classes or by creating a training band, an intermediate band, and an advanced band for the better musicians. With this number of students involved, it would be possible to enlarge the curricular offerings by adding classes in music appreciation, music theory, and a comprehensive humanities class with team teaching.

It would be necessary to purchase new uniforms for the enlarged attendance center. The uniforms that the individual schools now have would be inadequate, but, with some alterations, could be used for the elementary school bands.

The present staff of instrumental music instructors would all be used in the new district. One would be a full-time instructor in the high school; one would be used on a half-time basis between the Cuba, Munden, and Republic elementary schools; one would be used on a half-time basis between the Scandia and Courtland elementary schools;

one would be used on a full-time basis for the Belleville elementary schools; and the part-time Music Supervisor would become full time.

With the strong support of instrumental music in the present schools of Republic County and the unanimous agreement by the instructors and administrators concerning the philosophy and objectives of an instrumental music program, it was very evident that a strong department could be organized in the new enlarged district. Instrumental music would be available for any student wishing to enroll in it and courses could be offered which would meet the needs of all students and the members of the community.

## BIBLIOGRAPHY



## BIBLIOGRAPHY

- Andrews, Frances M., and others. "Music--A Vital Force in Today's Secondary Schools," The Bulletin of the National Association of Secondary School Principals, Vol. 43, No. 245, March, 1959, pp. 2-61.
- Choate, Robert A. "Research in Music Education," Journal of Research in Music Education, 13: Vol. XIII, No. 2, Summer, 1965, pp. 95-101.
- Hughes, Jo Ann M. "Fifty-nine Case Studies on the Effect of Musical Participation on Social Development," Music Educators Journal, 41, February, 1955, pp. 78-94.
- Lawler, Vanett. "Issues and Developments--Music," The Bulletin of the National Association of Secondary School Principals, Vol. 47, No. 286, November, 1963, pp. 47-51.
- Lawler, Vanett and Charles L. Gary. "Music--What Place in the Secondary School Program," The Bulletin of the National Association of Secondary School Principals, Vol. 48, No. 294, October, 1964, pp. 24-28.
- Reimer, Bennett. "Effects of Music Education: Implications from a Review of Research," Journal of Research in Music Education, 13: Vol. XIV, No. 2, Fall, 1965, pp. 147-158.

## APPENDIX

**THE  
FOLLOWING  
PAGES CONTAIN  
CROOKED  
TYPING AND IS  
THE BEST  
POSSIBLE IMAGE  
AVAILABLE**

## QUESTIONNAIRE

1. What is your total school enrollment in grades five through twelve? Boys \_\_\_\_\_ Girls \_\_\_\_\_
2. How many students are enrolled in instrumental music in grades five through twelve? Boys \_\_\_\_\_ Girls \_\_\_\_\_
3. If there is a marked difference in the number of girls and boys enrolled in instrumental music, what reason or reasons could you give for this difference?
4. How much time in the school day is scheduled for each student in instrumental music?
5. How do the ability percentiles--from the Differential Aptitude Test--of the students enrolled in instrumental music compare to the students not enrolled in instrumental music?
6. Does your school have a separate band room? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If Yes, a. How large is it? \_\_\_\_\_ ft. by \_\_\_\_\_ ft.  
 b. Is there an office for the instrumental music teacher? Yes \_\_\_\_\_ No \_\_\_\_\_  
 c. Are there practice rooms attached, or nearby? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If No, a. Where does the band practice? \_\_\_\_\_  
 b. Do you have to move your equipment before and after rehearsals? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Do you have adequate storage space available for uniforms? Yes \_\_\_\_\_ No \_\_\_\_\_; for instruments? Yes \_\_\_\_\_ No \_\_\_\_\_; for music? Yes \_\_\_\_\_ No \_\_\_\_\_
8. How would you describe your instrumental music library? Excellent \_\_\_\_\_ Good \_\_\_\_\_ Adequate \_\_\_\_\_ Poor \_\_\_\_\_
9. Does your school furnish uniforms for the band? Yes \_\_\_\_\_ No \_\_\_\_\_ If No, how is the purchase of uniforms financed?
10. Does the school furnish music racks for the band? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Does your school participate in the Kansas State High School Activities Association Music Festivals? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If Yes, what ratings did your band receive in 1966 \_\_\_\_\_, 1967 \_\_\_\_\_, 1968 \_\_\_\_\_

