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THE STATUS OF INSTRUMENTAL MUSIC
IN THE PUBLIC SCHOOLS OF ALASKA
in 1956-1957

by

Shirley Calnan

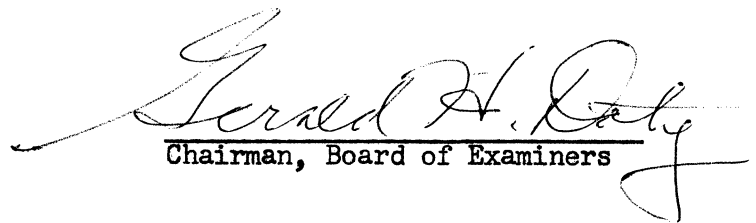
B. M. Montana State University, 1943

presented in partial fulfillment of the
requirements for the degree of
Master of Music Education

MONTANA STATE UNIVERSITY

1958

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CHAPTER I

INTRODUCTION

This study is being made to determine the extent to which instrumental music has been incorporated in the curriculum of the high schools and the elementary schools in the Territory of Alaska.

Such a report will serve to point out the strides that have been made in this area of instruction, and thereby determine the need for further accomplishments. It will provide information to those already engaged in instrumental music teaching in the Territory by giving them an over-all picture of the situation, and stimulate interest in schools where such a program has not yet been established or needs expanding.

Since the distances between cities and villages in Alaska are so great, and the cost of travel is high, there is naturally an "unawareness", and therefore some indifference, as to what is being accomplished in schools other than those in which the instrumental music teacher has direct contact. The knowledge of the various situations brought to light by this report could possibly bring about a "rapport" otherwise known.

It is the author's feeling that not only the teachers, but also the school administrators and Boards of Education as well, need have an understanding of the status of the instrumental music programs which exist. They will be able to compare their schools with others in regard to the types of music set-ups that are being used, scheduling, budgeting, number of teachers handling the program, and other

related problems. Administrators and teachers need to be informed regarding an ideal type of music program so that this goal might be achieved eventually in their schools. It appears that most music programs have developed through the varied ideas of different music teachers in the Territory, and not through organization or standardization on the part of the administration. Such a program would appear to be most unstable since it fluctuates with the coming and going of the instrumental music teaching staff. An adoption of a desirable policy or philosophy regarding music in the schools seems imperative.

No attempt has been made to confine the study to a certain area, the entire Territory of Alaska having been considered; the study will, however, be confined to schools of a given size or over. No school was included whose total enrollment of high school and grades did not total 75. Many schools had an elementary enrollment of 75, but had no high school; such schools were included. No attempt has been made to study the vocal program on either the high school or elementary school level; only the instrumental program has been approached.

Considered in this study will be the Alaska public school system, which consists of schools in unorganized areas which are administered directly by the Department of Education; and those in organized school districts. A second system of schools, administered by the Bureau of Indian Affairs of the U. S. Department of Interior, was not considered.

The procedure used in making the report was the use of a letter and questionnaire¹ sent to all schools whose enrollment met the qualifications described above. In most cases it was sent to the instrumental

¹Copy in Appendix A

music teacher, but where the school employed no such teacher, the questionnaire was sent to the superintendent.

Of the 39 directors who were contacted by questionnaires nine responded that there was no instrumental music program carried out in their schools; ten did not return the questionnaire. Hence, questionnaires were returned by 20 directors from 16 schools, two of which were elementary only.

CHAPTER II

GENERAL INFORMATION CONCERNING ALASKA

As a preliminary to any discussion of school problems of the Territory of Alaska, certain facts concerning the Territory and its schools must be presented as background information for a better understanding of Alaskan problems.¹

In the first place, mention must be made of the size of the Territory, which is approximately one-fifth that of the continental United States. If the Alaskan school map were superimposed on a map of the United States,² Alaska school locations would extend from Florida to California, about 2500 miles and from Canada almost to Mexico, about 1500 miles. Transportation routes consist of water transportation along approximately 26,000 miles of shoreline, and include 400 miles of railroad and the Alaska Highway system, which now connects Seward, Kenai, Homer, Anchorage, Valdez, Fairbanks, and Haines with a land route to the States. Some river transportation is available within Alaska and there are a few minor roads in addition to the Alaska Highway.

Alaska's most southerly major city, Ketchikan, is about 750 miles distant from Seattle, the major port serving the Territory. School locations to be served in the Territory extend from Ketchikan at the 132nd Meridian, as far west as the 176th Meridian at Adak in the Aleutian Islands, and from below the 56th parallel to above the 66th.

¹Alaska, Report of Alaska White House Conference on Education.

²See Figure 1, page 6.

Much of this area is isolated from direct service by land or water transportation and must be served by air.

Southeastern and coastal Alaska has an extremely heavy annual precipitation, in some places in excess of 200 inches. In the Interior of Alaska the weather is relatively dry, but the ground is often frozen from October to June so that building seasons are short. Temperatures in Fairbanks will range from a low of 60 degrees below zero to as high as 95 degrees above zero in the summer.

Along the coastal areas the terrain is rocky, mountainous, heavily timbered, and has extensive muskeg areas. The Central and Northern sections of the Territory also include much mountainous terrain and huge areas of muskeg. Perma-frost conditions often prevail in the Central and Northern sections.

The information above is offered to indicate not only the extensive size of the Territory, but also the wide variations in terrain and climatic conditions which must be met in operating, serving, and constructing schools. The climate and terrain, along with the short building season and shipping problems, all tend to complicate construction and to make building costs excessive. Building costs in the Territory will range from $1\frac{1}{2}$ to $2\frac{1}{2}$ time average statewide costs depending on location and are currently averaging about \$25.00 per square foot.

The population increased from an estimated 72,524 in 1940 to about 129,000 in 1950, an increase of 80 per cent. Since 1950 it is estimated that the population has increased another 39 per cent to an estimate of 180,000 exclusive of military personnel.

Alaska is a frontier country and its growth potential is tremendous. It is strategically important from a military standpoint, and over

its vast area, geologists and economic observers have indicated a vast potential of oil, minerals, and forest products, the development of which is merely awaiting further exploration and capital investment. It is apparent that this Territory is on the threshold of development, and that one can expect a steady increase in permanent population with the resultant normal increase in school population. Naturally following will be a greater demand for more teachers and the inclusion of more specialized fields of teaching, as music, for instance.

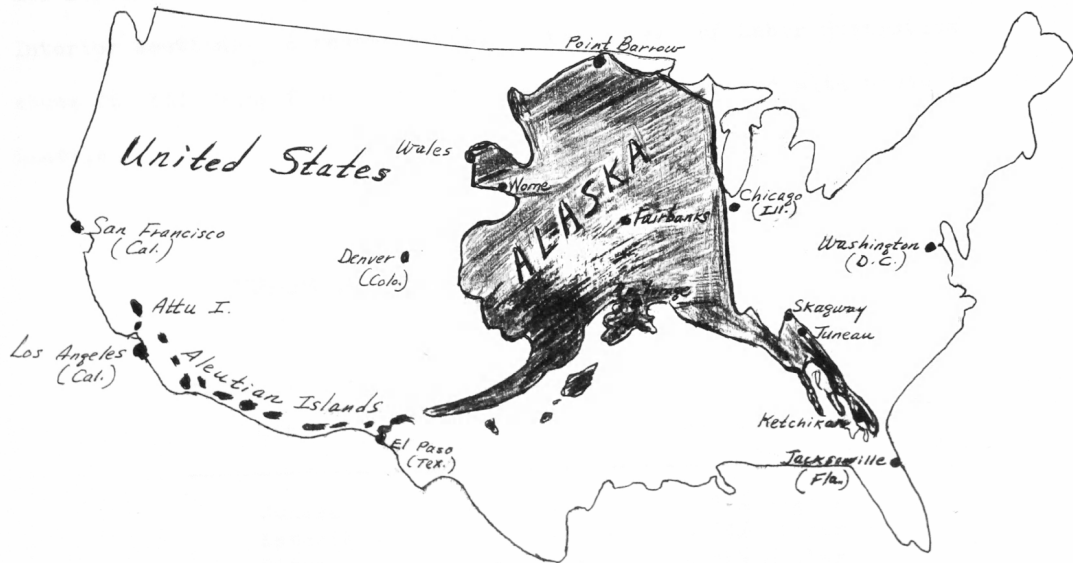


Figure 1

COMPARISON OF AREA OF ALASKA WITH AREA
OF UNITED STATES

CHAPTER III

THE TEACHER IN ALASKA

LIVING COSTS

In order to form a background for this paper, some facts of interest to teachers in regard to living and teaching in Alaska will be discussed in brief.

One of the first questions of concern is the cost of living. It is true that living costs are higher in all sections of Alaska than in the States. This cost increases proportionately in the Western and Interior sections. A recent survey by the Bureau of Labor Statistics shows the following food costs in Alaska cities compared with those in Seattle:

TABLE I
COMPARATIVE FOOD COSTS OF SEATTLE AND SOME
ALASKAN CITIES

City	Food Costs
Juneau - - - - -	22% higher
Ketchikan- - - - -	24% higher
Sitka - - - - -	32% higher
Anchorage- - - - -	41% higher
Fairbanks- - - - -	57% higher

¹Bureau of Labor Statistics, cited by Department of Education Bulletin No. 7, Teach in Alaska. (Revised 1957).

Costs of living quarters may vary considerably, depending upon the type of housing. Modern apartments in two of the larger cities of Alaska, Anchorage and Fairbanks, range from \$125-\$175 per month. In about two-thirds of the one, two, and three-teacher schools, teachers are provided with living quarters, including fuel and utilities, at a low rental. For teachers employed in one of the Alaska On-Base Schools, housing is at the regular civil service rate.

GEOGRAPHICAL AND ECONOMICAL DIFFERENCES

It is quite impossible, due to geographical and economic differences, to paint a picture of teaching conditions in Alaska. A total distance of 1,350 miles separates the schools of Point Barrow in the frozen Arctic from the forest-covered slopes surrounding the Ketchikan schools. There is very little comparison between a modern city such as Anchorage or Fairbanks with several million dollars in taxable assets, and a village on Bristol Bay without streets, modern homes, or industry other than fishing, where the economy is held together by a trading post and one seasonal industry.

TEACHER SALARIES

The salaries of all teachers in Alaska are regulated by a minimum salary law, which does not prohibit a school board from paying above the minimum to their teachers. The variation in the minimum salary for each judicial division² is an attempt to equalize salaries and living

²Judicial divisions are the results of the development of the various parts of Alaska.

First Division - - - -Southeastern Alaska
Second Division- - - -Northwestern Alaska
Third Division - - - -Central Alaska
Fourth Division- - - -Interior Alaska

costs in the different areas of the Territory.

First Judicial Division.....\$4500-6900

Third Judicial Division..... 4900-7300

Second and Fourth Division..... 5200-7600

Some of the cities that pay above the Territorial salary schedule and the amount paid are shown in Table II.

TABLE II

SOME SALARIES PAID ABOVE TERRITORIAL SCHEDULE

City	Payment Above Schedule
Seward - - - - -	-\$ 200
Valdez - - - - -	300
Skagway - - - - -	400
Haines - - - - -	500
Ketchikan - - - - -	600
Juneau - - - - -	800
Anchorage, Fairbanks - - - - -	1000

Table III shows the salary scales in the schools of the four largest cities in the Territory.

TABLE III
SALARY SCHEDULES IN FOUR LARGEST ALASKA CITIES

Years Previous Teaching Experience	Juneau- Douglas	Ketchikan	Anchorage	Fairbanks
Three Year Training				
0	\$5,100	\$5,100	\$5,600	\$6,000
1	5,225	5,225	5,700	6,125
2	5,350	5,350	5,800	6,250
3	5,475	5,475	5,900	6,375
4	5,600	5,600	6,000	6,500
Bachelor's Degree				
0	\$5,250	\$5,250	\$6,000	\$6,150
1	5,400	5,400	6,175	6,300
2	5,550	5,550	6,350	6,450
3	5,700	5,700	6,525	6,700
4	5,850	5,850	6,700	6,850
5	6,000	6,000	6,875	7,100
6	6,150	6,150	7,050	7,250
7	6,300	6,300	7,225	7,500
8	6,450	6,450	7,400	7,650
Master's Degree				
0	\$5,400	\$5,400	\$6,300	\$6,300
1	5,575	5,575	6,475	6,575
2	5,750	5,750	6,650	6,850
3	5,925	5,925	6,825	7,125
4	6,100	6,100	7,000	7,400
5	6,275	6,275	7,175	6,675
6	6,450	6,450	7,350	7,950
7	6,625	6,625	7,525	8,225
8	6,800	6,800	7,700	8,500
9	6,975	6,975	7,875	8,675
10	7,150	7,150	8,050	8,850
11	7,325	7,325	8,225	9,025
12	7,500	7,500	8,400	9,200

SEGREGATION

Segregation constitutes no problem in Alaska. Although the Alaska Native Service operates approximately 80 schools through the Territory for nearly 5,000 students, the reasons for this are based on geographic, economic, cultural, and financial aspects rather than race or color. Actually, there are more Native children of one-fourth or more native blood attending Territorial schools than attending Native Service schools. Of the total cumulative enrollment of 32,186 in the Territorial rural schools for the 1954-1955 school year, 6,509 were Natives. Many of the rural Territorial rural schools have over 90 per cent Native enrollment.

