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An evaluation of certain music-teaching aids, materials and equipment.

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AN EVALUATION OF CERTAIN MUSIC-TEACHING AIDS,
MATERIALS, AND EQUIPMENT



WEINER - 1957

AN EVALUATION OF CERTAIN MUSIC-TEACHING AIDS,
MATERIALS, AND EQUIPMENT

BY
BENJAMIN WEINER

A problem submitted in partial fulfillment of the
requirements for the Master of
Science Degree

University of Massachusetts
1957

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CHAPTER I

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Numerous claims are constantly appearing in current music literature and related periodicals concerning the value of music-teaching aids, materials, and equipment in the school music room. Most of these claims are made by the items' manufacturers, who, although undoubtedly concerned with the educational aspects of the items, are nonetheless more concerned with the sale of their products. In no instance have the claims of the manufacturers been substantiated by research or critical evaluation by an individual or individuals not directly associated with the manufacturers.

I. THE PROBLEM

Statement of the Problem. It was the purpose of this problem (1) to evaluate as many of the items listed as it would be possible to examine, as revealed by personal interview; (2) to present data on the value of the items to music directors who now use them, as revealed through a questionnaire; (3) to determine performers' reactions to the items, as revealed through a checklist study; (4) to determine special skills necessary for the operation of the items, as revealed by direct experimentation; and (5) to determine the initial cost and cost of upkeep of the items, as revealed

through questionnaire study and personal interview.

Importance of the study. In a world of electronic phenomena, super salesmanship, limited teaching personnel, and increasing school enrollment theoretically implying expanding music programs, indications seem to signify that there should be a ready market for aids, materials, and equipment of value to the school music director. However, in spite of the admitted value of devices geared to facilitate and improve the music teaching program, the question of which devices would produce maximum desirable results is one with which both experienced and new music supervisors alike would be confronted. In those instances where budget limitations are a contributing factor, only such devices of proven value could be considered. An inexperienced supervisor or director would indeed be at a loss when attempting to submit his superintendent's form, requesting a listing of items for the program. A complete lack of available research data and bibliographical references would be the reward of the discriminating investigator. In this study, an attempt was made to critically evaluate some of the aids, materials, and equipment, and recommend the inclusion of those deemed pertinent to promote a better program in the school music room.

II. DEFINITION OF THE TERMS USED

Aids. "Aids" were interpreted as graphic instruments of learning, contributing to the total process. The following items were listed as aids:

1. Audio-Visual Electric Metronome
2. Fingering Charts
3. Gridiron Worksheets
4. Lektro-Tuner
5. Maneuva-Band or Magna-Men
6. No Pressure Practicing Device
7. Note Finder Kits
8. Pan American Instruments Filmstrips
9. Pocket Metronome
10. Stroboconn
11. Stroboscope (Strobotuner)

Materials. Throughout this study, "materials" shall be interpreted as those items that require no special skill in music performance, yet lend themselves to the total process. Materials shall include the following:

1. Bandsmen Lights
2. Ditto Duplicating Music Masters
3. Field Speaker
4. Music Filing Boxes
5. Music Writing Fountain Pens

6. Plasti-Folios
7. Redweld Music Folios
8. Safety Candle
9. Student Record Cards
10. Thum-Eez
11. Write-On Cellophane Tape

Equipment. For the purpose of this study, "equipment" was interpreted as being the physical materials akin to the basic furnishings of the music room, such as chairs, pianos, music racks, and the like. The items listed as equipment follow:

1. Auto-Stat Duplicating Machine
2. Keaton Music Typewriter
3. Mouthpiece Puller
4. Music Risers
5. Norren Music Filing Cabinets
6. No Thumb-Screw Concert Music Rack
7. RackRite Storage Equipment
8. Rauk Sousaphone Stand
9. Roll Away Music Instrument Racks
10. Scotch Edger
11. Wenger Sousaphone Chair Stand

III. LIMITATIONS OF THE PROBLEM

Because of the impossibility of either showing or

demonstrating the items to all the people contacted for opinions and comments, a complete evaluation of the items could not be carried out. In some instances, numerous items were not familiar to those queried, while in other instances, although the items were familiar through manufacturers' advertising, they were not used. A more accurate estimation of the value of the devices might have been carried out if it had been possible to supply directors with the aids, materials, and equipment with which they were not familiar, and allow them to test them with their own groups in their own rehearsal room.

