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SOME EFFECTS OF PUBLIC SCHOOL MUSIC ON THE DEVELOPMENT
OF ADULT MUSICAL INTERESTS AND ACTIVITIES

A Paper
Presented to
The Faculty of the Department of Music
Eastern Illinois State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Charles E. Moore
August 1954

DATE July 12-54
APPROVED ✓
ADVISOR _____

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CHAPTER I

THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the continuation of participation in music activities of certain selected graduates of Flora Township High School from the classes of 1950, 1951, 1952, and 1953. The study is concerned with students who had participated in either chorus or band, or both, for four consecutive years. Specifically, the objectives of this study are: (1) To determine to what extent these graduates continue to participate in music after graduation; (2) To determine the reasons for no longer participating as stated by these high school graduates; and (3) To determine if the musical experiences of these graduates while in high school has added to their personal enjoyment after graduation, and perhaps enabled them to become more useful citizens. Consideration will be given not only to musical activities while in school, but also to the musical background in the home, interest in musical activities and interests since graduating from high school.

STATEMENT OF THE PROBLEM

When one has observed the large number of students participating in bands, orchestras, and choral groups in our public schools, one cannot but wonder what becomes of the school musician

after he leaves school. Does he go on to seek a career in music, does he use this musical training as an avocation or vocation, or does he seek enjoyment from music in some other way? I have been asking myself and others this question, "What becomes of these high school musicians? Do they continue to be interested in music and participate in musical organizations? If they do not, what are the factors that cause them to discontinue? Are the factors due, largely, to a lack of interest in music, or to a lack of opportunities for continued participation, or to lack of time due to the stress of other duties? These and many other questions come to mind as one ponders over the status of adult music organizations in many communities. Those who have instructed music students may at times be unable to explain what has become of them, and why more evidence of their talents are not present in the community.

According to Herrick,¹ "Many of the ideas concerning the carry-over of certain courses have never been thoroughly investigated." A survey of the general educational literature seems to substantiate this statement. Several studies have been made on activities of students while they were in school, but very little has been done in the follow-up of these students after they have graduated from high school, especially in the field of music education.

¹ Virgil E. Herrick, "Planned and Unplanned Curriculums," The Elementary School Journal, 47:568, June 1947.

SOURCE OF DATA

After conferences with the administrator and the music teacher, it was decided that the study should be limited to four consecutive years of participation. They were in sympathy with the research being carried on, and were agreeable to having a survey made of their graduates. It seemed advisable to limit the scope of the study to include the graduating classes of 1950, 1951, 1952, and 1953. The recent period of years was chosen on the assumption that there might be a greater probability of locating the subjects from recent classes than from classes of a decade ago. The four year period was selected to insure a reasonable number of subjects. Within these limits it was believed that sufficient data could be collected to discover significant factors for this study.

OBTAINING THE DATA

It was decided to select subjects who had participated for four consecutive years of high school in either chorus or band, or a total of four years or more in both organizations. The assumption was that such students would have had considerable preparation and pleasurable experiences with music, and would be more likely to continue participation after graduation than would students who merely enrolled in chorus or band for one semester or year. Most of the selected subjects however, had participated in both band and chorus. Permanent record cards from the school

office were checked and the name, address, and number of years of participation were recorded on a prepared form. (See Appendix A) Of the 360 graduates in the four selected classes, only 47 respondents were found who could meet the requirements of having participated four consecutive years in an organization, which had been set up for this study. The records revealed many names of students who had participated one, two or three years.

This select group constituted approximately 13% of the entire graduating classes of 1950, 1951, 1952, and 1953. The break-down for each class is as follows:

TABLE I

NUMBER OF GRADUATES AND NUMBER AND PERCENT OF GRADUATES IN THE STUDY BY YEAR OF GRADUATION

Class	Number of Graduates	Number Selected	Percent of Entire Class Reported
1950	118	11	9.3%
1951	92	12	13.0%
1952	85	9	10.6%
1953	65	15	23.0%

The above table does not reveal any information concerning the music education of the remainder of the student body. According to Mursell, "It very often happens that in many senior high schools, not more than about 10% of the pupils are effectively reached by the music program."²

² Mursell, James L., Education for Musical Growth, (Chicago: Ginn & Company, 1948), p. 341.

The foregoing table reveals that 13.9% of the pupils of Flora High School have participated in musical groups for four or more years. In all probability these 47 subjects have been "effectively reached" by Mursell's standards.

We are not however, giving any consideration to those pupils who have participated less than four years, and may have derived untold benefits from their experiences. Such factors as being unable to arrange their schedules to include musical activities due to lack of time or conflicts; work outside of school and other obligations, in all probability prevented many students from participating as much as he might have desired.

DEVELOPMENT OF THE QUESTIONNAIRE

To collect the data considered necessary from the individuals, it was decided to prepare a questionnaire. In this way, it was believed that more subjects could be contacted than would be possible by personal interviews. In the preparation of the questionnaire, a list of questions as they pertain to continued participation, influences, attitudes, home background, training, degree of participation, listening activities, and concert attendance was prepared. After careful study of this list of questions, some were eliminated and others added on the basis of including only questions which appeared to have a direct bearing on this study. The questionnaire was then revised and submitted to a high school Business English Class as a test of the clarity of the questions. The questionnaire was again revised and put into its final form.