TEACHER'S CERTIFICATES

All teachers are required to hold Alaska teacher's certificates which are issued by the Commissioner of Education.

Elementary Certificates: Requirements: B. S. degree or 90 semester hours; including at least 16 semester hours in professional education, which shall include practice teaching (4) and methods of teaching; a minimum grade average of "C" required, and the last six semester hours shall have been earned within the six years preceding date of application; valid for five years unless granted on the basis of 90 hours in which case they are valid for three years.

Secondary Certificates: Requirements are the same as for an elementary certificate; must also meet the standards of the Northwest Association on Secondary and Higher Schools; valid for five years.

Other Certificates: Temporary, principal's, administrative, professional, and nurses.

TEACHERS OF SPECIAL SUBJECTS

Since the large school systems in Alaska are comparatively few, only a small number of teachers are employed who devote their time exclusively to music, art, or physical education. Teachers with special qualifications are employed in many schools, but are required to teach a certain amount of classroom work either in the grades or high school. Anchorage, Juneau, Fairbanks, and Ketchikan supply full-time vocal and instrumental teachers.

Manual training, home economics, and commercial departments are maintained in almost all district schools and in a number of schools in unorganized areas where high schools are conducted. Vocational education has been recently inaugurated in several of the larger schools.

Physical education teachers are usually required to devote part time to either elementary or high school teaching. Basketball is the principal inter-school competitive sport.

THE SCHOOL TERM

The majority of the schools are in session from September till the middle or end of May. Most of the schools have a uniform school year of 180 days, including five legal holidays.

HIGHER EDUCATION

There are no teachers' colleges in Alaska, although teacher training is offered at the University of Alaska, which is located at College,

Alaska, three miles outside of Fairbanks. Both Bachelor's and Master's degrees are available in education. Other courses leading to degrees are offered to students as follows: agriculture, arts and letters, business administration, chemistry, metallurgy, civil engineering, mining engineering, general science, home economics. The institution is a land grant college similar to those in the States.

Students majoring in education receive their student teacher training in the Fairbanks Public Schools and more recently also have been placed in the Anchorage schools. The demand for teachers in Alaska naturally far exceeds the number of graduates in education, which roughly totals about ten each year.

The total enrollment of the University in the school year 1956-57 was 651 with a faculty of 70, making the ratio of instructors to students unusually high.

Two-year community colleges are maintained in Juneau, Ketchikan, and Anchorage.

CHAPTER IV

TERRITORIAL SCHOOL ORGANIZATIONS

Types of Organization¹

The Alaska law provides for a Territorial system of education which is administered by a Territorial Board of Education, appointed for overlapping six year terms by the governor; the Territorial Commissioner of Education, appointed for a four year term by the Territorial Board; the local school boards, elected by the people. In general it may be said that the school system consists of schools in organized areas (incorporated school districts), and in unorganized areas. District schools are semi-autonomous but come under the jurisdiction of the Department of Education, while schools in unorganized areas are administered directly by the Department of Education. The Commissioner of Education is the chief administrative officer of what might be called "The Alaska Rural School System," which embodies the total area of the Territory outside the incorporated district.

Incorporated School District

Incorporated school districts may be of three types:

City School Districts automatically formed at the time of the incorporation of a city and whose boundaries coincide with the city boundaries.

¹Alaska, Report of Alaska White House Conference on Education and Teach in Alaska, Dept. of Education Bulletin No. 8 (revised 1957)

Independent School Districts which are formed by petition and election, which include one or more cities, and which may not exceed 500 square miles in area.

Incorporated School Districts which may be formed in any area of the Territory by petition and election if there are at least 100 residents and at least 30 children of school age in an area not to exceed an area of 500 square miles.

There are 28 organized school districts employing approximately 965 teachers. This number ranges from schools with two teachers, in Pelican and Unalaska, to the Anchorage school system employing 355 teachers.

Unorganized or rural schools:

There are about 90 schools in the unorganized areas employing about 215 teachers. Most of these schools are the one-room type. There are some two and some three-room schools and five schools with over ten teachers. These five schools are the only ones with high schools.

On-Base Schools: Included in the rural school system are the schools on the eight military bases. These are also directly operated by the Commissioner of Education, and approximately 252 teachers, mostly elementary, are employed here.

A second system of schools is administered by the Bureau of Indian Affairs of the U. S. Department of Interior, but these schools operated for Native pupils only and predominately located in the Northern Interior and Northwestern parts of Alaska, are not being considered in this study.

ENROLLMENT

The total enrollment in the Alaskan schools approximates 35,125. Of this number 4,626 are high school students and 25,850 are enrolled in the elementary schools. There are 31 schools which offer high school work whose enrollments vary from one student in a village in the Aleutian Chain to 1800 students in the Anchorage High School. Only nine high schools have an enrollment of 100 or over. Thirteen of the high schools are accredited with the Northwest Association of Secondary and Higher Schools.

There are seven elementary schools with enrollments of over 1000, the largest school having an enrollment of 6300. Thirty elementary schools have over 100 students enrolled, and about 97 schools have enrollments of less than 100.

Increases in enrollments:

School population in Alaska has shown a much greater increase than the overall population primarily because of the increased birth rates, but also because of the fact that many young people with young families are moving to the Territory.

The enrollment in incorporated school districts has increased over 150 per cent since the 1941-1942 school year. Some incorporated districts have shown phenomenal increase in this same period. An example is seen in Table IV.

TABLE IV
INCREASE IN ENROLLMENT SINCE 1941-42

City	Increase
Anchorage - - - - -	500%
Fairbanks - - - - -	300%
Nome - - - - -	200%
Seward - - - - -	200%
Haines - - - - -	200%

Table V shows increases in school enrollments in the Territory in a five year period.

TABLE V
SCHOOL ENROLLMENT INCREASES IN FIVE YEAR PERIOD

Type of School	Enrollment Sept. 1950	Enrollment Sept. 1953	Enrollment Sept. 1955
Incorporated Districts	9,346	16,017	19,179
Territorial Rural	<u>1,701</u>	<u>2,223</u>	<u>2,761</u>
TOTALS	11,047	18,240	21,940

In an attempt to keep up with the enrollments, the Territory has been building many new classrooms.¹ On the basis of surveys made between October, 1951, and July, 1955, Table VI shows the number of classrooms that had been completed, were under construction, or being planned for.

¹Classroom size minimum 32 feet x 24 feet.

TABLE VI

NEW CLASSROOMS COMPLETED, UNDER CONSTRUCTION, OR PLANNED

Type of School	Completed (Since Oct. 1951)	No. of Classrooms Under Construction	Planned
Incorporated Districts	252	142	72
Territorial Rural	<u>59</u>	<u>17</u>	<u>22</u>
TOTALS	311	159	98

To care for anticipated enrollments by 1960, Table VII shows the needs for additional space.

TABLE VII

CLASSROOMS NEEDED BY SEPTEMBER, 1960

Incorporated Districts	271
Territorial Rural	<u>67</u>
TOTAL	338

DISTRIBUTION OF TEACHER LEVELS

In comparing the number of elementary students to high school students. statistics show the total number of elementary students is 25,850 as compared with 4,626 high school students. As a result, the elementary teachers far outnumber the high school teachers. Figure 2 shows that 76 per cent of the teachers are elementary, 18 per cent high school, and 5 per cent administration.

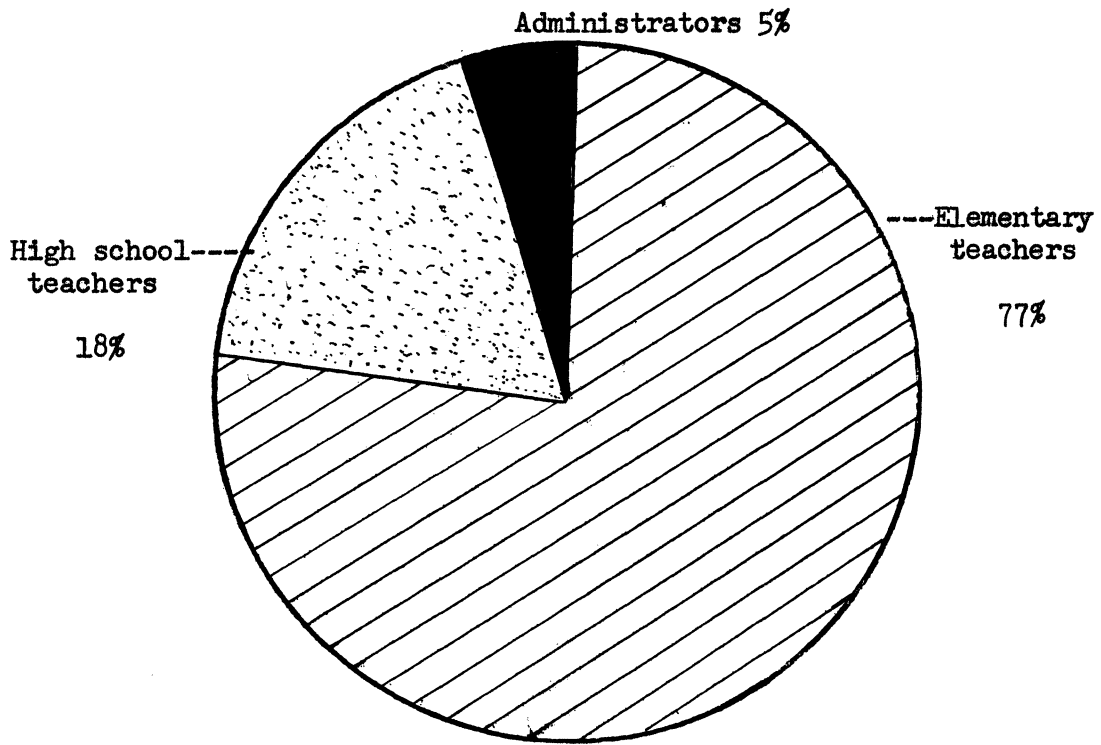


Figure 2

DISTRIBUTION OF TEACHER LEVELS

CHAPTER V

THE INSTRUMENTAL MUSIC TEACHER

INSTITUTIONS OF TRAINING

The study revealed many interesting facts concerning the background of the instrumental music teacher in regards to location and type of training and experience. Of the 20 teachers upon whom the study was based, the survey points out that their training was received in 11 different states, as indicated in Table VIII. In cases where the teachers had received degrees from different schools, only the one from which he received his highest degree is listed.

TABLE VIII

INSTITUTIONS OF TRAINING FOR INSTRUMENTAL MUSIC TEACHERS

Number of Directors	State	Location and Name of Institution
1	California	University of California, Berkeley
1	Colorado	Western State College, Gunnison
3	Illinois	Vandercook College of Music, Chicago MacMurray College for Women, Jacksonville Northwestern University, Evanston
1	Kansas	Kansas State Teachers College, Pittsburg
1	Minnesota	State Teachers College, Winona
1	Missouri	Washington University, St. Louis
3	Montana	Montana State University, Missoula
5	New York	State Teachers College, Fredonia Syracuse University, Syracuse Eastman School of Music, Rochester (2) Columbia University, New York
1	Oklahoma	Central State College, Edmond
1	Texas	Texas Western College, El Paso
2	Washington	Gonzaga University, Spokane University of Washington, Seattle

TYPES OF DEGREES

It was learned that seven of the 20 teachers had Master's degrees, two of which were in music. These degrees were from the following seven institutions.

TABLE IX

MASTER'S DEGREES OF MUSIC TEACHERS

School	Degree
Montana State University - - - - -	MM
University of California - - - - -	MS Ed.
Kansas State - - - - -	MS
Syracuse University - - - - -	MS Ed.
Northwestern University - - - - -	MM
Columbia University - - - - -	MA
University of Washington - - - - -	MA

Of the remaining 13 teachers the following Bachelor's degrees were listed:

TABLE X

BACHELOR'S DEGREES OF MUSIC TEACHERS

Degree	Number of Teachers
BM - - - - -	8
AB - - - - -	2
BA - - - - -	1
BE - - - - -	1
BS - - - - -	1

TEACHING EXPERIENCE

The number of years of teaching experience in the group studied showed that the range was one year to 26 years. The average teaching experience for each individual was thus roughly eight years.