## 12. What school-owned instruments do you have?

<u>Instrument</u>	<u>Number</u>	<u>Instrument</u>	<u>Number</u>
Oboe	_____	Trumpet	_____
Bassoon	_____	French Horn	_____
Flute	_____	Mellophone	_____
B-flat Clarinet	_____	Trombone	_____
Alto Clarinet	_____	Baritone	_____
Bass Clarinet	_____	Sousaphone	_____
Tenor Saxophone	_____	Bass Drum	_____
Baritone Sax	_____	Snare Drum	_____
Alto Saxophone	_____	Other	_____

13. Does your school have an ensemble program? Yes\_\_\_ No\_\_\_  
If Yes, with how many ensembles do you normally work? \_\_\_\_\_
14. Does your school have a solo program? Yes\_\_\_ No\_\_\_  
If Yes, with how many soloists do you regularly work? \_\_\_\_\_
15. Does your administration support your program? Enthusias-  
tically\_\_\_ Moderately\_\_\_ Uninterested\_\_\_
16. Is membership in your instrumental program socially accept-  
able in your community? Yes\_\_\_ Moderately\_\_\_ No\_\_\_
17. Are the students in your instrumental program active in  
other extra-class activities? Yes\_\_\_ Moderately\_\_\_ No\_\_\_
18. What percent of your instrumental students are from families  
connected with farming\_\_\_ business\_\_\_ the professions  
(lawyer, doctor, teacher)\_\_\_ other\_\_\_
19. Do you have a separate instrumental department budget?  
Yes\_\_\_ No\_\_\_ If Yes, what is the amount? \_\_\_\_\_
20. Would you please list your college degrees and the number  
of years of experience, including this year?
21. Does your school offer any courses in music except for per-  
formance groups? Yes\_\_\_ No\_\_\_
22. Do you have a written philosophy and objectives for your  
music department? If not, would you please state your phil-  
osophy and objectives.

23. Do you give private lessons? Yes\_\_\_ No\_\_\_ Are the lessons given during school time? Yes\_\_\_ No\_\_\_
24. Is credit given for band? Yes\_\_\_ No\_\_\_ If Yes, how much credit is given per year?\_\_\_

A SURVEY OF THE INSTRUMENTAL MUSIC DEPARTMENTS  
IN THE THREE UNIFIED SCHOOL DISTRICTS  
IN REPUBLIC COUNTY, KANSAS

NELSON S. KING

B. A., B. M. E., College of Emporia, 1938

---

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1969

The purpose of this study was to gather complete information about the instrumental music departments of all of the high schools in Republic County, Kansas, with the intention of being able to predict the future needs of these departments when further unifying of districts would be accomplished. Data concerning student population, physical plant facilities, equipment, administrative commitment, staff information, and the philosophy and objectives of the programs were all explored.

There was enthusiastic support of the instrumental programs by parents and students. Fifty-four percent of the total student population of grades five through twelve was enrolled in instrumental music.

The physical facilities for instrumental music were found to be adequate at the time, but when further unification is accomplished, larger facilities will be necessary at the enlarged high school attendance center.

There was a total of one hundred and fifty-eight school-owned instruments in the county, which was adequate at the time. Further unification, with an enlarged high school attendance center, would necessitate the purchase of more of the larger instruments.

It would be necessary to establish a new music library since the present libraries were barely adequate and would be completely inadequate in the new situation.



Because of the large number of students enrolled in instrumental music, it would be necessary to schedule more band periods during the school day. With the larger enrollment, it would be possible to enlarge the curricular offerings by adding classes of music appreciation, music theory, and a comprehensive humanities class with team teaching.

The present staff of instrumental music instructors would all be retained in the new district.

There was strong support of instrumental music and unanimous agreement by the instructors and administrators concerning the philosophy and objectives of the program.