ORGANIZATION OF THE DATA

The data were collected from the questionnaires and recorded on a master work-sheet in such a manner that the answers to each question could be totaled for the purposes of determining the arithmetic mean and percentages; the average number of years of participation in the school music organization or the percent of students continuing in some particular phase of musical activity after graduating from high school. The data from the more subjective questions were studied and classified to determine significant trends in attitudes, likes, and dislikes.

ORGANIZATION OF THE FLORA TOWNSHIP HIGH SCHOOL

Flora, Illinois is primarily an agricultural town with a population of fifty-five hundred. It has a somewhat limited amount of oil activity, which employs approximately one-fourth of the employable population. Railroading, and agriculturally affiliated jobs constitutes the major part of the employment. Flora would not be considered a wealthy community when compared to other cities of comparable size. The average enrollment at Flora High School for the years included in this study was 486. This figure is based upon the figures found in the Illinois School Directory for those years. Flora High School is the only high school in the city, and obviously draws its student body from the entire city. Four grades (nine, ten, eleven, and twelve) are included in the high school. The music education program in Flora High School is considered by the writer as being typical for a school of its enrollment.

OBJECTIVES OF MUSIC EDUCATION

In the source book of Music Educators National Conference we find the following statement:

Throughout the ages, man has found music to be essential in voicing his own innate sense of beauty. Music is not a thing apart from man, it is the spiritualized expression of his finest and best inner self.

There is no one wholly unresponsive to the elevating appeal of music. If only the right contacts and experiences are provided, every life can find in music some answer to its fundamental need for aesthetic and emotional outlet.³

If this be true, music education in the public schools should be concerned primarily with providing worth-while opportunities for satisfying experiences in music for. . ."all the children of all the people."⁴ It should concern itself also with providing opportunities which, while contributing primarily to "here and now" could also contribute to the. . ."carry-over of school music training into the musical, social, and home life of the community, as a vital part of its cultural, recreational, and leisure-time activities."⁵

If music education fulfills these objectives functionally, it will perhaps reveal itself in the continuation of participation in musical activities in the community on the part of high school graduates who were active in music organizations while in school.

³ Hazel N. Morgan, editor, Music Educators Source Book, Chicago: Music Educators National Conference, 1947, p. 14

⁴ Pitts, Lilla Belle, The Music Curriculum in a Changing World. New York: Silver Burdett Company, 1944, p. 45.

⁵ Morgan, Op. cit., p. iv.

Music education in the public school must also be cognizant of its responsibility for providing opportunities for the musically gifted to further their development toward music as a vocation.

It is possible that the data of this study may tend to reveal continued participation in music after graduation both as it pertains to avocational and vocational participation.

GATHERING THE DATA

A form which we shall call the "Address Form" (See Appendix A) was prepared. This form was at hand during the time the permanent record cards were being examined. When a subject was found which met the criteria of participation as arbitrarily determined earlier, the name and address of the subject were recorded. Preceding the name of the subject, the total number of years of participation in the various music organizations was recorded. This form provided a ready work-sheet for tabulation as well as for reference. Addresses were checked with the telephone directory. A student helper who was familiar with many of the subjects was very helpful in giving information as to where to locate many subjects. Those subjects who were known by the writer or the student helper were contacted by phone, and were advised about the study being made and asked to complete the questionnaire. The questionnaire was then either mailed or delivered personally to the subject.

PRELIMINARY CONTACTS

Those subjects who were not known personally by the writer or student helper, a preliminary contact was made by mailing them a double postal card (See Appendix B) giving a concise statement concerning this study and asking the individual if he would assist in this study by filling out a questionnaire. Half of the double card was for the convenience of the subject in answering.

CODING

As cards were returned, the letters "RC" (Received Card) were placed on the "Address-Form." A code number was then assigned, and a corresponding code number assigned to the questionnaire. The coded questionnaire was sent by return mail to the individual whose name appeared upon the card. Those persons who were contacted personally, and were agreeable to completing the questionnaire, quite often filled them out at this meeting. When a questionnaire was returned, the letters "RQ" (Received Questionnaire) were placed both on the "Address-Form" and on the postal card which the subject had returned previously. This served as a double check of the work. Questionnaires were then filed numerically by code number.

Numbers were assigned to the questionnaires in the following manner: The first two digits of the code number identified the year the subject graduated from high school, and the following digits identified the order in which the questionnaires were

returned. Thus "531" indicates the first questionnaire to be returned from the class of 1953, while "538" indicates the eighth person to reply from the class of 1953.

Approximately one-third of the questionnaires were returned before a follow-up was initiated.

FOLLOW-UP

Two weeks later, a follow-up by telephone was initiated for those who had been contacted only by cards, and had not returned them. The reactions varied. Some were apologetic and indicated that they had intended to return the card, but had merely failed to do so. In several cases where the subject was agreeable, the information was secured from him over the telephone. Several of the other subjects were interviewed, and the questionnaire filled out for them. A few subjects who had evidently not read the card carefully, replied that they did not intend to go on to college, or were not participating in music in any form, and thus saw no reason for answering. Some who were away from home had not received the card because their parents had not forwarded their mail. Some parents thought the postal card an advertisement. In three instances the parents were suspicious and would not cooperate to the extent of contacting the subjects, hence these names were dropped. The elimination of these three names, and the names of four other subjects who could not be contacted as they were serving in the armed forces overseas, reduced the select group from forty-seven to forty.