TABLE XI

TEACHING EXPERIENCE OF INSTRUMENTAL MUSIC TEACHERS

Number of Teachers	Years of Experience
2	26
1	24
1	20
1	19
1	16
3	15
1	11
2	9
1	7
2	6
1	4
1	3
1	2
2	1

Three of the group of 20 had not had teaching experience previous to their employment in Alaskan schools, but the remainder had had teaching jobs in 20 different states. On page 23 will be seen the various states and the number of the group that held positions there at some time.

TABLE XII

STATES IN WHICH MUSIC DIRECTORS TAUGHT PRIOR
TO ALASKAN EXPERIENCE

State	Number of Teachers	State	Number of Teachers
Alabama - - - - -	1	New Mexico - - - - -	1
Arizona - - - - -	1	New York - - - - -	2
California - - - - -	1	Ohio - - - - -	1
Colorado- - - - -	2	Oklahoma - - - - -	2
Idaho - - - - -	2	Oregon - - - - -	3
Illinois - - - - -	3	South Dakota - - - - -	1
Kansas- - - - -	2	Tennessee- - - - -	1
Massachusetts - - - - -	1	Texas - - - - -	1
Missouri - - - - -	2	Washington - - - - -	4
Montana - - - - -	5	Wisconsin- - - - -	1

DUTIES OF THE INSTRUMENTAL MUSIC TEACHER

The duties of the instrumental music teacher varied considerably from school to school the survey showed. In fact, their exact titles showed the following variations.

TABLE XIII

TITLES ASSUMED BY MUSIC TEACHERS

Title	Number of Teachers
Music Supervisor - - - - -	2
High School Teacher- - - - -	2
Supervisor, Supt., Band Director - - - - -	1
Music Director - - - - -	4
Music Teacher - - - - -	2
Band Director - - - - -	5
Director of String Music - - - - -	1
Instrumental Music Director- - - - -	1
Vocal and String Music Teacher - - - - -	1
Special Instrumental Music Teacher - - - - -	1

Differences in titles might not indicate so much a difference in duties as difference merely in terminology.

Five teachers were responsible only for instrumental music. Five of them were in charge of other phrases of music from grades one through 12. Seven of them handled academic work in addition to their music load. The frequency of classes of this nature taught by the music teacher is shown in Table XIV.

TABLE XIV
FREQUENCY OF ACADEMIC SUBJECT ASSIGNED TO MUSIC TEACHERS

Subject	Frequency
Civics - - - - -	2
Sociology - - - - -	1
English - - - - -	4
History - - - - -	3
Business - - - - -	1
Typing - - - - -	1
Library - - - - -	1

Of the group of teachers one was an administrator, and one was an eighth grade teacher.

CIVIC MUSIC ACTIVITIES

In regard to activities aside from the school program, 12 of the teachers had regular duties in civic music affairs, while others helped out with local club shows when needed. The frequency of these duties is shown in Table XV.

TABLE XV

CIVIC MUSIC ACTIVITIES OF INSTRUMENTAL TEACHER

Activities	Frequency
Church Choir Director - - - - -	4
Local Dance Band - - - - -	2
Community Chorus Director - - - - -	3
Symphony Orchestra Director - - - - -	1
Community Concert Organizer - - - - -	2
Member of Symphony and Symphony Board -	1
Church Choir Member - - - - -	1
No Civic Music Activities - - - - -	6

SALARIES OF MUSIC TEACHERS

Salaries of the instrumental music teachers ranged from \$5000 to \$8400 with the general distribution running as follows:

- \$5000 - \$6000 for four teachers
- 6000 - 7000 for eleven teachers
- 7000 - 8000 for two teachers
- over 8000 for one teacher

Two of the directors did not state their salaries. Specific salaries of the 18 teachers who responded are listed in Table XVI.

TABLE XVI

SPECIFIC SALARIES OF MUSIC TEACHERS

\$8400	\$6550
7650	6370
7050	6200
6950	6175
6850	6050
6780	5800
6700	5500
6645	5200
6625	5000

TEACHING LOAD

The number of teaching hours per week ranged from 20 to 45, the average being about 30. The average teacher load of teachers in academic subjects in Alaska is 24-25 hours per week. Most of the teachers held all their classes during the regular school day; however, the survey showed that two of the group had instruction outside of school hours, one, two hours per week, the other, 12 hours per week.

CHAPTER VI

THE MUSIC CURRICULUM

Types of Instrumental Music Offered

The most frequently taught instrumental music course in the Alaskan schools, according to the results of the questionnaire, is band, with 14 schools having high school bands and ten schools having elementary school bands. Five other grade schools had instrumental music programs but did not call their groups "bands," but rather "instrumental music classes," although the same type group may have been called "bands" by others.

Twelve grade schools had a beginning band instrument program, while five high schools offered beginning band instruments. Two, or possibly three, grade schools and one high school offered classes in intermediate or advanced band instrument classes.

Only three high schools and two grade schools had orchestra in their school instrumental program. However, six grade schools and one high school were offering instruction in beginning strings.

Six high schools and three grade schools offered twirling, but three of the high schools held classes outside the regular school day. On page 27 is shown the number of schools offering classes listed.

TABLE XVII

INSTRUMENTAL COURSE OFFERINGS

Course	High School	Elementary School
Band - - - - -	14 - - - - -	10 - - - - -
Beginning Band Instruments - - - - -	5 - - - - -	12 - - - - -
Intermediate or Advanced Band Instruments- - - - -	1 - - - - -	2 - - - - -
Orchestra- - - - -	3 - - - - -	2 - - - - -
Beginning Strings- - - - -	1 - - - - -	6 - - - - -
Intermediate or Advanced Strings - - - - -	0 - - - - -	2 - - - - -
Twirling - - - - -	6 - - - - -	3 - - - - -

One school also listed a class in Drum Corps for high school girls.

CHAPTER VII

HIGH SCHOOLS INCLUDED IN THE STUDY

Twenty-seven high schools in Alaska received questionnaires regarding their instrumental music program. The enrollment of these high schools ranged from four students to 1800 students. In order to receive a questionnaire, the total enrollment of the school, including the elementary, must have totaled at least 75.

Figure No. 3 shows the enrollment figures of the high schools which received questionnaires.

The only high schools in Alaska which were not included in the study were those in Nenana, Glennallen, Hope, and King Cove, whose enrollments were eight, six, five, and one respectively. However, the enrollment of the grade school was not sufficient to bring the total enrollment of the system to 75.

Of these 27 high schools that received questionnaires, six responded that they did not have an instrumental music program. The largest of these six schools was 64; the smallest, four. The enrollments of the four remaining high schools were 52, 45, 24, and 19.

Seven schools did not respond to the questionnaire, but it is known positively that three of these schools do have instrumental music programs. Therefore, out of a total of 27 high schools in Alaska, 17 have instrumental music offered in the high school.

The study of the high school instrumental music is made with the 14 schools that responded to the questionnaires. Figure 4 shows location of these 14 schools that will be included in the study on the map of Alaska.

Table XVIII shows the schools, with their enrollment figures,¹ which received questionnaires.

TABLE XVIII
ENROLLMENT FIGURES OF HIGH SCHOOLS

School	Enrollment 1956-1957	(Enrollment) (1957-1958 ²)
Anchorage - - - - -	1800	-(2220)
Fairbanks - - - - -	600	-(722)
Ketchikan - - - - -	358	-(372)
Juneau-Douglas- - - - -	357	-(388)
Palmer - - - - -	197	-(213)
Kodiak - - - - -	185	-(192)
Seward - - - - -	174	-(169)
** Sitka - - - - -	138	-(142)
Nome - - - - -	90	-(109)
** Petersburg- - - - -	87	-(98)
Cordova - - - - -	68	-(81)
* Eielson - - - - -	64	-(94)
Wrangell- - - - -	62	-(64)
* Kenai - - - - -	52	-(74)
** Haines- - - - -	48	-(55)
** Homer - - - - -	47	-(69)
* Dillingham- - - - -	45	-(48)
Valdez- - - - -	42	-(40)
** Wasilla - - - - -	42	-(51)
** Adak - - - - -	36	-(38)
Skagway - - - - -	30	-(20)
* Fort Greely - - - - -	24	-(34)
* Ninilchik - - - - -	19	-(not given)
Bethel - - - - -	18	-(25)
Seldovia - - - - -	14	-(18)
** Craig - - - - -	10	-(12)
* Whittier- - - - -	4	-(24)
TOTAL	4611	

*No instrumental music program.

**Did not respond to questionnaire.

¹Enrollment figures taken from Alaska Educational Directory, School Year 1956-1957, issued by Territorial Department of Education.

²New enrollment figures (1957-1958) not, however, used in this study.