No device described herein should be construed as being the ultimate in acquiring desirable results. Music-teaching aids, materials, and equipment should be used only to supplement good teaching. An important factor favoring the items lies in the newness and fascination of each at its first presentation. The instructor's enthusiasm can usually guarantee its acceptance by his organization.

The initial cost of many of the items might prohibit the purchase of those which this study recommends as being of value to the program. Nevertheless, it is hoped that this problem will furnish to music directors and other interested persons a listing of items deemed pertinent to promote a better program in the school music room.

IV. THE ORGANIZATION OF THE REMAINDER OF THE PROBLEM

The following chapters contain photographs that it was possible to obtain, costs, statements of use, and statements of value of the aids, materials, and equipment which this study proposes to evaluate for recommendation of those deemed pertinent to promote a better music-teaching program.

These devices are advertised by their manufacturers as being necessary items in the school music room. The initial cost and cost of upkeep were determined through correspondence with manufacturers and dealers who sell the items. Any skill necessary for the operation of the devices was determined by direct experimentation by the author and his instrumental groups.

In order that the judgment of the author would not be the sole factor in evaluating the devices, the results of a questionnaire sent to music directors in Maine, Massachusetts, New Hampshire, Connecticut, Vermont, Rhode Island, and New York are included. Evaluations obtained at a demonstration-interview of the devices conducted at the Annual Conference of the Massachusetts Music Educators Association in Northampton, Massachusetts, on March 28, 29, and 30, 1957, also appear in the study.

In order that the opinions would be as unbiased as possible, only those directors whose reputation and experience

in school music over the period of a number of years would seem to indicate valid and reliable evaluations were contacted. In addition, so that the novelty and fascination of the devices might not distort the performers' opinions, only those groups which had been formerly exposed to the devices were used for experimental purposes. The results of the opinion-checklist of these directors and groups are also contained herein.

V. SOURCES OF DATA, METHODS OF PROCEDURE, AND TREATMENT OF THE FINDINGS

Current issues of "The Instrumentalist," "The Rotarian," "Music Educators Journal," "The School Musician," and "International Musician" were studied for information concerning the various devices being offered for use in the music program. Of the 33 items selected for this study, 18 were owned and used by the author. A neighboring music dealer was able to supply three more. The manufacturers of the remaining 12 were contacted¹ and asked to send their items on approval for the purpose of the evaluation. Six companies sent the aids, while three organizations sent detailed photographs and descriptive literature. Two companies

¹See Appendix A.

were able to submit only advertising material; however, the advertisements did contain items sufficiently illustrated to allow their inclusion.

A questionnaire² listing all the items was then prepared. This questionnaire allowed the following responses to each question:

- I.
 - a. Familiar with the device
 - b. Used the device
 - c. Classification of the device as (1) very valuable, (2) valuable, (3) no value

- II.
 - a. Familiar with the device
 - b. Didn't use the device
 - c. Classification of the device as (1) very valuable, (2) valuable, (3) no value
 - d. No comment on use
 - e. No comment on value

- III.
 - a. Not familiar with the device
 - b. Classification of the device as (1) very valuable, (2) valuable, (3) no value
 - c. No comment on value
 - d. No comment on use

One hundred and forty-eight questionnaires were then posted to music supervisors and directors in Massachusetts. Two directors in each of the remaining New England States were also sent questionnaires. One was sent to a director in New York. These directors and supervisors comprised a selected list chosen by the author on the basis of their reputation and experience in school music. A total of 159 questionnaires were sent, and 122 replies received.

²See Appendix B.

The same devices that were listed on the questionnaire³ were displayed in the lobby of the Hotel Northampton, Northampton, Massachusetts, on March 28, 29, and 30, 1957, in order that members of the Massachusetts Music Educators Association would be able to examine and evaluate the devices during their annual three-day conference. A checklist⁴ was devised on which the person being interviewed was asked (1) to sign his name, (2) to state whether or not he was a member of the selected group to whom a questionnaire had been sent, (3) to indicate whether or not he had returned the questionnaire (providing one had been sent), and (4) to classify the devices demonstrated as "very valuable," "valuable," or "no value."