A second follow-up was initiated for those who could not be reached by phone. The questionnaire was sent together with an enclosed letter of explanation. In general, the follow-up resulted in a good response and approximately doubled the number of returns.

Of the forty persons who either received questionnaires by mail or were contacted personally 30 or 75% were filled out and returned. From the 11 subjects of the 1950 class, 7 questionnaires were received or 63%. In the class of 1951, 8 out of 12 or 66% answered, and 6 out of 9 of the class of 1952 returned questionnaires, or 67%, and 60% or 9 out of the 15 from the class of 1953 answered.

TABLE 2

NUMBER OF QUESTIONNAIRES DISTRIBUTED AND
NUMBER AND PER CENT OF QUESTIONNAIRES RETURNED

Class	Number of Subjects to Whom Questionnaires Were Sent	Number Who Returned Questionnaires	Percent of Questionnaires Returned
1950	11	7	63%
1951	12	8	66%
1952	9	6	67%
1953	15	9	60%

The first item asked the respondent was to list the instrument or instruments that they had played in school bands. Twenty-four of the thirty respondents played at least one band instrument.

Eleven of the 24 respondents in addition to playing a band instrument, played the piano. One of the students who had participated in chorus and band for four years, played the piano, marimba, B-flat clarinet, alto clarinet, and had been a twirler. The 24 instrumentalists played an average of 1 1/2 instruments, with the piano being the most played instrument.

TABLE 3
INSTRUMENTS PLAYED BY RESPONDENTS

Instrument	Frequency
Piano.	11
Clarinet	9
Cornet	7
Trombone	4
Tenor Saxophone.	2
Sousaphone	2
Baritone Horn.	2
French Horn.	2
Flute.	2
Alto Saxophone	1
Oboe	1
Marimba.	1
Alto Clarinet.	1

To get some idea of the achievement of the members of this group, the question was asked as to how many times each person had entered the district and state music contests as a soloist

or a member of a small ensemble, either vocal or instrumental. Twenty-one had participated in the district contest, with an average of $2 \frac{7}{10}$ times and 14 had entered the state contests with an average of $1 \frac{7}{10}$ times.

The thirty subjects had taken an average of 8 months of private lessons either vocal or instrumental, exclusive of piano. Approximately 83% of these lessons were given by a teacher in school. It was not deemed important by the writer to attempt to determine at what particular time these lessons were given, so it is not known whether the lessons ran concurrently with participation or were taken prior to participation in chorus and band.

Seventeen of the 30 musicians or 50.6% took private lessons from private teachers outside of school. The American Music Conference Survey found that 79% of the players in their study received instruction from a private teacher.⁶

The respondents as listed on the "Address-Form" were checked in order to determine the extent to which the selected group had participated while in high school. Four of the subjects had participated in both organizations for 4 years.

In looking over the addresses of the subjects, it was at first thought that these students came from the so-called wealthier section of the town, which generally speaking is the Northern part of the city, but after consulting a map of the city, it became clear that these students represented a good cross section of the entire city.

⁶ American Music Conference, America's Musical Activities, Chicago: American Music Conference, 1948, p. 14.

Seven of the 11 students of piano had taken lessons sometime during their grade school years, and the remaining four had taken their lessons during their high school years.

Question 12 asked the respondent to list the course which contributed to his interest in music, and to indicate whether or not these courses were listed, Music Appreciation, and Music Theory which are the only academic music courses offered at Flora High School. It was expected that possibly some of the respondents would have been interested in studying some phase of music after leaving school. The answers to this question are shown in the following table.

TABLE 4
COURSES CONTRIBUTING TO INTEREST IN MUSIC

Courses	Frequency	In School
Music Appreciation	7	Yes
Music Theory	9	Yes

In an effort to determine the individual's home background in music, he was asked to indicate whether either of his parents ever played or sang at home, in groups, or as a soloist.

Three stated that their mother had played an instrument at home, one stated that she had played in groups, and one stated that she had played solos. Six stated that their mother had sung at home, four stated that their mother had sung in groups, and three stated that their mother had sung solos.

For the fathers, this same question resulted in five who had played instruments at home, three in groups, and two had played solos. Five stated that their fathers had sung at home, three had sung in groups, and one had sung solos.

CHAPTER II

ANALYSIS OF THE DATA OF MUSIC ACTIVITIES OF THE RESPONDENTS WHILE IN SCHOOL AND SINCE GRADUATION

The first 25 questions in the questionnaire pertained to the musical activities, musical interest, and musical background of the respondent to the time of graduation from high school. The instructions requested that months be used as a unit of time in computing total amount of participation in order that participation outside of the regular school such as summer band and community chorus might be computed more easily. The subjects were asked to include all participation in grade school and high school, church, and civic organizations.

The data from the school's permanent record cards were not always in agreement with the information furnished on the questionnaire by the subject, as the school records did not include the grade school, church choir, or summer band participation.

The 24 instrumentalists had an average of $48 \frac{3}{4}$ ths months of participation in band. The six vocalists had an average of $39 \frac{8}{10}$ ths months of participation in chorus.