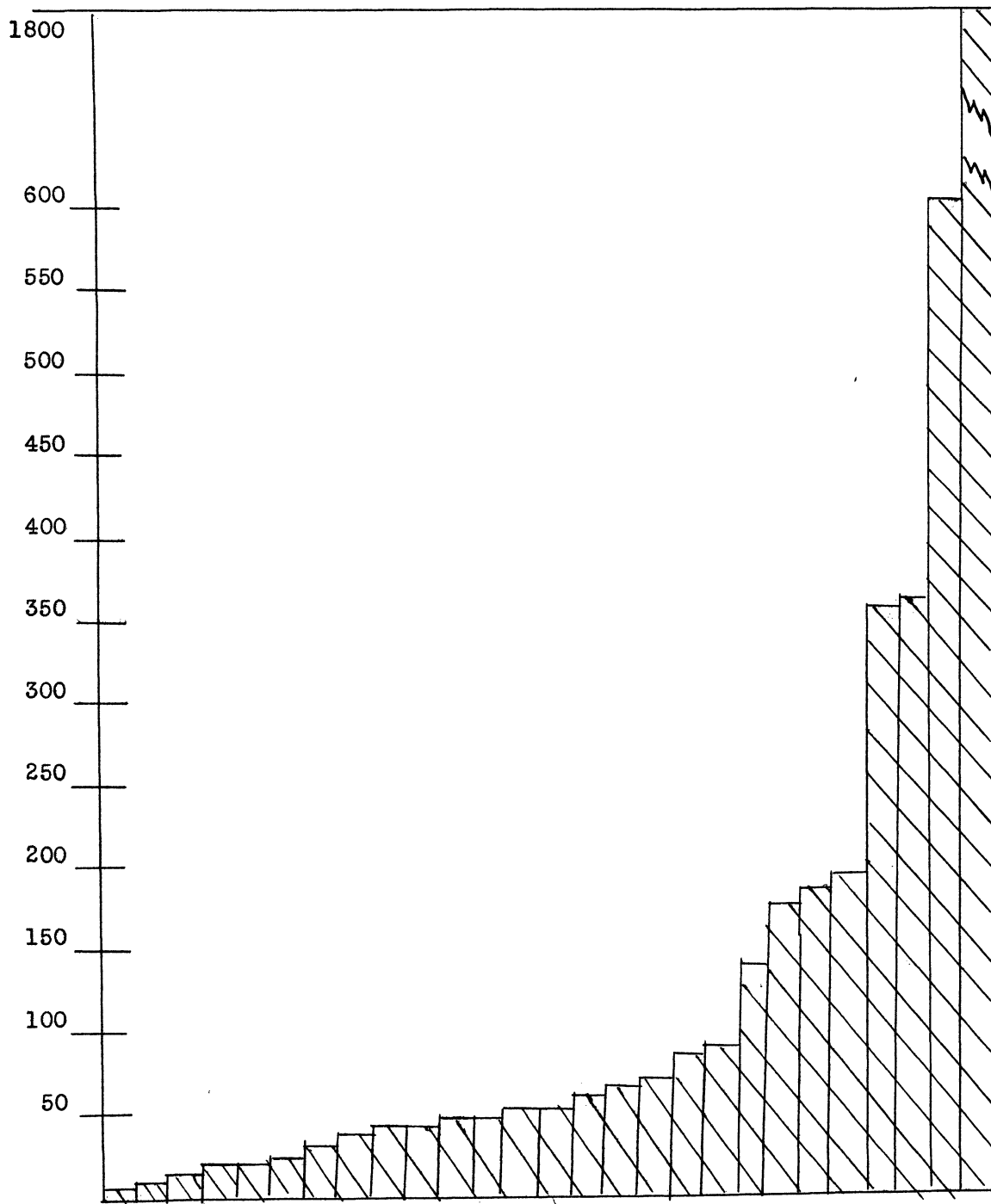


Figure 3

ENROLLMENT OF HIGH SCHOOLS RECEIVING QUESTIONNAIRE

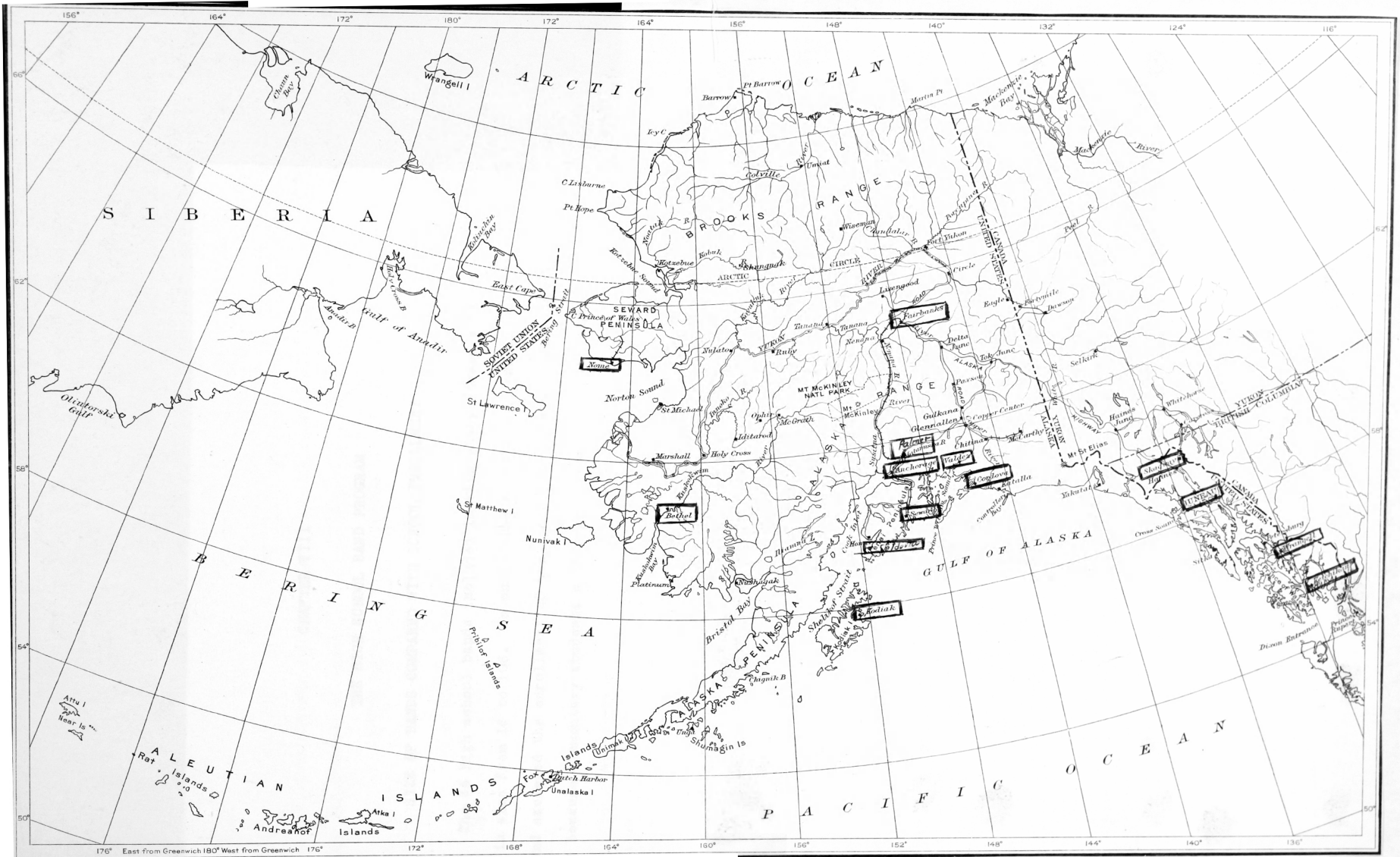


Figure 4

LOCATION OF SCHOOLS INCLUDED IN STUDY

CHAPTER VIII

THE HIGH SCHOOL BAND PROGRAM

SIZE OF BANDS COMPARED WITH SCHOOL ENROLLMENT

The 24 high school bands included in this study showed a variation in size from 16 to 106. In one of the schools, the enrollment of the band exceeded the enrollment of the school, this fact being accounted for because elementary students were regular members of the high school group. Table XIX compares size of bands to size of school.

TABLE XIX

SIZE OF BANDS COMPARED WITH SIZE OF SCHOOL

Name of School	Band Enrollment	Total Enrollment High School
Anchorage	106	1800
Fairbanks	65	600
Palmer	60	180
Ketchikan	50	400
Juneau-Douglas	45	300
Wrangell	36	65
Cordova	34	80
Seward	30	180
Seldovia	26	15
Nome	25	90
Kodiak	20	150
Valdez	16	40
Skagway	16	24
Bethel	16	18

SCHEDULING

In regards to scheduling the high school band, 100 per cent of the schools offered the course during school hours, although several

schools had extra classes outside school hours to provide more rehearsals for needed improvement. The rehearsal times varied from:

330 minutes per week -----maximum

to

90 minutes per week -----minimum

Table XX shows the amount of rehearsal time of each school.

TABLE XX

MINUTES PER WEEK FOR BAND REHEARSAL

School	Minutes per week
Ketchikan - - - - -	330
Anchorage - - - - -	300
Juneau-Douglas- - - - -	300
Seldovia - - - - -	300
Kodiak - - - - -	300
Palmer - - - - -	275
Bethel - - - - -	240
Skagway - - - - -	225
Wrangell- - - - -	210
Seward - - - - -	180
Cordova - - - - -	180
Fairbanks - - - - -	150
Valdez - - - - -	90
Nome - - - - -	90

There appeared to be no correlation between the size of the school and the amount of rehearsal time allotted the bands.

CREDITING

Credit offered for participation in high school band ranged from one-fourth to one full credit per year. The Department of Education at Juneau stated that, "For participation in extracurricular music only one-fourth credit per year or a total of one unit for four years may be allowed.

However, one additional unit may be allowed provided the course conforms to the same standards of a unit of credit required of all regular curricular courses. No more than two units of music may be allowed toward graduation." Table XXI shows the differences in credit allotment of the various schools.

TABLE XXI
CREDITING FOR BAND

Credit Offered	Number of Schools
1 credit per year - - - - -	2 schools
$\frac{1}{2}$ credit per year - - - - -	7 schools
$\frac{1}{4}$ credit per year - - - - -	4 schools
$\frac{1}{4}$ for freshmen and sophomores)	- - - 1 school
$\frac{1}{4}$ for juniors and seniors)	

INSTRUMENTATION OF BANDS

Results of the questionnaire regarding instrumentation of the 14 high school bands considered in the study show considerable lack of standardization in instrumentation.

Of the 14 bands only four of the schools had an oboe in their band; one of these schools had two making a total number of five in all the groups under study. These same four schools were also the only ones equipped with bassoons, with the same one school having two, bringing this total number to five.

Seven of the 14 schools had one or more French horns, while four of the schools had alto horns or mellophone in their place; three schools had neither. Only three schools had a complete quartet of horns.

Regarding clarinets, seven schools included bass clarinets in their instrumentation and two of those seven schools had a second bass clarinet. Four schools included alto clarinets, and there were two E^b clarinets.

Two schools had no flute and eight schools had no piccolo. Five schools owned tympani and three had chimes.

The only instruments which were common to every band were: B^b soprano clarinets, alto sax, trombone, and bass drum.

Trumpets and cornets were not both common to the groups as some schools had a combination but others did not.

Figure 5 shows the complete instrumentation of the bands under consideration.

Instruments in the Bands	Anchorage	Bethel	Cordova	Fairbanks	Juneau-Douglas	Ketchikan	Kodiak	Nome	Palmer	Seldovia	Seward	Skagway	Valdez	Wrangell
piccolo	6			1	2	2			2				1	
flute	10	2	1	5	5	5	1	1	4	1			1	1
oboe	2			1	1			1						
English horn														
bassoon	2			1	1			1						
contra-bassoon														
Bb clarinet	25	2	4	13	11	14	7	8	8	8	5	7	6	10
E ^b clarinet		1			1									
alto clarinet	1	2			1				2					
bass clarinet	2			1	1	1		1	2					1
E ^b alto sax	6	1	3	2	5	3	2	1	6	1	2	2	2	1
C melody sax		1						2						1
tenor sax	3		1	1	1	1	1	1	4				1	1
baritone sax	3			1	1	1	1	1	2		1			2
sop. sax														1
French horn-single				2	2	3	1		4			1		
French horn-double	10			2										
alto horn, mellophone				1			2	3			2	1	2	2
cornet	12	2		3		5	3	3	6	6	5		7	5
trumpet	4	2	6	10	10	5	3	3	2		1	8		3
trombone	10	2	1	3	2	5	3	3	7	4	3	2	2	3
bass trombone														
baritone	4		2	2	2	2	1	2	3	1	1	1	1	1
sousaphone	5			1	3	2		1	2	1	1		1	
tuba			1					1				1		2
snare drum	5	1	2	4	2	2	2	2	3	2	1	1	3	2
bass drum	1		1	1	1	1	1	1	1	1	1	1	1	1
tympani	1			1	2	1								
glockenspiel	2		1	1	1	1		1	1					
chimes	1			1				1						
xylophone	1				1									
accordian										2				

Figure 5

INSTRUMENTATION CHART

SCHOOL INSTRUMENTS AND RENTAL PLANS

The study showed that there was considerable variation in the number of instruments that are school-owned, and in the rental practices of these instruments by the schools. It was interesting to note that in two schools every member of the band was using a school instrument; in two other schools none of the instruments were school-owned. Table XXII shows the number of instruments owned by each of the 14 schools, and for the convenience of the reader, the enrollment of the band as previously tabulated has been repeated in the table.

TABLE XXII
SCHOOL-OWNED INSTRUMENTS

School	Number of School-Owned Instruments	Enrollment in Band
Anchorage	89	106
Fairbanks	46	65
Nome	37	25
Palmer	31	60
Kodiak	28	20
Juneau-Douglas	26	45
Seward	21	30
Ketchikan	17	50
Wrangell	26	26
Valdez	10	36
Cordova	7	34
Skagway	7	16
Seldovia	0	26
Bethel	0	16

In some schools it is noted that the number of instruments owned by the school exceeded the number enrolled in the band, in which case some

of these instruments were probably used in the elementary school. It should be pointed out also that not every school-owned instrument was in use in many cases.

The only instruments that were owned in common by all the schools, except in the case of the two schools which owned none, were the snare drums, bass drums, and baritones.

In the majority of the high schools, there was no rental fee charged the student for the use of that instrument. The plans of the other schools varied as shown in Table XXIII.

TABLE XXIII
INSTRUMENT RENTAL PLANS

Rental Fee	Number of Schools
No fee - - - - -	7
\$ 5.00 per year - - - - -	1
1.00 per month - - - - -	1
20.00 per year - - - - -	1
25.00-30.00 per year - - - - -	1
20.00-40.00 per year - - - - -	1

This tabulation also included one of the schools that was noted as having no school instruments, since they are owned by the director who rents them personally.

In the four larger cities - Anchorage, Fairbanks, Ketchikan, and Juneau - the students could take advantage of rental plans through their local music store. In two cities this was possible since the city which had a rental plan was near. Another school used a rental plan in Chicago, but seven schools had no opportunity or plans for rental of instruments.

The rental plans in the four cities operated on a similar basis, whereby the student could rent an instrument for a period of three months for from six to ten dollars, at the end of which time that money could be applied on the purchase price, or the instrument returned to the dealer. In one of the cities the rental plan was for six weeks only.

NUMBER AND TYPES OF PERFORMANCES

A study was taken of the 14 bands to determine the number and type of performance in which each group was involved. The average number of performances was 25, the range of these being from zero to 60. The tabulation was made on the basis of the following types of performances: total, concert, and basketball games. The difference would include performances at school assemblies, marching, and performances before local clubs or for local celebrations of various kinds.

It appeared that a great deal of effort was put forth in appearances at basketball games which is of necessity the major sport in Alaskan high schools. In eight of the bands, approximately half, or over half of their total performances in some cases, were those made at the games. One of the bands showed no performances at all since the band had just recently been organized and included in the school curriculum.

TABLE XXIV
NUMBER AND TYPES OF BAND PERFORMANCES

School	Total Performances	Number of Concerts	Number of Games
Anchorage	60	4-6	15-21
Juneau-Douglas	45	6	20
Fairbanks	42	2	20
Palmer	35-40	4	6
Seward	36	3	15
Wrangell	30	6	16
Cordova	25-30	6	12
Ketchikan	24	4	13
Nome	18	2-3	12
Skagway	12	1	0
Valdez	10	2	6
Bethel	4	0	0
Seldovia	2-4	3	0
Kodiak	0	0	0

MARCHING BANDS

Nine schools had marching bands with the number of performances running from zero to eight, the average being three. Five schools did not participate in this activity at all.