In all, 214 demonstration-interviews were conducted. Of these, 59 indicated that they were members of the selected group and had returned the questionnaire that had been mailed to them. Upon comparing the results of the checklist and the questionnaire of the 59 who were of the selected group, it was discovered that the original classifications of the items on the questionnaire were the same as those on the checklist. To avoid duplication of the evaluations of these 59 supervisors and directors, only the results of their questionnaire

³See Appendix B.

⁴See Appendix C.

were used in the final compilation of evaluations. As a consequence, the final compilation of checklist evaluations was based on the responses of 155 directors and supervisors who were not members of the selected group and hence had not been sent questionnaires.

A demonstration-interview was conducted on April 8, 1957, in the Turners Falls High School. The subjects were 125 high school boys and girls, all members of the school band or orchestra. The students had been exposed to the devices daily for at least two months prior to the experiment. As a result, no device was unknown to them. Through a checklist⁵ indicating "very valuable," "valuable," or "no value," they evaluated the following items which would be used by performers:

- Plasti-Folios
- Electric Metronome
- Stroboscope
- Lektro-Tuner
- Sousaphone Chair Stand
- Rauk Sousaphone Stand
- Field Speaker
- Pocket Metronome
- Mouthpiece Puller
- No Pressure Practicing Device
- Safety Candle
- Scotch Edger
- Write-On Tape
- Gridiron Worksheets
- Magna-Men or Maneuva-Band
- Thum-Eez

⁵See Appendix D.

No Thumb-Screw Concert Music Rack
 Fingering Charts
 Film Strips

A similar demonstration-interview was conducted on April 11, 1957, using 35 adult men and women members of the Turners Falls Military Band as subjects. Since these people had also been exposed to the devices, and consequently were familiar with them, the above checklist was used.

On April 12, 1957, a third demonstration-interview was held, this time with the Montague Elementary Schools Band and Orchestra. At this experiment 110 boys and girls from grades 4 through 8 were the subjects. Since some of the devices would not be used by them until they became members of the high school groups, the following checklist⁶ was employed:

Plasti-Folios
 Electric Metronome
 Stroboscope
 Lektro-Tuner
 Sousaphone Chair Stand
 Raak Sousaphone Stand
 Field Speaker
 Pocket Metronome
 Mouthpiece Puller
 No Pressure Practicing Device
 Safety Candle
 Scotch Edger
 Write-On Tape
 Thum-Eez
 No Thumb-Screw Concert Music Rack
 Fingering Charts
 Film Strips

⁶See Appendix E.

The results of the evaluation of all those contacted appear in the following pages, along with the author's recommendation for their inclusion based upon the data collected.

For the purpose of clarification, photographs of the device itself and the device in use are also included in this study.

The initial cost as well as the cost of upkeep of the items are also presented. Correspondence with manufacturers and interviews with music dealers supplied this information.

In those instances where it was presumed that special instruction might be necessary for the operation of any device, the author conducted direct experiments with members of his groups. It was concluded that an informed person could teach the use of the majority of the devices listed in a matter of minutes; however, Gridiron Worksheets, Magna-Men or Maneuva-Band, the No Pressure Practice Device, and the Keaton Music Typewriter required longer periods of instruction.

CHAPTER II

CHAPTER II

REVIEW OF LITERATURE

Little has been written with regard to the value of the music-teaching aids, materials, and equipment with which this study was concerned. Numerous references were made recommending the use of records, record players, tape recorders, radio, and television in the music program; however, it was not the intent of this problem to defend or condemn the use of these aids. It appears to be common knowledge that they all have a definite place in the music-teaching process.

In those instances where mention was made of certain items listed in this study, no valid criteria for their inclusion in the music room was presented. References to the Stroboscope (sometimes called the Strobotuner) and the Lektro-Tuner were noticeably more frequent than the other devices listed. The latter appeared as a mechanized electronic substitute for the standard tuning bar. "A more recent version of a similar item adds a so-called 'magic eye' which provides a switch arrangement to allow visual corroboration when the correct pitch is matched by the student."¹

¹Hazel Nohavec Morgan (ed.), Music in American Education (Chicago: Music Educators National Conference, 1955), p. 365.