As to the musical activity in the home at the time of this survey, 17% of the subjects stated that either their mother or father still played or sang at home, 13% in groups, and 6% were active in solo work.

This study did not investigate the musical background and training of these parents, which would in all probability be an important factor in determining their present day interest.

Eight of the respondents stated that they had not been encouraged to study music, while the other 22 stated that they had been encouraged to study music. The following table indicates the frequency of the source of encouragement. Many of the subjects listed several sources of encouragement, which accounts for the large number of sources of encouragement from only 30 subjects.

TABLE 5
FREQUENCY AND SOURCE OF ENCOURAGEMENT

Source	Frequency
Mother. . . . .	.21
Father. . . . .	.17
Teacher . . . . .	.13
Relative.	5
Friends and others.	3

Eighteen of the subjects stated that their immediate family was interested in music, six stated that their family was not, and the remainder did not answer this question.

In answer to the question: "Did you choose to study music of your own accord, or did you study music because your parents wanted you to do so", 18 stated that they did so because of their

parents' desires, and 10 stated that they studied music of their own accord, one person listed both, and one did not answer this question.

In order to determine music preferences during the school years, the respondents were asked to circle the types of music they preferred. Music was classified under seven general headings or types. These same classifications were used by the American Music Conference in their survey to determine music preference of the American people.⁷ Since the same classification was used in both studies, a comparison of the findings follows:

TABLE 6
RADIO MUSIC PREFERENCES*

This Study		American Music Conference Study	
Type	Percent	Type	Percent
Semi-classical. . .	.60.0	Religious Music . .	60.5
Popular Dance . . .	.58.7	Popular Dance . . .	59.2
Classical . . . . .	.50.3	Old Favorites . . .	54.2
Old Favorites . . .	.46.6	Semi-classical. . .	42.1
Religious Music . . .	.40.0	Cowboy Hillbilly. .	37.2
Jive Boogy Woogy. .	.30.0	Classical	33.1
Cowboy Hillbilly. .	.10.6	Jive Boogy Woogy. .	18.8

*The classifications under each heading are listed in order of preference.

⁷ American Music Conference. America's Musical Activities, An Analysis of a National Survey of Public Interest in Music, Chicago: American Music Conference, 1948, p. 14.

The individual was then asked to state the approximate number of hours he spent each week listening to the radio during his school years. The tabulating of these answers resulted in an average of 14 hours per week spent listening to the radio, with the maximum being 30 hours per week, and the minimum two hours per week.

Since graduating from high school, the average number of hours per week spent listening to the radio was 12 hours per week, with the maximum being 20 hours per week, and the minimum one hour per week.

Another indication of music preference was centered around concert attendance. The respondent was asked to indicate the types of concerts he usually attended during school years, and in the last part of the questionnaire, he was asked to indicate the types of concerts he usually attended since graduation from high school.

Questions 24 and 35 of the questionnaire were included with the hope of securing certain information from the subjects that might be used to make a comparison of their musical tastes by determining what types of concerts they attended during their high school days, and their present preferences. Table 7 is a compilation of this information.

TABLE 7
CONCERT ATTENDANCE

While in School		Since Graduation	
Type	Frequency	Type	Frequency
Band. . . . .	.26	Choral. . . . .	.27
Choral. . . . .	.17	Band. . . . .	.24
Jazz Concerts . . . . .	.15	Orchestra . . . . .	.18
		Opera . . . . .	.8
		Recitals. . . . .	.3
		Jazz Concerts . . . . .	.2

Only two of the respondents have elected to study music at a college or university. It might be significant to note that 11 of the group or 36.6% have continued in some form of higher education. A table of the occupations of the respondents is as follows:

TABLE 8
RESPONDENTS PRESENT OCCUPATION

Occupation	Frequency
Students* . . . . .	.11
Clerical. . . . .	.5
Housewife . . . . .	.2
Telephone Operator. . . . .	.2
Salesman. . . . .	.2
Laborer . . . . .	.2
Receptionist. . . . .	.1
Time Keeper. . . . .	.1
Did Not Answer. . . . .	.1

*Includes two in nurses training and three in business college

Eight of the respondents had played in a band since graduating from high school with an average of five months each. Five were playing at the time of the survey in college bands.

Eleven had sung in a chorus since graduation with an average of 8 1/2 months and six were singing in an organization at the time of the survey.

Three subjects stated that they had studied music since graduation.

Nine of the respondents or 30% had participated in either chorus or band since graduation. Some had participated in more than one organization. In order to compensate for this duplication when computing the total number who had continued participation, each respondent was counted only once, even though he may have participated in more than one organization.

Nineteen respondents listed several reasons for not continuing participation.

Nine of these respondents had participated since graduation, but were not participating at the time of the survey. The reasons for not continuing participation as stated by the respondents who answered this question fall into three classifications, and are expressed in the following table.

TABLE 9
REASONS FOR NOT PARTICIPATING

Reasons	Frequency
Lack of Time.	7
Lack of Opportunity	8
Lack of Interest.	4

The subjects were asked to state the type of organization in which they would like an opportunity to continue participation. Of the 16 who answered this question, nine mentioned a choral organization of some kind, and seven preferred an instrumental organization. Of those who are participating, eight indicated a desire for more opportunities for participation in chorus, three in band, one for accompanying, and one for solo work.