All of the 14 schools, with the exception of two, listed obstacles in the way of a marching band. The two main ones were weather and practice area. The practice area in most places was either the school gym which was not available to the band often enough due to the regular schedule of physical education classes and sports events, or a public road near the school where traffic interfered with maneuvers.

ELIGIBILITY FOR BANDS

In regards to eligibility, nine schools had no ruling on this matter. Three schools said that the student must be passing in three subjects to participate, but there was some variation in this clause. One group said this was necessary to be regularly enrolled in the group; another that it was necessary to take part in "outside" activities; another that he must be passing in three subjects to take band the succeeding semester. In the latter case, the student must be passing in three subjects the previous six weeks in order to participate in a festival but there was no eligibility required for local events. In the second case, the student needed to have a satisfactory citizenship grade also to remain eligible.

In another case, the student needed a C average with no failures, but the director did not state if this requirement was necessary to be a member of the group or to take part in performance only.

In the case of the remaining school, the student was eliminated from any performance, local or interscholastic, if he failed one subject either at the end of the six weeks marking period or the mid-period (three weeks) preceding that, at which time the various class teachers reported grades.

Although, as mentioned earlier in the paper, all of the schools gave credit for band, ten schools listed the course as curricular in their school and four as extracurricular, possibly because of the treatment of the subject as regards eligibility rules which are generally applied to extracurricular activities only.

PRIVATE STUDY

Only 13 per cent of the total number of band students in the bands under study were taking private lessons of any kind. In eight of the schools, no students were studying privately. The band having the largest number of students taking private lessons was Juneau-Douglas with a total of 15 or one-third of their band membership. Table XXV shows the number of students and the nearest whole number percentage in relation to total band membership studying privately.

TABLE XXV
NUMBER AND PERCENTAGE OF PRIVATE STUDENTS

School	Private Students	Percentage
Juneau-Douglas	15	33%
Anchorage	30	28%
Kodiak	5	25%
Ketchikan	10	20%
Fairbanks	8	12%
Seward	3	10%
Cordova	0	
Palmer	0	
Nome	0	
Skagway	0	
Valdez	0	
Seldovia	0	
Wrangell	0	
Bethel	0	

ELEMENTARY STUDENTS AS HIGH SCHOOL BAND MEMBERS

In six of the bands, elementary students were a part of the regular high school group. One band showed that all of its members were elementary students although the group was known as the high school

band. Table XXVI lists the schools and the proportion of grade students to the total membership of the band.

TABLE XXVI
NUMBER OF ELEMENTARY STUDENTS IN HIGH SCHOOL BAND

School	Elementary Students	Total in Band
Seward - - - - -	10 - - - - -	30
Nome - - - - -	15 - - - - -	25
Skagway- - - - -	16 - - - - -	16
Wrangell - - - - -	15 - - - - -	36
Seldovia - - - - -	14 - - - - -	26
Bethel - - - - -	8 - - - - -	16

SCHOOL DANCE BANDS

Seven of the schools stated that they had school dance bands while seven did not. The number of performances by this type of groups ranged from one a year to 12, the latter being in the largest school. Of the schools with dance bands, three of them were under the direction of the band director, three were under student direction, and in one the director played.

BUDGETING

It appeared that in most cases of the 14 schools, there was not a set amount of money in the budget on which to run the instrumental music department. Some of the directors, therefore, only estimated the amount of money that they had used that year. Four schools said the amount of money that had been allotted them was adequate to meet their needs; the others stated that there was not enough money on which to manage their

department. In the 14 high schools, the estimated allotment to that department is shown in Table XXVII.

TABLE XXVII
HIGH SCHOOL INSTRUMENTAL MUSIC BUDGET

\$12,000
3,000
1,500
500
500
500
400
300
200
100
50
none
none

One school said they had no budget as such and therefore did not estimate the amount of money used, though undoubtedly the school was allotted money for the instrumental music department.

All of the schools stated that it was necessary to raise their own money for the purpose of making trips; eight said they must also raise their own money for uniforms, five for instruments, and two for music.

The Department of Education for the Territory of Alaska, states that money spent for band and chorus is refundable, even though it is not considered part of the textbook fund. Money spent for instruments is not refundable.

MUSIC ROOMS

Nine schools said that they had special rooms for the purpose of teaching music and that in all but one case the conditions were satisfactory. Five schools did not have music rooms and each of these stated that the facilities they were using were not adequate.

CHAPTER IX

ELEMENTARY SCHOOL WIND INSTRUMENT PROGRAM

ELEMENTARY SCHOOLS IN ALASKA

The total enrollment of elementary schools in Alaska is estimated at approximately 25,850 as compared with 4,626 in the high schools. This study included only those schools whose total enrollment including high school was at least 75. Questionnaires were sent to the 35 schools shown in Table XXVIII whose enrollment totaled 24,145.

As shown by one asterisk, ten schools, in response to the questionnaire, stated that they had no instrumental music program in their schools. Nine schools as shown by two asterisks, did not respond to the questionnaire. It is safe to say that in these schools that did not respond, with the exception of Sitka, Wasilla, and Petersburg, there was also no instrumental music program. This means that 19 schools out of a total of 35 have some type of instrumental music in the elementary school, although this study is made only with the 16 schools that returned the questionnaire.

TABLE XXVIII

ENROLLMENT OF ELEMENTARY SCHOOLS

School	Enrollment
Anchorage - - - - -	6361
Fairbanks - - - - -	2659
Elemendorf - - - - -	1288 (On-Base)
Fort Richardson - - - - -	1770 (On-Base)
Juneau-Douglas - - - - -	1443
Ketchikan - - - - -	1406
*Ladd - - - - -	1004
Palmer - - - - -	644
*Eielson - - - - -	635 (On-Base)
Kodiak - - - - -	584
**Sitka - - - - -	558
Nome - - - - -	480
Seward - - - - -	467
*Kodiak Naval - - - - -	352 (On-Base)
**Petersburg - - - - -	343
*Kenai - - - - -	274
**Adak - - - - -	258 (On-Base)
Wrangell - - - - -	248
Cordova - - - - -	243
*Fort Greely - - - - -	239 (On-Base)
**Homer - - - - -	220
**Chugiak - - - - -	204
Bethel - - - - -	188
**Haines - - - - -	184
*Dillingham - - - - -	162
**Wasilla - - - - -	160
Valdez - - - - -	145
**Hoonah - - - - -	140
*Kake - - - - -	104
*Angoon - - - - -	101
*Whittier - - - - -	92 (On-Base)
Skagway - - - - -	78
*Ninilchik - - - - -	77
**Craig - - - - -	68
Seldovia - - - - -	66

*No instrumental music program.

**Did not respond to the questionnaire.

It is interesting to note that the smallest elementary school in this study, with an enrollment of only 66, and another school with an enrollment of 78 offered instrumental music to their students, while many much larger schools did not. These larger schools were mainly On-Base schools. The enrollment of the eight On-Base schools in Alaska is shown in Table XXIX.

TABLE XXIX
ENROLLMENT OF ON-BASE SCHOOLS

1770
1288
1004*
635*
352*
258
239*
92*

The asterisked figures show no instrumental music program of any kind. In the largest school, the music teacher, who had the title of "supervisor," was organizer and leader of the band, but the children were taught by members of the military band on that base outside of the regular school hours. The band also rehearsed outside of school hours. The second largest base school had a music supervisor who taught the instrumental music himself during the school day except for the band rehearsal. Each student received individual instruction for thirty minutes per week. The third largest base school had no instrumental music program at all, though many students undoubtedly studied privately with military band personnel. One base school did not respond to the questionnaire, but it is doubtful if there is a program there since the Alaska Teacher Directory, published by the Territorial Department of Education, does not list a music teacher on this base.

In the schools where instruction was given, the proportion of instrumental music students to the total enrollment is shown in Table XXX.

TABLE XXX
COMPARISON OF INSTRUMENTAL STUDENTS AND
ELEMENTARY SCHOOL ENROLLMENTS

School	Elementary Enrollment	Instrumental Students
Anchorage - - - - -	6361 - - - - -	224
Fairbanks - - - - -	2659 - - - - -	190
Elemendorf- - - - -	1770 - - - - -	150
Juneau-Douglas- - - - -	1443 - - - - -	90
Ketchikan - - - - -	1406 - - - - -	150
Fort Richardson - - - - -	1288 - - - - -	68
Palmer - - - - -	644 - - - - -	90
Kodiak - - - - -	584 - - - - -	50
Nome - - - - -	480 - - - - -	15
Seward- - - - -	467 - - - - -	20
Wrangell- - - - -	248 - - - - -	15
Cordova - - - - -	243 - - - - -	56
Bethel - - - - -	188 - - - - -	8
Valdez - - - - -	145 - - - - -	24
Skagway - - - - -	78 - - - - -	8
Seldovia- - - - -	66 - - - - -	14

LEVELS FOR BEGINNING WIND INSTRUMENTS

In the 16 elementary schools under discussion, the study shows that seven of the schools begin wind instrument instruction in the fifth grade, while six schools started their beginning program in the fourth grade. Two schools began in the sixth grade, and the remaining school delayed instruction until the eighth grade.

TYPES OF INSTRUMENTAL GROUPS

Ten of the directors reported elementary bands in their schools and five schools did not have separate elementary bands since most of the players were members of the high school bands. The remaining school offered band instruction but did not organize into a formal band. The schools with the bands also had beginning band instruction, however. Only the two largest schools reported instruction in classes for intermediate and advanced wind players in the elementary school. The rehearsal time for band per week varied from 45 minutes to 300 minutes and band enrollment ranged from ten to 150. One group rehearsed out of school hours.

Membership in the ten bands and the amount of rehearsal time per week is shown in Table XXXI. Two schools, Skagway and Seldovia, stated that their elementary bands were a part of the high school band and did not rehearse separately. Therefore, they have not been listed here.

TABLE XXXI

ELEMENTARY BAND ENROLLMENTS AND AMOUNT OF REHEARSAL TIME

School	Band Enrollment	Minutes per week in rehearsal
Ketchikan - - - - -	150 - - - - -	60
Elemendorf - - - - -	145 - - - - -	-
Anchorage - - - - -	138 - - - - -	-150
Fairbanks - - - - -	100 - - - - -	45
Kodiak - - - - -	50 - - - - -	-300
Juneau-Douglas - - - - -	50 - - - - -	-150
Palmer - - - - -	40 - - - - -	-100
Fort Richardson - - - - -	18 - - - - -	45*
Nome - - - - -	15 - - - - -	-300
Valdez - - - - -	10 - - - - -	90

*Outside school hours.

Methods of organizing classes varied and Table XXXII. shows the method and the number of schools pursuing it.

TABLE XXXII.

TYPE AND FREQUENCY OF METHOD OF INSTRUCTION

Type of Instruction	Number of Schools
Like classes ¹ - - - - -	4
Like and unlike ² classes - - - - -	3
Private instruction - - - - -	4
Unlike classes - - - - -	2
Unlike classes and full band - - - - -	1
Private instruction and unlike class- 1	

TESTING

It appeared almost unanimous that no formal or standardized testing was adhered to in determining the aptitude for a child's learning to play an instrument. In one case only was a test administered and in this case the director also considered the I.Q. and the academic standing of the student. The test used was the Seashore Music Test.³ Two directors administered simple oral tests, one said they were chosen on ability to determine pitch, another on success with the tonette, and another on their success in singing. In the remainder of cases the only factors considered were the desire and interest on the part of the student and in most cases the possession of an instrument.

¹Like classes refer to classes in which students are all playing the same kind of instrument.

²Unlike classes include various instruments.

³Carl E. Seashore, Don Lewis, Joseph G. Saetveit, Seashore Measures of Musical Talents, New York: Psychological Corporation, 1919, Rev.1939.

METHOD BOOKS

Eight schools were found to be using the instruction book, Easy Steps to the Band,⁴ by Maurice Taylor. One of these schools used the book in combination with the Victor⁵ book. Three schools used the Belwin⁶ book, one in combination with the Prep Method.⁷ Two schools used the Rubank Method.⁸ One schools used the Griffin Method⁹ and one the Buchtel¹⁰. Two schools did not comment.

BUDGET

In the majority of cases, the directors had not been given a definite amount of money to be used for elementary music. These figures were listed by eight of the schools: \$5,000, \$4,000, \$1000, \$500, \$300, \$250, \$100, \$100. Some stated they were allotted nothing, while others did not know how much had been spent. Several schools said that they used high school equipment and that the money was not budgeted separately for the elementary school. Only five of the schools felt they were allotted enough money upon which to operate.

⁴Maurice D. Taylor, Easy Steps to the Band, New York: Mills Music, Inc., 1939.

⁵Victor, Victor Method of Class Instruction for Band and Orchestra, (Publisher not known).

⁶Fred Weber, Belwin Elementary Method, New York: Belwin, Inc., 1945.