The Music Educators Source Book refers to the Stroboscope as an electronic instrument providing an objective method of checking pitch by visual means. Many directors have found it to be "an invaluable aid in developing optimum intonation possibilities of singers and instrumentalists."²

Paul E. Duffield in "Audio-Visual Aids for the Music Educator" states that rehearsal rooms in our schools are adopting both the Lektro-Tuner and the Stroboscope. He mentions specifically that "at the National Music Camp (Interlochen, Michigan) the stroboscope and oscilloscope are in daily laboratory use in checking errors in intonation, and in analyzing tone quality and vibrato in both voice and solo instruments"³

Clarence J. Best in the Music Educators Research Council Bulletin No. 17 states, "Some commercial manufacturers have developed electric metronomes that have proved to be a great help to music teachers."⁴ Metronomic markings on conductors' scores are accurately interpreted by a simple adjustment of a knobbed dial. The electric metronome also gives both aural and visual indications by means of a small

²Ibid.

³Paul E. Duffield, "Audio-Visual Aids for the Musical Educator," Etude, LXX (March, 1952), p. 64.

⁴Clarence J. Best, Music Rooms And Equipment (Chicago: Music Educators National Conference, 1949), p. 70.

beam of light in addition to the regular pulsations of the aural type.

Music filing cards and folders are recommended by Prescott and Chidester in their book, "Getting Results with School Bands."⁵ A great deal of time and money can be saved if the band library is used systematically. The authors suggest "a system, which a good high school librarian is able to execute, can be established and will conserve the energies of the director for his duties as a music educator."⁶

A system of records enables the director to maintain contact with parent, teacher, and pupil. Problems which arise with individual students may be taken directly to the parties concerned. There are numerous suggestions for the size and shape of the records, but they are all agreed that basically they should include the student's name, address, school, instrument, class, study periods, organization, uniform number, practice time, instrumental rental, and music grade.⁷

Diligent perusal and investigation of research studies and bibliographical references failed to produce information on the devices not mentioned in the preceding paragraphs. It

⁵Gerald R. Prescott and Lawrence W. Chidester, Getting Results with School Bands (New York: Carl Fischer, Inc., 1949), p. 169.

⁶Ibid., p. 165.

⁷Ibid., pp. 96-102.

is hoped that this study will supply a much needed source of critically evaluated aids, materials, and equipment in the music room.

I. THE HISTORY AND PRESENT STATUS OF THE PROBLEM

The truly important growth in the number and quality of school orchestras and bands has taken place in the last 55 years. During this period, the educational status of the instrumental musical program has changed so greatly as to leave little room for even the most superficial comparison.

In 1917, the year of this country's entry into the first World War, the ordinary school band was a haphazard, nondescript group of players usually organized by the students themselves chiefly as a "pep-band" to enliven rallies and games.⁸ These bands seldom had uniforms; there were no regular rehearsals, and they seldom enjoyed the advantage of professional leadership.⁹ There were a few exceptions to this general rule, but in practically no instance was the instrumental music program regarded as an integral part of the educational program.¹⁰

School orchestras had fared no better than bands during

⁸J. Maynard Wettlaufer, Building A Show Band (New York: Belwin, Inc., 1948), p. 5.

⁹Theodore F. Norman, Instrumental Music In The Schools (Bryn Mawr: Theodore Presser Co., 1940), p. 12.

¹⁰Ibid., p. 10.

this period. If and when they existed, it was on an exceedingly temporary basis, usually in support of an amateur stage production of some sort.¹¹ As an indication of the state of the instrumental music program in the not-too-distant past, it might be mentioned that the author of this study was one of the student-organizers of the first band to continue as a permanent organization in a high school which had an enrollment of over a thousand students.

As has been stated, this tremendous growth was attributed by some to the impetus supplied by the army bands during the period of World War I. Certainly the availability of large numbers of men trained in army bands either as conductors or as players must have been a contributing factor,¹² but back of it all there was a changing concept of the function of public education. In the years that followed up to the start of World War II there was no material change in this trend, at least in its effects upon the general music program.

The suddenness with which this wave of interest in instrumental music swept through the schools of the country found the teachers of music and the manufacturers of educational materials totally unprepared. For so many years

¹¹Ibid., p. 11.