The average scores for participation in the various activities are given in Table 10 below:

TABLE 10
AVERAGE SCORES FOR PARTICIPATION ACTIVITIES

Activity	Scores
Number of months in band. . . . .	.50.2
Number of months in chorus. . . . .	.29.4
Number of times entered district contests . . .	2.7
Number of times entered state contests.	1.6
Number of months of private lessons exclusive of piano	8.2
Years of piano lessons.	2.2
Hours per week listened to radio while in school . . . . .	.10.0
Hours per week listened to radio since graduation	4.5

Twenty-four respondents had played 36 instruments, or an average of 1.5% instruments per respondent.

Seventeen of the 30 musicians studies with a private teacher outside of school.

Thirteen of the 30 musicians had studies with a teacher in school.

Nine of the respondents had taken piano lessons during grade school days.

Three of the subjects had taken piano lessons during high school days.

Sixteen of the subjects had taken music theory or music appreciation in high school.

Three mothers had played an instrument at home; one in groups; and one had played solos.

Six mothers had sung at home; four in groups; three had sung solos.

Five fathers had played at home; three in groups; two had played solos.

Five fathers had sung at home, three in groups; one solos.

Eight respondents stated that they had not been encouraged to study music.

Twenty-two stated that they had been encouraged to study music. Most of the respondents named both their mother and father as sources of encouragement with 21 listing their mother, and 17 listing their father. Other sources of encouragement was teachers 13 times; relatives 5, and friends and others 3 times.

Eighteen of the subjects stated that their immediate family was interested in music, six stated that their family was not, and six did not answer the question.

TABLE 11

MOTIVATION FOR STUDY OF MUSIC AS REPORTED BY RESPONDENTS

Motivation	Frequency
Parents	38
Own Accord.	6
Did Not Answer the Question	6

The 21 respondents who were participating or had participated since graduation are shown below in the type of organization in which they represent.

TABLE 12
PARTICIPATION SINCE GRADUATION

Organization	Frequency
Civic Band	9
Church Choir	5
College Band	3
Dance Band	2
YMCA Chorus.	1
College Glee Club.	1
Nurses Chorus.	1
Barbershoppers	1

Of the nine respondents who stated their reason for not continuing participation since graduation, five listed lack of time due to the stress of other duties; two stated lack of opportunities for participation; and two gave lack of interest as their reason for not continuing participation.

The subjects were asked to state the type of organization in which they would like an opportunity to participate, four named community chorus; three named civic band; one mentioned barbershoppers group; one named orchestra; and one named dance band.

The final item on the questionnaire was concerned with the one thing that benefited the respondents most or had added to their personal enjoyment from participation in musical organizations while in school. Reactions to this question as might well be expected, varied to some extent. While many respondents did not answer the question, many others mentioned more than one thing that benefited them. Their answers are classified according to frequency in the table which follows:

TABLE 13

BENEFITS FROM MUSIC PARTICIPATION

Classification	Frequency
Development of appreciation of good music	15
Gave them confidence when appearing in public . .	6
Learned to read music	4
Got to go to solo and ensemble contests	4
Were able to make new friends	2
Was able to join church choir	2
Got in free to athletic events.	1

CHAPTER III

IMPLICATIONS AND CONCLUSIONS

This investigation was undertaken in order to discover to what extent students who participated in high school music organizations for a period of four years or more, continued to participate in music organizations after graduation; to determine the reasons for graduates not continuing participation; and to determine what they considered had benefitted them in later years from participation in high school music organizations.

Implications. A survey of the studies, books, and articles pertaining to continuation of participation in music activities after graduation would seem to imply: (1) that little has been done in the follow-up of students after they have graduated from high school; (2) that there is seemingly a lack of concrete information relative to continued participation in music organizations after graduation from high school; (3) that music educators are becoming increasingly cognizant of the need for follow-up studies as a contributing factor in curriculum revision; (4) that some music educators recognize a need for more opportunities for participation in music after graduation; and (5) that the general trend in music education seems to be toward greater emphasis upon a broader or more general program of music education which would afford greater opportunities for experiences in music "for all the children of all the people."

The facts stated in the answers to the questionnaire used as a basis for this study indicate several conclusions:

That 37% of the respondents who had participated in music organizations while in school have participated in these organizations (instrumental and vocal) since graduation from high school.

That 41% of the respondents who had participated in chorus while in school have participated in chorus since graduation from high school.

That 59% of the respondents who had participated in band while in school have participated in band since graduation from high school.

That the four highest ranking organizations according to frequency in which these respondents participated since graduation are: (1) Civic Band (2) Church Choir (3) College Band, (4) College Choir.

That the reasons for not participating since graduation according to the frequency of replies by the respondents are: (1) lack of time; (2) lack of opportunity; and (3) lack of interest.

That 57% of the respondents who had not participated since graduation, but stated that they would like to participate, 29% expressed a desire to participate in vocal music; and 28% expressed a desire to participate in instrumental groups, with the remainder having no choice.

Of the 47 instrumentalists who were to be included in this study, only nine had not participated in chorus. Six vocalists were not band members. It has been the experience of the writer that quite often many instrumental students can be encouraged to participate in chorus groups, and in most cases readily make very desirable vocalists.