⁷Gerald Prescott and June C. Phillips, Prep Beginning Band Method, Minneapolis: Paul A. Schmitt Music Co., 1952.

⁸G. W. van Duesen, Osley, Kustodowich, and Mann, Rubank Elementary Band Course, Chicago: Rubank, Inc., 1939.

⁹Fréd Griffin, Foundation to Band Playing, (Publisher not known).

¹⁰Forrest Buchtel, (Name of book not given by contributor) Chicago: Neil Kjos Music Co.

CHAPTER X

THE STRING PROGRAM

HIGH SCHOOL ORCHESTRA

According to the survey, only two high schools, the two largest, were maintaining orchestras in the curricular school program. These were Anchorage and Fairbanks. A third school, Seward, showed an orchestra which was not included in the regular school curriculum, and it was necessary for the director to hold rehearsals outside of school time. Table XXXIII shows the enrollment and minutes of rehearsal per week for each group.

TABLE XXXIII

ENROLLMENT AND REHEARSAL TIME OF HIGH SCHOOL ORCHESTRA

School	Enrollment in Orchestra	Minutes of rehearsal per week
Anchorage - - - - -	45 - - - - -	300
Fairbanks - - - - -	25 - - - - -	120
Seward - - - - -	12 - - - - -	60*

STRING INSTRUCTION

No type of string instruction aside from orchestra rehearsals was offered in the schools of Anchorage and Fairbanks. Seward listed a beginning program for high school students, but this was offered also outside of school hours.

*Outside school hours.

INSTRUMENTATION OF ORCHESTRAS

The string instrumentation of the three orchestras listed is shown in Table XXXIV.

TABLE XXXIV

INSTRUMENTATION OF ORCHESTRAS

School	Violin	Viola	Cello	Bass
Anchorage	18	5	4	3
Fairbanks	5	1	2	1
Seward	3	0	0	0

Seward also listed six elementary violin players but did not state whether they were members of the high school orchestra.

SCHOOL INSTRUMENTS

In Table XXXV is shown the number of school-owned string instruments in these three schools.

TABLE XXXV

SCHOOL-OWNED STRING INSTRUMENTS

School	Violin	Viola	Cello	Bass
Anchorage	0	9	11	10
Fairbanks	2	1	2	1
Seward	4	0	2	1

ELEMENTARY STRING PROGRAM

Six schools stated that they had string programs in their elementary schools. By 'string program' is meant the traditional orchestral

strings violin, viola, cello, bass. One director stated that they offered instruction in the guitar, but this has not been included in this section on string instruction.

Table XXXVI shows the schools that offered beginning string instruction in the elementary program and the number of students involved.

TABLE XXXVI
ELEMENTARY SCHOOL BEGINNING STRING INSTRUCTION

School	Number of Beginners
Ketchikan - - - - -	50
Fairbanks - - - - -	40
Anchorage - - - - -	15
Seward - - - - -	10
Fort Richardson - - - - -	5
Elmendorf - - - - -	3

In instruction for intermediate string players, only two schools showed an offering of this type.

TABLE XXXVII
INTERMEDIATE STRING INSTRUCTION

School	Number participating
Fairbanks - - - - -	21
Ketchikan - - - - -	4

ELEMENTARY SCHOOL ORCHESTRAS

The only school showing any elementary full orchestra work was Fairbanks, with approximately 90 students taking part. This included three grade schools averaging 30 players to each school. In Fairbanks

it should be noted that the band instructor did not handle all the elementary string work. An elementary vocal teacher spent eight and one-half hours per week in the beginning string teaching, while the band director handled some intermediate work and the orchestras. In Anchorage the elementary orchestra consisted of strings only. Anchorage was the only school that showed a full-time string instructor.

The level at which string instruction was begun and the number of minutes per week allotted the string class is shown in Table XXXVIII.

TABLE XXXVIII
LEVEL OF INSTRUCTION AND AMOUNT OF INSTRUCTION TIME

School	Grade in which strings begin	Minutes per week instruction
Anchorage	7	150
Ketchikan	5	60
Seward	4	60*
Fairbanks	4	40
Elmendorf	4	30*
Fort Richardson	4	30*

In the case of the schools marked with asterisks, this instruction was done in time outside of school.

METHOD BOOKS

Method books most commonly used were Tune a Day¹ which was used by four schools, one of which also used the Rubank Method²; the Rubank Method book alone by one school; Easy Steps³ and Rhythm Master⁴ by another.

STRING PROGRAM OBSTACLES

In the survey on strings, the directors were asked to list what they considered as obstacles in the way of a string program where none existed. The frequency of the varied answers is tabulated in Table XXXIX. More than one reason is listed in the case of many directors.

TABLE XXXIX

OBSTACLES CONFRONTING STRING PROGRAM

Reason	Number of cases
Lack of interest - - - - -	7
Scheduling problems - - - - -	4
Lack of teachers - - - - -	3
Band program is main interest - - - - -	3
School is too small - - - - -	1
No school string instruments - - - - -	1
Director has too heavy academic load - - - - -	1
Lack of appreciation of string music on the part of the community- - - - -	1

¹Paul C. Herfurth, Tune a Day, Boston: Boston Music Corporation, 1937 .

²Leslie Potter, Rubank Elementary Method, Chicago: Rubank, Inc., 1936.
R. L. Moehlmann, Rubank Group Method, Chicago: Rubank, Inc., 1937.

³Marjorie Keller and Maurice D. Taylor, Easy Steps to the Orchestra, New York City: Mills Music, Inc., 1951.

⁴Adam P. Lesinsky, Rhythm Master, violin method, New York City: Remick Music Corporation, 1939.

CHAPTER XI

MUSIC FESTIVALS

THE MUSIC FESTIVALS IN ALASKA

There are at present two music festivals being held in the Territory. One is known as the Western Alaska Music Festival and is held yearly in Fairbanks or Anchorage. Schools in this division besides Anchorage and Fairbanks, are Palmer, Seward, Cordova, Valdez, Seldovia, Nome, Kodiak, although all these schools have not always attended.

The other festival is known as the Southeastern Alaska Music Festival and is held every other year in the cities of Juneau, Ketchikan, or Sitka. In addition to these schools, others attending could be Skagway, Haines, Petersburg, and Wrangell.

Of the 14 schools with high school bands, eleven of these took part in the music festivals; three did not participate. Of these schools, seven attended the festival yearly; 3 attended every other year since the festival was held only that often; one school was in the area where the festival was held yearly, but they had not been able to participate each year.

FESTIVAL COSTS

The cost incurred by each school to send its students to the music festival varied from year to year with the size of the groups and the change in location of the event. The amounts listed in Table XL had been

paid by the school at one time or another to cover the cost of transportation for the whole group, including the vocal groups. Methods of transportation were by plane, rail, bus, car, and boat. In the Southeastern Festival, transportation was of necessity either by plane or boat.

TABLE XL
TRANSPORTATION COSTS TO FESTIVAL

School	Cost
Anchorage - - - - -	\$4000
Juneau - - - - -	4000
Ketchikan - - - - -	3500
Fairbanks - - - - -	2400
Palmer - - - - -	2000
Skagway - - - - -	1150
Cordova - - - - -	700
Seward - - - - -	600
Valdez - - - - -	200

METHODS OF RAISING FESTIVAL MONEY

In the case of every school, it was necessary for the school music group that was attending the festival to earn their own money for transportation. Only two schools received help from the school funds to partially cover the cost. Of these two schools one was given the amount of \$1000 of the \$3500 necessary by the school board. The other school did not state the amount of money received from school funds. Another group at one time received help from the school athletic fund, and another group received some help from the school's Parent Teachers' Association.

Aside from these means, the following type of activities were enumerated on the questionnaire as means of raising funds; concerts, raffles,

box suppers, school dances, donations from civic organizations, selling candy, bake sales, having concessions for the basketball games, chili supper, amateur nights.

CHAPTER XII

MUSIC APPRECIATION COURSES IN THE SCHOOL

As shown by results of the questionnaires, only one high school offered a course in music appreciation. According to a statement from the Territorial Department of Education, the high school in Anchorage was the only one in the Territory, including those who may not have answered the questionnaire, offering this course in the regular school curriculum. The junior high school in Anchorage also listed a course in music appreciation.

The reasons for not having such a course were expressed by the instrumental teachers in the following explanations:

"No time or interest"----Seward

"Insufficient demand"----Skagway

"Lack of time"----Wrangell

"No interest on the part of the administration--Lack of parental interest--No music appreciation in the homes"----Valdez

"No time for this in a small school with a small faculty"--
--Seldovia

"I have every hour taken with either band or academic courses. As yet, there has been little demand for such, and the schedule is too tight allowing time for six periods, five periods of which are used for required subjects"----Palmer

"Never have been given time for it. Hoping to start something this year. The band itself is only four years old and just getting started on the ground floor. I'm very much in favor of one course in music appreciation of some kind"----Nome

"No place in the schedule"----Ketchikan

"Lack of time in the school schedule"----Juneau-Douglas

"Music here is regarded primarily as an activity and such a course would lend a little too much academic dignity to the program. Also our schedule is quite crowded and we attempt to cram a lot of subjects into a short day with too few teachers to handle the load"---- Cordova

"I have expressed a desire to teach such a course for several years, but it is evidently not considered vital to the program by the administration. Another drawback is the fact that the students most interested in such a course are the ones who participate in the band, orchestra, or various choral groups which demands the one period that they have for an elective. The students who have the time are not the interested one. I can think of no subject which can better help students to realize a fuller, richer life, or can better fill the "gap" in the ever increasing amount of leisure time which may otherwise create a social problem with the student body."----Fairbanks

CHAPTER XIII

LIVE MUSIC IN ALASKAN CITIES

Directors, in the questionnaires, were asked to indicate the opportunities for hearing live music in their particular communities. The answers varied considerably in these cities whose populations range from 500 to 60,000.

Directors in six different schools said that there was absolutely no opportunities to hear live music, while one said that the chances were "not very good," and another that only a church choir constituted possibilities for hearing live music.

Seven directors stated that in their cities they received the Alaska Music Trails Concerts. This is a series of four concerts, similar to Community Concert Series, held in many cities, presented by excellent but lesser known artists. The majority of concerts feature single artists, the largest group having been a woodwind quintet. In many of the cities, the artists have given special concerts in the schools for students only, at an admission price that is within reach of all who wish to attend.

In the largest city, Anchorage, the various directors there mentioned opportunities to hear military groups, army contests, and USO touring shows. Anchorage was the only city to have a civic symphony and a civic chorus functioning regularly. Mention was made here also of opportunity to hear various church productions.

In Fairbanks mention was made of the a capella choir at the university located there, and in Juneau the director stated that there was an abundance of community music productions.

CHAPTER XIV

HANDICAPS OF INSTRUMENTAL MUSIC TEACHERS

IN ALASKA

More than twenty-five different answers were received in response to the question regarding handicaps of the director, both professional and personal, in his capacity as instrumental music director in an Alaskan school. No one answer appeared more than five times showing the diversity of problems with the music teachers in Alaska. The handicaps and the frequency of the problem are shown in Table XLI.

TABLE XLI

HANDICAPS OF MUSIC DIRECTOR

Handicap	Frequency
1. Lack of time in school schedule - - - - -	5
2. Inadequate facilities - - - - -	4
3. Lack of competition, chance to hear other music groups - - -	4
4. No music supply or instrument repair business - - - -	4
5. Too heavy a load for one music teacher- - - - -	3
6. A dearth of live music - - - - -	2
7. Too great a distance to the music festivals - - - - -	2
8. Not enough money in school budget to purchase instruments - - - -	2
9. Too many bus students making extra rehearsals impossible - - - -	2
10. Director feels professional isolation - - - - -	2

Other responses regarding handicaps which appeared once were:

- (1) a need for an additional bonus for music teachers similar to that received by athletic coaches,
- (2) transportation problems and hence a

lessening of incentive to hear another group and strive to surpass it in performance standards,(3) so much community demand for performance that there is little time to teach, (4) poor weather and lack of indoor space prevents marching,(5) apathy on part of community, students, and faculty;(6) turnover of students is so great that it is difficult to build a good group,(7) small town lack of understanding of educational problems,(8) salary is not enough to compensate for the high cost of living,(9) few opportunities to perform,(10) students have no place to practice in their homes,(all Eskimo village) (11) no provision at school for headbolt heaters, making it necessary to start one's car between classes in cold weather.

Only one director felt there were no handicaps whatsoever; another said there were none in his school work, only personal problems; another did not comment.

CHAPTER XV

ADVANTAGES OF THE MUSIC TEACHER IN ALASKA

The two main advantages of teaching music in Alaska according to statements expressed by the directors in the questionnaire which outweighed all others were:(1) community interest in the instrumental music program,and (2) pupil interest. Each of these were listed five times.