¹²Gerald R. Prescott and Lawrence W. Chidester, Getting Results with School Bands (New York: Carl Fischer, Inc., 1949), p. 3.

there had been such a lethargic¹³ attitude toward the instrumental program by students and administrators alike, that that director who had even somewhat of a representation in his group felt fortunate indeed. The music-teaching aids that might have existed at that time had a bitter struggle for existence. Groups did not remain activated long enough for there to be any records of the use of aids, materials, and equipment.

The lack of suitable musical material in the early days of the school music program was, then, due largely to the fact that previously there had been no demand for anything better. The musical groups that had existed before that time were merely accessories to some other form of activity. But with the growth and expansion of the entire program, bands and orchestras became musical entities, supported and maintained in their own right as concert organizations and entertaining agencies. This provided a constant and permanent market for all sorts and descriptions of supplementary equipment. The music trades responded to this growing demand in many different ways, depending upon the musical, ethical, and business instincts of the leaders.

Some firms saw in the movement an opportunity to profit enormously through a quick turnover of equipment. These

¹³Peter W. Dykema and Karl W. Gerken, The Teaching and Administration of High School Music (Boston: C. C. Birchard and Co., 1941), p. 9.

establishments flooded the trade magazines and dealers' shelves with high-pressure sales inducements extolling the merits and necessity of their products. Other than the fact that it was a new item, it seldom proved effective when put to performance tests. Other, and more ethical, establishments looked further into the future and saw a much more substantial market for better aids and equipment in the days ahead, and these firms are being induced to consult with leading music educators in the formulation of their policies. Both types of manufacturers were, admittedly, in business for the same purpose--to make money--but one group is helping the cause of music education, whereas the other group still continues to place obstacles in the path of progress.

CHAPTER III

CHAPTER III

THE AIDS, MATERIALS, AND EQUIPMENT USED IN THE PROBLEM

The aids, materials, and equipment used in the problem are each individually evaluated in this chapter. With the exception of Gridiron Worksheets, Student Record Cards, Write-On Cellophane Tape, and Ditto Duplicating Music Masters, photographs of the device and the device in use are included. In the case of the aforementioned devices, each is included as it is commercially prepared for use. Explanatory statements describing each device preface the report.

The tabulation of the responses to the questionnaire appears next. This is followed by the results of the demonstration-interview and the results of the checklists completed by the Turners Falls Military Band, the Turners Falls High School Band and Orchestra, and the Montague Elementary Schools Band and Orchestra.

Next in order are recorded the cost of each device, the cost of upkeep of each device, and any special skill necessary in using the device.

The author's recommendations based on the results tabulated from the questionnaires, demonstration-interviews, and checklists complete the report of the study of the device.

A table indicating all responses to the questionnaire, demonstration-interview, and checklists follows each report.

I. AUDIO-VISUAL ELECTRIC METRONOME



Illustration 1



Illustration 2

The Audio-Visual Electric Metronome may be used with large groups or by a single performer. The needle adjusts to a range of tempi from 40 beats per minute to 200 beats per minute. There is an audible "tick-tock" indicating the speed selected, while at the same time the flash beat indicates the same tempo.

The selected group questionnaire indicated that of 29 who were familiar with and used the Audio-Visual Electric Metronome, 13 classified it as very valuable, 15 valuable, and 1 no comment on value. Of 63 who were familiar with the device but did not use it, 6 classified it as very valuable, 29 valuable, 4 no value, and 24 had no comment on its value. Of 30 who were not familiar with it and did not use it, 1 thought it valuable, while 29 had no comment on its value.

At the Northampton demonstration-interview, 54 classified it as very valuable, 93 valuable, and 8 no value.

The Turners Falls Military Band classified it as follows: 11 very valuable, 15 valuable, and 9 no value.

The Turners Falls High School Band and Orchestra members classified it as follows: 39 very valuable, 76 valuable, and 10 no value.

The Montague Elementary Schools Band and Orchestra members classified the metronome as follows: 58 very valuable, 47 valuable, and 5 no value.

The Audio-Visual Electric Metronome costs \$19.95 and there is no cost of upkeep.

There is no special skill required for operation of this device.

On the basis of the results tabulated in Table I, it is the opinion of the author that the Audio-Visual Electric Metronome be given consideration for inclusion in the school music room.