This study has found that parents are the greatest source of encouragement for students participating in music activities in school. This study has also found that teachers play the next most important role in encouraging students to participate in music. It would not be possible to determine however, to what extent teachers have inspired and created a desire within parents to want their children to be associated with music.

This study has determined that the musical preferences of the respondents in this study differ somewhat from the preferences of the average American. (See Table 6, page 18) These respondents listed as their first three musical preferences semi-classical, popular dance, and classical, whereas the American Music Conferency Study listed the preferences of the average American as church music hymns, popular dance, and old favorites, in this order.

The type of concerts that the subjects preferred to attend while in school has changed markedly since graduation. Table 7 page 19, reveals that their first preference is choral concerts where it had been band concerts while in school. Since graduation

they have listed two more types of concerts that they now attend--opera and recitals. This is in all probability a direct result of their musical experiences while in school.

It may be worth noting that while only two of these respondents went on to study music on a college level, 37% of them are pursuing a college education, which compared with any survey determining the percentages of high school students that go on to college, is very high indeed. The remainder of the respondents in most cases were all engaged in very productive vocations, despite the fact that they had all been out of school less than four years. By their own admission, music activities in school has helped them to live more enjoyable lives, and to be successful in their chosen vocations, which is a compliment to any music program.

It was thought that several of the unedited answers to Question 36 on the questionnaire, which asked the respondents to give their reasons for no longer playing an instrument or singing, might be interesting.

1. "While studying to be a telegraph operator, I have not found time to take part in any organization."

2. "I don't believe it would be as much fun to play in the summer band since all the kids I knew have graduated."

3. "There isn't much opportunity around here. I doubt if I would have the time."

4. "Now that I work for the telephone company, I am pretty busy. I played last summer in the city band, but will not be able to this summer. I do not have an instrument of my own."

5. "As I am attending business college, and trying to learn to be a medical secretary, I have little time for outside activities."

6. "While I am attending Business College, I go to school during the day and study at night. Besides this is a strange town to me, and I have not yet been asked to join any of their organizations."

7. "I have played second chair cornet during my first year at Murray State, but my schedule would not permit it this year. I plan to go ahead with it next year, if I can find the time, even though I am not studying music."

8. "I played in the Millikin Band the first two years I attended and enjoyed it very much. I have been playing in a dance band occasionally during the last year, and this together with my Junior year of work keeps me pretty busy. I also have a part time job in a drug store."

9. "I attend business school and don't have time for it."

10. "I don't have time for anything."

11. "I sing in the Baptist Church Choir, but not too regular. I am rather busy most of the time. I would rather just relax when I find some spare time."

12. "Found other things to do after I left school. I never owned a sax of my own."

13. "I played in the band at Murray for a few months, but quit. I was asked several times to play, but I never did. Now that I am soon graduating I wish I had."

14. "I am not interested any longer. I am too busy with my job, and my work at home."

15. "Had to sell my trombone, also not enough time."

16. "I attended the University of Oklahoma for one year after I graduated from high school, with the idea of studying Petroleum Engineering. After spending two years in the army, I am now working for Halliburton. There wasn't any chance to play then or now. I used to enjoy it a lot. I would not be in shape to play since I haven't played for so long."

17. "I don't imagine that I can hit a high C anymore. I never was too good a player. My work now is very confining, and I would not have time to play in the summer band."

18. "Not enough time with my other work."

19. "Around here we do not have any chance to play or sing, except maybe church choirs, and maybe that would take too much time."

Given below are several of the answers to Question 39, "What do you consider the one thing that benefited you most or has added to your personal enjoyment from your participation in musical organizations while in school?" In several instances the question was not answered.

1. "Singing. Before I took chorus, I could not carry a very good tune. After I had taken chorus for about a month I began to get better and I really like to sing."

2. "I liked to go to the solo and ensemble contests."

3. "It would help you to make new friends and to enjoy music more. It would help to further your career."

4. "I learned to like and enjoy listening to music."

5. "It is rather hard to say right now. I did have lots of fun in school going to the solo contests even though I wasn't much good."

6. "After taking lessons in school, I got to like singing very much. I joined the chorus and also the church choir, and made a lot of friends in these groups."

7. "Before I started playing my musical instrument, I could not carry a tune at all when I tried to sing. I always made C's in chorus. But after I began playing my clarinet, I did pretty good. And because of my improvement, I was asked to join the church choir."

8. "Being in the band has enabled me to go on several football trips that I probably could not have afforded. And we also got in free to basketball games. I like to play a lot too."

9. "It has given me a broader knowledge of music and as a result I have learned more of the background of music. I also play the piano and organ in church activities, when I am at home. It has served as a foundation for my studies for a degree in music."

10. "Being able to play in a dance band has helped to add to my income and pay my tuition. My experiences with music may add to my personal enjoyment later on."

11. "It gave me a chance to meet new friends and gave me greater enjoyment in music."

12. "It has made me many friends and it is wonderful entertainment. I like to go back to school to the Christmas Vespers Program and the Spring Concert."

13. "I overcame a fear of performing before the public. Even liked to show off a little."

14. "It has put me in contact with many friends and it has given me an overall enjoyment."

15. "I have developed an appreciation for some types of music that I previously did not care much for."