"An excellent administration," was the next most mentioned advantage, and then "a fine physical plant," "sufficient money from the school for success of the program," and the fact that "weather and isolation make it necessary to find an outlet through cultural activities."

Other advantages expressed by the director were:(1) willingness of the parents to buy instruments,(2) the cooperation of the air force band personnel,(3) a feeling of satisfaction on the part of the teacher that you are bringing to children in remote village schools the same advantages that would be afforded them in a large city set-up,(4) fewer distractions to deter students from regular practices,(5) fine private teachers,(6) excellent taste in music on part of community and students,(7) general wealth of the community,(8) the impossibility of a large scale athletic program,(9) cooperation of the school board,(10) freedom and respect enjoyed by teacher in an Alaskan community,(11) long winters in which music becomes a worthwhile hobby.

CHAPTER XVI

REASONS FOR NO INSTRUMENTAL MUSIC PROGRAM

Where there was no instrumental music program in the system, teachers or principals, or superintendents who received the questionnaire were asked to state reasons why there was no such program in their school. The following explanations have been quoted directly from the returned questionnaires. The enrollment figures of the school have been given by the author as a help to the reader in understanding the situation.

SCHOOL A: High School enrollment, 19; elementary, 77

"No instrumental program at School A. The Juneau office has never hired a teacher here qualified to teach music. The people here, and the students as a whole, want instrumental music, but it seems to be a lack of money, or interest at the Commissioner of Education's Office to hire a teacher that is qualified to teach music."

"We have to get just anyone in the community who might be able to teach a little music to help out with music, or we would not have music at all."

Principal

SCHOOL B: High School enrollment, 0; elementary, 101

"You are quite correct. School B has no formal instrumental music program as such mainly due to lack of experienced personnel and inability of the students to secure musical instruments."

"It is too bad because the children are quite gifted musically and many of their parents play musical instruments which they have learned to play by ear. It is hoped that something can be done along this line in the near future."

Superintendent

SCHOOL C: High School enrollment, 0; elementary, 104

"The School C Elementary School does not have an instrumental music program in operation because no funds are appropriated for such a program."

"A Salvation Army Band is maintained year-round for the youth of the community as well as adults."

Superintendent

SCHOOL D:* High School enrollment, 24; elementary, 239

"We do not have an instrumental program at School D due primarily to the relative newness and size of the high school. I expect that we will begin both an instrumental and choral program next fall."

Superintendent

SCHOOL E: High School enrollment, 52; elementary, 274

"In this high school there is no instrumental music of any sort. The school is a combination elementary and high school. Most of the children are in elementary grades. The only form of music is through glee club and choir and individual class singing."

Teacher of music and fifth grade

SCHOOL F: High School enrollment, 45; elementary, 162

"I am taking the liberty of answering your inquiry. There is no instrumental program at School F, but I do not feel qualified to state why."

Wife of Superintendent

SCHOOL G:* High School enrollment, 0; elementary, 352

"We do not have an instrumental music program at this time in School G. The school, which includes grades kindergarten through eighth, is fairly small with an enrollment of approximately 300. We are part of the Alaska Territorial School System and funds are rather limited."

*An On-Base school

"This school does not employ a music teacher as such and those of us who take over the music program in addition to our regular classroom teaching, are not qualified to teach instrumental music. Also most of the teachers are navy dependents and so are not here long enough to set-up and continue such a program."

Teacher of fifth grade and music

CHAPTER XVII

CONCLUSIONS AND RECOMMENDATIONS

Certain conditions in the instrumental music program of the Alaska Public Schools should be improved upon in order to establish higher standards and achieve more satisfactory results. Recommendations in specific areas follow:

ELEMENTARY MUSIC PROGRAM

An instrumental music program should be carried out in more of the elementary schools, especially those with an enrollment of 150 or over. In the On-Base schools, this area of instruction seemed particularly weak. Of the eight schools of this type, only two were offering instrumental music training. Five schools offered no instruction, and one did not respond to the questionnaire; it is doubtful if this school had a program. The enrollments of the five schools that did not offer instrumental music were all over 200 except one which numbered 92. The round figures of the enrollment of these four schools were 1000, 600, 200, and 200.

FULL-TIME MUSIC TEACHERS

The study showed that only four schools employed full-time instrumental music teachers. While it is obvious that in some of the smaller schools it would be financially impossible to employ a full-time instrumental music instructor, in many cases the music instructor was burdened with academic classes to the detriment of the music program.

It was impossible to do a thorough job in the music field because of responsibilities in other teaching areas. The string program undoubtedly suffered in the schools, or in most cases was non-existent, because of the director's loaded schedule.

SCHOOL-OWNED INSTRUMENTS

In regard to school-owned instruments, the quality of bands can be improved only if the schools will equip the instrumental music departments with the instruments necessary for a balanced instrumentation. The quality of instruments is also an important factor in the sound of a group. Many instruments are too expensive to be purchased by the students themselves, but without them a band can never achieve satisfying results. According to Prescott and Chidester:

"Pupils cannot be expected to buy the large and less common instruments. Tubas, oboes, bassoons, French horns, alto clarinets, bass clarinets, tympani, and many other instruments should be purchased by the Board of Education. A school cannot teach band properly without these instruments any more than it can teach domestic science without cooking utensils, commercial science without typewriters, chemistry without test tubes, or industrial arts without lathes. The principle is the same, and band instructors should take a firm stand in behalf of instrumental music.

Obviously, all the instruments necessary to give a band a complete instrumentation usually cannot be purchased in one year. A definite schedule of purchases should be devised by the band leader to fit his local conditions. Some of the more ambitious students will buy their own instruments even if the school does furnish them; but the school should not rely on such private purchases. A balance of instrumentation is more apt to be maintained if the school does own all the instruments."¹

¹Gerald R. Prescott and Lawrence W. Chidester, Getting Results With School Bands, (New York: Carl Fischer, Inc. and Minneapolis: Paul A. Schmitt Music Co., 1938) pp. 181-182.

Table XLII shows the instruments that the authors of Getting Results With School Bands² feel should be school-owned. Since the average size band in the Alaska high schools numbered forty, many of the schools will be mainly concerned with the instruments listed in the first column.

TABLE XLII
INSTRUMENTS AND THE NUMBER OF EACH THE SCHOOL SHOULD OWN
ACCORDING TO SIZE OF BAND MAINTAINED

Instrument	Small-40	Average-60	Large-80
Piccolo - - - - -	1	1	1
E ^b clarinet - - - - -			1
Oboe - - - - -	1	2	2
English horn - - - - -		1	1
Alto clarinet - - - - -	1	2	2
Bass clarinet - - - - -	1	2	2
Tenor Saxophone - - - - -		1	1
Baritone Saxophone - - - - -	1	1	1
Bass Saxophone - - - - -			1
Alto horn - - - - -	2	2	2
French horn - - - - -	4	5	6
Fluegel horn- - - - -			2
Baritone - - - - -	1	2	2
Bass trombone - - - - -		1	1
E ^b tuba - - - - -	1	2	2
BB ^b tuba - - - - -	3	5	5
String bass - - - - -	1	1	1
Snare drum - - - - -	1	1	1
Street drum - - - - -	2	4	6
Scotch drum - - - - -	1	1	2
Concert bass - - - - -	1	1	1
Tympani (pr.) - - - - -	1	1	1
Cymbals (pr.) - - - - -	1	2	2
Orchestra bells - - - - -	1	1	1
Traps(purchased as needed)1		1	1

This chart would be useful not only to the band directors but to the administrators, since the study showed weaknesses in the instrumentation

²Ibid., p. 183

of the school bands. The instrumentation listed here could obviously vary somewhat with the taste of the director. Some, for instance, may prefer to have two bass clarinets rather than one alto and one bass, or an additional horn in place of two alto horns. A tenor saxophone would also be desirable in a forty piece band should the students not have their own.

MUSIC APPRECIATION CLASSES

The author believes it is important that courses in music appreciation be included in the curriculum of the high schools today. The survey showed that only one high school in the Territory offered such a course.

Today the average person has greater opportunities for hearing fine music in the United States than ever before in the history of the world. Listening to music is no longer a privilege of the wealthy. The flick of a button can bring us fine music from radio, phonograph, or television; recitals and concerts which we have the opportunity to attend take place in almost every community. The writer believes that it is the duty of the educator to develop in the child an understanding or "appreciation" of music so that he is able to capitalize on these advantages. To gear the music program in the school to the "performer" only is not sound, since it is a known fact that the majority of people are "consumers", rather than "producers", of music.

Charles Leonard says:

If listening to music is to have optimum of value, a person must know something about how to listen. If the listener wants to attain the utmost pleasure and enjoyment, he needs to know something about the nature of music and the elements that make music

what it is. He needs to know what to listen for and where to focus his attention. He must be acquainted with the various styles in music, the different types of compositions, and the composers who have contributed to the vast storehouse of music literature. In other words, he needs to develop a degree of musical awareness and musical literacy.³

McKinney and Anderson say:

The very presence of so much music, the fact that we can get it so freely whenever we want it, may-and often does-act as a deterrent from our putting any effort into listening to it. It goes without saying that unless we do make an effort we get nothing; this is as true of art as it is of life. Neither music nor any other artistic experience which can be of such help in making life full and rich will mean anything to the individual unless he is able to learn how to make them a part of himself, with an active rather than merely a passive state of mind. There are manifest ways of doing this: by evaluating such experiences and judging their quality, by knowing what it was their creators meant them to express, by being able to appraise something of the technical processes by which they were brought into being. All of the arts can mean much to the sensitive individual after he has some guidance in making their multitudinous and bewildering experiences his own.⁴

In a very recent article reprinted from his address to the Music Educators National Conference in March, 1958, Howard Hanson stated:

The area of music appreciation presents equally baffling problems. The determined and dedicated teacher of music appreciation may have students at her disposal one period a week in which to inculcate a love of the works of Schubert, Brahms, Beethoven, or Joseph Green. At the same time station WR & R will be pouring out its product, Rock n' Roll, hour after hour into the small hours of the morning.⁵

³Charles Leonard, Recreation Through Music, (New York: A. S. Barnes and Company, 1952) p. 10.

⁴Howard D. McKinney and W. R. Anderson, The Challenge of Listening, (Rutgers University Press, 1943) pp. 2-3.

⁵ Howard Hanson, "Music Looks Forward," Music Educators Journal, 44:32, June-July, 1958.

Francis Horn points out in a magazine article taken from his commencement address, June 3, 1953, at Peabody Conservatory of Music, that the development of understanding and appreciation of music, and the taste and discrimination that are inseparable from them, cannot be left to chance and haphazard cultivation by the individual. In schools and colleges it cannot be left to extracurricular opportunities in music. The benefits that music brings can be achieved most effectively through formal course work. Music, in other words, must be made a part of the general education of every person.⁶ Mr. Horn further says:

Surely there would be general agreement that in our day we have not developed an audience of taste and discrimination commensurate with the amount of music -the term is used very broadly- we experience in our lives. Modern science and technology through the movies, radio, and television have brought more music into the lives of more people than ever before.

The point I want to emphasize is that the mechanical means of reproducing and diffusing music impose a heavier obligation than we have ever known before to develop discrimination and refine taste. It is an obligation too great to be discharged by the conservatories and schools of music in this country. Theirs is the task of preparing professionally those who will do the job; but the job must be done primarily in the nation's schools and colleges. It will not be done, however, until there is greater recognition than at present that music should be a part of the general education* of every school and college student.

The significance of music both to the individual and to society is well known to music educators. One need not point out, therefore, the extent to which music, like all the fine arts, contributes to and individual's emotional maturity and stability, to his mental and spiritual balance. Plato held that music was indispensable to the complete man. Few, if any, subjects provide greater inward satisfaction or more sustained benefits. Music promises a lifetime of

⁶Francis Horn, "Music in General Education," Music Educators Journal, 40:25, September-October, 1953.

*General education defined by Mr. Horn as "that which should be a common experience of all educated men and women."

enjoyment to those who understand and appreciate it. But music does more; it contributes to ones knowledge of himself and his fellow man, to his sense of values about life, and to its meaning. Music introduces us Novalis taught, "to an intelligible world of ideas."⁷

A course of study from the State Education Department of New York states:

From a musical standpoint, the most important objective of music education is to help pupils sense esthetic value in music and develop a lasting appreciation and enjoyment of good music.... Several goals arise from the fact that music has become an important socializing force in our democratic society. It has become a democratic art and all pupils should have the opportunity to enjoy it both as producers and consumers of music....