16. "It would be hard to say. Maybe I learned to stick with things better as a result of playing in the band. I thought about quitting several times, but stayed with it, and am glad that I did."

17. "I learned to recognize lots of the music we played in band, and sang in chorus, and when I hear one of the songs today I enjoy listening to it."

18. "When I was first admitted to the band, it made me feel awful important. I don't know exactly how I have benefited, but I sure am glad that I played in the band. All the kids enjoyed it I think, and I sure hope they always have a band down there at school."

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BIBLIOGRAPHY

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APPENDIX

CLASS OF 1953

B C

4		Rollie Dean Corry	x	✓	(9)	614 West Fifth Ave	Farming
4		Roland Eugene Corry	x			614 West Fifth Ave	Farming
4	2	Marjorie Scudamore	x	✓	(8)	339 West Fifth Ave	Ind State Coll (Elem Ed)
4	3	Mitzi Abner	x			415 Flora Ave	Principia Coll
4	1	Jim Shipley	x			114 East Seventh St	S.I.U. (Bus Adm)
4	2	Marilyn Hubbell	x			443 Flora Ave	Western (Elem Ed)
4	2	Kay Powless	x	✓	(7)	521 South Locust	Bank Clerk, Flora
4		Jim Eaton	x			North Olive Ave	Eaton Auto Parts
4		Shirley Wickiser	x	✓	(1)	420 East Second	Business College, Evansville
4	2	Beverly Dunlap	x	✓	(3)	R.F.D. #1	Telephone Operator
4	4	Robert West	x	✓	(5)	536 West Fifth Ave	Quincy College
4	2	Raymond Hicks	x			422 North Locust	U of I (Pre-Law)
1	4	Johnalee Edwards	x	✓	(4)	228 East Maple Ave	Bank Clerk, Flora
4		Billie Eleanor Wood	x	✓	(2)	323 Foster	Business College, Evansville
4		Don Durree	x	✓	(6)	R.F.D. #2	Telephone Operator, B & O

(65 in Graduating Class, 15 Subjects)

x - Denotes questionnaire sent

✓ - Denotes questionnaire returned

Arabic numerals in parenthesis denotes order in which returned

Appendix A

CLASS OF 1952

B C

4		Larry Bottorff	x		221 East Fifth Ave	Murray State (Phys Science)
4	3	Beverly Rudy	x	✓	(5) 130 East Lincoln	Iowa State Teachers Coll
4	2	Herb Tackitt	x	✓	(6) 601 West Third	Scudamore Clothing Store
1	3	Shirley Guinn	x	✓	(2) 908 South Main	Business College, Evansville
	4	Jo Ileen Brown	x		209 East Fourth	Housewife
3	2	Charles Crowder, Jr.	x	✓	(1) 527 East Third	Timekeeper, International Shoe Co.
4	4	Doris Irene Dulaney	x		602 South Mill St	Nurses Training, Springfield
4	2	Patsymae Eaton	x	✓	(4) North Olive St	S.I.U. (Music)
4	1	Raymond Welsh	x	✓	(3) 419 East North Ave	J.M.U. (Liberal Arts)

(85 in Graduating Class)

(9 Subjects)

Appendix A

CLASS OF 1951

<u>B</u>	<u>C</u>				
4	1	Ida M. Caudle	x		R. F. D. #2 Housewife
4	4	Laura Chaney	x	✓ (2)	214 West Second Ind State (Elem Ed)
4		Jordan Chaney			110 West Third Ave Army
	4	Phyllis Greenwood	x	✓ (5)	323 West Third Ave Receptionist, Physicians Off
	4	Georgia Hargis	x	✓ (8)	411 South Locust Nurses Training, Decatur
4		Norman Ray Hull	x		538 East Third Ind State (Math)
2	3	Patricia Jeannine Kincaid	x	✓ (4)	421 West Fifth Housewife
4	4	Bill Modlin	x	✓ (7)	233 East Seventh Purdue Iniv (Pharmacy)
4	1	Dean Sheetz	x	✓ (3)	612 East North Ave Automobile Parts Clerk
4	2	Mary Patricia Tatman	x	✓ (6)	425 West Fourth Clerk, Dry Cleaning Plant
4		Elwood Theobald			501 East Fifth Army
4	4	Raymond Widdows	x	✓ (1)	447 Vincennes Ave Murray State

(92 in Graduating Class)

(12 Subjects)

Appendix A

CLASS OF 1950

B C

4	Wilma Alderson	x ✓	(7)	532 West North Ave	Housewife
4	3 Many Anderson	x ✓	(3)	Sunnyside Addition	Clerk, Int. Shoe Co.
4	Phyllis Anderson	x ✓	(6)	602 West Third	Clerk, Int. Shoe Co.
4	4 Martha Bradley			604 Austin Ave	Housewife, Living in Minn.
4	3 James Bruner	x ✓	(4)	541 East Second	Geologist Helper, Halliburton
4	4 June Ballard	x ✓	(5)	427 West Fifth	Working in St. Louis
4	2 Ray Duke	x ✓	(2)	419 North State St	Stock Clerk, Kroger Store
4	Dwight Dulaney			614 Austin Ave	Air Force
4	3 Gerald French	x		R.F.D. #2	Murray State
4	1 Jack Staley			551 Vincennes Ave	Army
4	1 Stanley Shepard	x ✓	(1)	R.F.D. #2	Apprentice Moritician

(118 in Graduating Class)

(11 Subjects)

Appendix A

DOUBLE POST CARD

May 2, 1954

As a part of my graduate work at Eastern Illinois State College, I am interested in making a survey of musical activities of Flora High School Graduates of 1950, 51, 52, and 53. If you will be so kind as to help me with this study, please return the attached postal card and within a short time you will receive a questionnaire which will require approximately 20 minutes of your time. Your answers to these questions will be very helpful in making this study, and will be confidential.