Love of music is universal. Music has been produced through the ages because playing, singing, and listening to others perform are delightful, satisfying experiences. Whether it expresses joy, love, sorrow, fear or faith, music affords a means of portraying all the emotions that are part of normal living. Expression of feeling through a creative art like music is essential for the stability of the individual within himself and for his effective participation as a member of a social group. As our daily life becomes more mechanized, more routine, music is more than ever necessary to relieve monotony and add to the enjoyment of living. Judged by these and other values, music deserves an important place in the curriculum where it can contribute best to the objectives of the secondary school.⁸

The authorities quoted in the preceding paragraphs point out clearly and effectively the need for the inclusion of music appreciation classes in the curriculum of the schools today.

STRINGS

The string program in the Alaskan Public Schools must be supported and strengthened if the music education of today's student is to be complete. The weakness in strings is obvious. The survey showed that

⁷Ibid., p. 25.

⁸Bureau of Secondary Curriculum Development, Syllabus in Music Grades 7-12. State Education Department, New York.

only two Alaskan high schools included orchestra in the school curriculum, and only three elementary schools showed an organized string program. Three other elementary schools stated that they had string programs, but two were handled outside of school time and none of them were very far-reaching. One school showed ten players out of an enrollment of 467, another school had only five out of 1,288, and the third had only three out of 1,770.

The reasons for these conditions lie in several places, no doubt, but the investigator feels that the two main factors are lack of knowledge and interest in the instrumental music director, and lack of interest on the part of the administration. She does not feel that the dearth of strings is due to "lack of interest on the part of the students," as many of the questionnaires indicated. She believes that enthusiasm can be aroused as keenly as it is for band work if the teacher reflects his interest and has a real desire to build a program.

The survey also showed one of the obstacles to be "scheduling problems." This may be true in the high school, but it must be pointed out that string work should be started in the elementary school, preferably at an earlier grade level than the wind instruments, and here the scheduling problems are not usually so great. If the students became fairly proficient players by the time they reached high school, the writer believed that both administrator and music teacher would find it possible to fit orchestra into the curriculum.

Harold Lickey points out the favorable aspects of orchestra that are often overlooked saying:

Some points favorable to orchestra are often overlooked. String instruments cost less. There are no expensive uniforms to buy. The eternal headache of fitting uniforms to growing

boys and girls is absent. The music literature is better quality and greater quantity. It gives a broader music education. It is all indoors. And the writer finds that once the program is going the pupils will stick with it better than band, and that the school and community are as proud of the orchestra as of the band.⁹

Some of the blame for the situation Mr. Lickey also points out may lay at the door of the training institutions but he continues to say:

Blame lies also at the door of the directors. Directors often do not want orchestras enough to give the effort required for satisfying results. It takes more time and patience than a band program.

Blame lies at the door of some administrators. There are some who want only a school "show horse" so much so that the prospects for a balanced music education program go out the window. Directors are on the spot to produce band pageantry so that there is often little time, will, or budget left for an orchestra.¹⁰

Russell Morgan says the string problem is due to:

"(1) lack of interest in the homes, (2) violin teachers who make personal contacts are declining, (3) present appeal of band, and (4) it takes longer for a beginner to satisfy himself and his audience."¹¹

John Kuczmarki lists his beliefs regarding the decline of many string programs in the past 20 years as:

(1) wind instruments are easier at the beginning stage, (2) emphasis on band at basketball and football games, (3) students are less willing to spend time in learning to play instruments, (4) the teacher needs to be enthusiastic and sell the string program.¹²

⁹Harold Lickey, "String Program to Balance Band Program in High School," Music Educators Journal, 40:46-47, January 1954.

¹⁰Ibid., p. 46.

¹¹Russell Morgan, "String Players in Schools," The Instrumentalist, 3:15, September-October, 1948.

¹²John Kuczmarki, "Develop Interest in Strings," The Instrumentalist, 11:31, April, 1957.

Mr. Kuczmariski says, "The development of strings in the public schools today is challenging and, in some ways, the most difficult aspect of public school music education.¹³

A study of strings made in Iowa schools by Frank Hill shows that:

The percentage of enrollment studying strings decreases with the population of the town until, in towns of less than 5,000, the percentage often becomes less than 1 per cent. With such a proportion, obviously orchestras are a travesty. The situation is generally true everywhere. It seems logical, therefore, that our efforts are needed most in these smaller communities. Many of these towns have been without string work so long that the students have no conception of orchestras, and whatever string instruments the school possess lie molding in the storerooms. The superintendent hesitates to start a long time string program that may not succeed. The band teacher and vocal teacher are content with their lot and shudder at the prospect of more work.....The string program is in need of general support.¹⁴

ELIGIBILITY

The survey showed that all 114 schools that had bands offered the course as a part of the regular curriculum; that is, the class met during the school day and credit was allowed for it. The writer feels that where a subject is curricular and credit-bearing there should be no rules of eligibility governing it, since it should operate on the same basis as any other school subject.

If a student is enrolled in a music course it necessarily follows that he should meet all of its requirements which in the case of band would probably include: (1) daily attendance plus attendance at extra rehearsals, (2) homework which in most cases would mean practicing, (3)

¹³ Ibid., 31

¹⁴ Frank Hill, "The Truth About Strings," The Instrumentalist, 3:60-61, March-April, 1949.

taking tests, (4) performance. Eligibility rules, where they function, make performances impossible for the students who therefore do not meet the requirements of the course. It would appear to the author to be educationally and psychologically unsound to punish a student in one course (music, for instance) for his inability to succeed in another (physics, for instance). It is rather the function of education to develop in the individual child the skills that he possesses, and to provide him with the opportunity and the right to improve upon his talents.

Mursell states that:

The experience of successful achievement is of the highest importance in personal living and personal adjustment. It is an influence of great importance in personal development. This is generally recognized.....To have some area where he feels that he can experience significant success can be the salvation of an otherwise frustrated person, and to find such an area can add to the well-being and strength of the strongest.¹⁵

¹⁵James L. Mursell, Music Education Principals, and Programs, (Morristown, N. J.: Silver Burdett Co., 1956), p. 45.

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Appendix A

APPENDIX A

Brantly Hall
Montana State University
Missoula, Montana
July 12, 1957

Dear

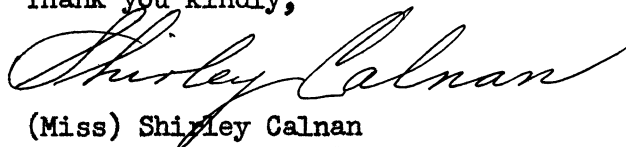
I am at this time making a study of the instrumental music set-ups in the schools of Alaska, and am very anxious to receive your help so that the survey may be complete and successful. Would it be possible for you to complete the enclosed form within a few days time so that the results can be compiled during my summer session period at the University of Montana?

The form to be answered by you may appear to be "a bit weighty", but I believe you will find that it is possible to answer most of the items simply with checks, yes or no, or a few words of description. We are all so busy during the school year (I have been guilty of filing a few of these in the wastebasket myself!) that I felt it would be more desirable to send these questionnaires at this time. If you are not returning to your same job, would you please fill out the form anyway for the school you just left.

If your school does not have an instrumental music program in operation, would you kindly state that fact on the back of this letter and return it regardless. I would appreciate it if you would state reasons why there is no such program since I believe this would be a valuable contribution to the paper.

I am sure all the instrumental music teachers will be interested in a report of this nature and the results will be made available to all of you. However, do not hesitate to answer any questions you consider personal (salaries, for instance) since there will be no identification of schools with the results.

Thank you kindly,



(Miss) Shirley Calnan
Instrumental Music Director
Fairbanks Public Schools
Fairbanks, Alaska

QUESTIONNAIRE

THE STATUS OF INSTRUMENTAL MUSIC IN THE PUBLIC SCHOOLS OF ALASKA

Part I

1. Name _____ School _____
Teaching title (supervisor, band director, etc.) _____

2. Total enrollment of school system _____
Enrollment of high school _____
3. Is your school plan the 8 - 4? _____ 6 - 2- 4? _____ 6 - 3- 3? _____
4. Years of experience in present experience _____
5. Number of years previous experience _____ In what states? _____
6. What degree (if any) do you hold? _____
From what school? _____
7. Number of instrumental music teachers in your system _____
8. Do you teach subjects other than music? If so, what? _____
9. Are you engaged in other school activities? Is so, what? _____

10. Name extra civic activities in music in which you might be participating and in what capacity _____
11. Salary for school year 1957-58 _____
Bonus, if any _____
12. What is your approximate teaching load (in hours) per week? _____

Part II

Please check the classes which you teach; tell the number enrolled in each group, and the amount of time per week allotted to each.

	HIGH SCHOOL			ELEMENTARY		
	Check Subj. Taught	No. in Group	Min. per week	Check Subj. Taught	No. in Group	Min. per week
Band						
Orchestra						
Beginning Strings						
Beginning Band Instruction						
Intermediate or Advanced Strings						
Intermediate or Ad- vanced Instruction						
Music Theory or Appreciation						
Twirling						
Others						

Are any of the above classes taught outside school hours? _____

Which ones? _____

If you do not have a high school music appreciation or theory course,
can you explain why? _____

Part III

1. In what grade do you begin band instruments? _____
String instruments? _____
2. Check the plan for your beginning program:
 - a. private _____
 - b. class _____
 - c. If class, like or unlike _____
 - d. Full band or orchestra _____
 - e. Other plans _____
3. On what basis, if any, are beginners selected? _____

4. What beginning method book do you use for wind instruments? _____

5. Do you rent your school-owned instruments? _____ What is the
cost, if any, to the student? _____
6. Is there another rental plan (as through a local music store) in
your city? _____
Describe _____

Part IV

1. Are the band and orchestra in your school considered curricular _____
or extracurricular? _____
2. How much credit per year is received for band? _____
For orchestra? _____
3. Do you have an eligibility rule for your music students? _____
If so, describe briefly the way in which it functions:
4. How many elementary students play in your high school band _____
5. Approximately how many of your high school band students study
privately? _____ Grade school students? _____
6. Approximate number of high school band performances per year _____
How many of these are school performances (assemblies, etc)? _____
How many are concerts? _____ Basketball games? _____
Others _____
7. Do you have a marching band? _____ Number of performances per
year _____ How many rehearsals before each performance? _____ What
are the obstacles, if any, in marching band rehearsals? _____
Do you have a school dance band? _____ Under your direction? _____
Under students direction? _____ Number of performances per year _____
8. Do you take part in a contest or festival? _____ how often? _____
How many miles must you travel? _____
Total cost of transportation for both band and chorus _____
How is the trip financed? _____

Part V

Check instrumentation of your high school band, Spring, 1957:

	<u>Number in band</u>	<u>Number that are school-owned</u>
piccolo	_____	_____
flute	_____	_____
oboe	_____	_____
English horn	_____	_____
bassoon	_____	_____
contra-bassoon	_____	_____
B ^b clarinet	_____	_____
E ^b clarinet	_____	_____
alto clarinet	_____	_____
bass clarinet	_____	_____
E ^b alto sax	_____	_____
C melody sax	_____	_____
tenor sax	_____	_____
baritone sax	_____	_____
soprano sax	_____	_____
single French horn	_____	_____
double French horn	_____	_____
alto horns	_____	_____
mellophones	_____	_____
trumpets	_____	_____
trombones	_____	_____
baritones	_____	_____
sousaphone	_____	_____
tuba	_____	_____
snare drum	_____	_____
bass drum	_____	_____
tympani	_____	_____
glockenspiel	_____	_____
chimes	_____	_____
xylophone	_____	_____
others	_____	_____

Part VI

Do you have a string program? _____ If not, what do you believe are the obstacles? (such as scheduling problems, lack of string instructors, lack of interest, etc.) _____

How many violin players in high school group? _____ Elementary? _____

Viola players, high school? _____ elementary? _____

Cello players, high school? _____ elementary? _____

String bass players, high school? _____ elementary? _____

How many of each are high school owned: violins? _____ violas? _____

cellos? _____ basses? _____ How many of each are grade school owned:

violins? _____ viola? _____ cellos? _____ basses? _____

Part VII

Approximate amount of money budgeted each year to the instrumental music program in the high school? _____ In the grade school? _____ Is this sufficient? _____

Is it necessary to raise additional money? _____ If so, for what purposes? (instruments, uniforms, trips, music)? _____

Do you have a special band or music room? _____ Is it adequate for your needs? _____

Do you feel that the community is interested in your school music program? _____

Are they as sympathetic _____, less sympathetic _____, more sympathetic _____

to the music program than to the athletic program?

Part IX

What do you feel are the biggest handicaps, school and personal, in your present capacity as instrumental music instructor in an Alaskan school?

What are the greatest assets?

While this study was in preparation, word was received on June 30, 1958, that the United States Senate had passed the Alaska Statehood bill. The vote was 64-20 in favor of admitting Alaska as the 49th state of the Union. It will be interesting to note the changes and developments that will occur economically and socially in Alaska, and the effect that might be felt on the educational system.