I have selected your name along with others in your class who were active in music.

Yours truly

Charles E. Moore
Flora Township High School

Please print or write plainly your name and present address as an indication that you will be willing to help by filling out a questionnaire.

NAME: _____

ADDRESS: _____

CITY: _____ PHONE _____

(Reverse Side)

QUESTIONNAIRE

Code Number: _____ Circle the year you graduated from high school:

1950

1951

1952

1953

The first twenty-five questions pertain to your musical activities, musical interest and musical background up to the time you graduated from high school. The remainder of the questions concern your musical activities and musical interest from the time you graduated from high school until the present time.

In the following questions concerning number of months you have participated in school organizations, include summer sessions as well as the regular school year. In the total number of months, include participation in grade school, junior high school, and senior high school.

If a question does not apply to you write "None."

You need not sign your name to this questionnaire.

1. State the total number of months you have played in school bands: _____.
2. List the instrument or instruments you played while in school: (1) _____, (2) _____, (3) _____, (4) _____.
3. State the total number of months you sang in chorus: _____. Include Boys Chorus or Girls Chorus and Mixed Chorus. If you sang in Boys Chorus and Mixed Chorus the same year, count this as one year of chorus. If you sang in an organized chorus in grade school or had singing once a week or more include this in your total number of months.)
4. State the number of times you entered district contests either as vocal and/or instrumental soloist and/or as a member of a small ensemble. Include grade school and junior as well as senior high school: _____
5. State the number of times you entered state contests either as vocal and/or instrumental soloist and/or as a member of a small ensemble. Include grade school and junior high as well as senior high school: _____
6. State the approximate number of months you took private instrumental or vocal lessons. Do not include piano: _____
7. Did you take lessons from a private teacher outside of school or from one of the music teachers in the school? _____
8. Were the music lessons given in school class lessons or private? _____
9. Did you study the piano during your grade school years? _____
10. Did you study the piano during your high school years? _____

11. Approximately how many years did you take piano lessons? _____
12. List any music courses, such as music appreciation or theory, which you feel contributed to your interest in music. Indicate whether these courses were offered in school or given by a private teacher outside of the school.
- _____
- _____
13. Did your mother ever play a musical instrument? ___ At home? ___
In Groups? ____, Solos? _____.
14. Did your mother ever sing? ____, At home? _____, In groups? ___
Solos? _____
15. Did your father ever play a musical instrument? ___ At home? ___
In Groups? _____, Solos? _____.
16. Did your father ever sing? ___ At Home? _____, In Groups? _____,
Solos? _____.
17. Does either your mother or father still play or sing? _____,
At home? _____, In Groups? _____, Solos? _____.
18. Did anyone ever encourage you to study music? _____.
19. Underline one or more of the following who encouraged you to study music: Father, Mother, Relative, Teacher or _____.
20. Is your immediate family interested in music? _____.
21. Did you choose to study music on your own accord, or did you study music because your parents wanted you to do so? Circle the appropriate underscored remark.
22. Check the type or types of music you generally preferred to listen to on the radio during your school years.
- Religious Music ___ Popular Music ___ Classical ___
- Semi-Classical ___ Cowboy Hillbilly ___ Jive Boogy Woogy ___
- Old Favorites ___
23. Approximately how many hours per week did you listen to music during your school years: Band, Orchestra, Chorus, Symphony, Opera, Recitals, Jazz Concerts, others: _____.

THE FOLLOWING QUESTIONS PERTAIN TO YOUR MUSICAL ACTIVITIES
SINCE GRADUATION FROM HIGH SCHOOL

25. What is your present occupation? _____
26. Have you played in a band since graduation from high school?
_____. How long? _____
27. Are you playing in a band at present? _____
28. Check type: Municipal Band _____ College Band _____ Dance Band _____.
29. Have you sung in a chorus since graduation? _____ How long? _____.
30. Are you singing at present? _____
31. What type or types of organization? _____
32. Have you studied music since graduating from school? _____
33. Check the type or types of music you generally prefer to listen to on the radio:
- Religious Music: _____ Popular Dance _____ Classical _____
Semi-Classical: _____ Cowboy Hillbilly _____
Jive Boogy Woogy _____ Old Favorites _____
34. Approximately how many hours per week do you listen to music on the radio or phonograph? _____
35. Check the type of musical concerts that you usually attend?
- Band _____ Choral _____ Recitals _____ Others _____
Orchestra _____ Opera _____ Jazz Concerts _____
36. If you are no longer playing or singing, give your reasons for not doing so.
37. If you are not now playing or singing, would you like to participate in some musical organization? _____
38. If so, in what type of musical organization would you like to participate? _____
39. What do you consider the one thing that benefited you most or has added to your personal enjoyment from participation in musical organizations while in school?