TABLE I

AUDIO-VISUAL ELECTRIC METRONOME

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	29	13	15	0	1	0
Familiar but Does Not Use	63	6	29	4	24	0
Not Familiar	30	0	1	0	29	30
Northampton Demonstration- Interview	155	54	93	8	0	0
Turners Falls Military Band	35	11	15	9	0	0
Turners Falls High School Band and Orchestra	125	39	76	10	0	0
Montague Elementary Schools Band and Orchestra	110	58	47	5	0	0
Totals	547	181	276	36	54	30

II. FINGERING CHARTS

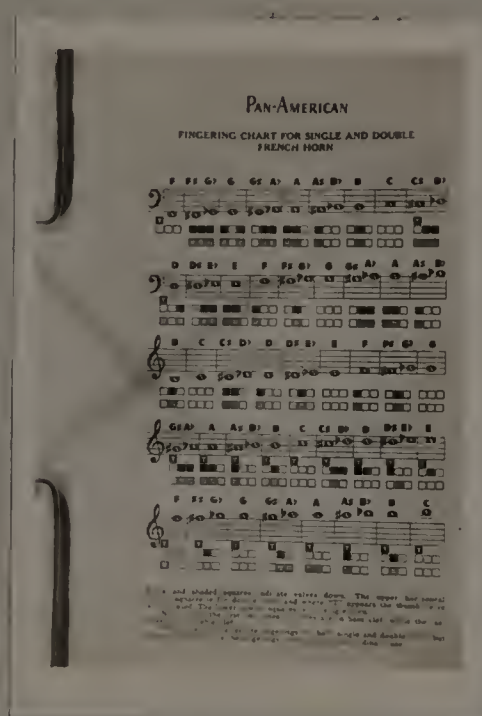


Illustration 3

Fingering Charts is the general term for charts showing combinations of valves, finger-hole coverings, slide placements, or string positions necessary to produce desired tones on all instruments.

The questionnaire indicated that of 72 who were familiar with and used Fingering Charts, 28 classified them as very valuable and 44 classified them as valuable. Of 45 who were familiar with them but did not use them, 21 classified them as valuable, 3 no value, and 21 had no comment on their value. Of 5 who were not familiar with them, 4 thought they had no value, 1 had no comment on value, and 5 had no comment on their use.

At the Northampton demonstration-interview, 63 classified the charts as very valuable, 80 valuable, and 12 no value.

The Turners Falls Military Band classified them as follows: 16 very valuable, 18 valuable, and 1 no value.

The members of the Turners Falls High School Band and Orchestra classified as follows: 43 very valuable, 62 valuable, and 20 no value.

The Montague Elementary Schools Band and Orchestra members classified the charts as follows: 42 very valuable, 65 valuable, and 3 no value.

Fingering Charts cost .05 each and there is no cost of upkeep.

No special skill is required for use of the charts.

On the basis of the results tabulated in Table II, it is the opinion of the author that Fingering Charts be given consideration for inclusion in the school music room.

TABLE II
FINGERING CHARTS

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	72	28	44	0	0	0
Familiar but Does Not Use	45	0	21	3	21	0
Not Familiar	5	0	0	4	1	5
Northampton Demonstration- Interview	155	63	80	12	0	0
Turners Falls Military Band	35	16	18	1	0	0
Turners Falls High School Band and Orchestra	125	43	62	20	0	0
Montague Elementary Schools Band and Orchestra	110	42	65	3	0	0
Totals	547	192	290	43	22	5

III. GRIDIRON WORKSHEETS

(See Figure 1 preceding Table III.)

Gridiron Worksheets are ruled miniature reproductions of a football field. The graph-like appearance is designed to allow plotting of football show formations, using 8 steps to each 5 yards on the actual football field. By using the Gridiron Worksheets, students are able to visualize the formation and estimate their positions in it.

The selected group questionnaire indicated that of 45 who were familiar with and used Gridiron Worksheets, 25 classified them as very valuable and 20 classified them as valuable. Of 50 who were familiar with them but did not use them, 4 classified the worksheet as very valuable, 24 valuable, 4 no value, and 18 had no comment on their value. Of 27 who were not familiar with them, 2 thought they would be valuable, 25 had no comment on their value, and 27 had no comment on their use.

At the Northampton demonstration-interview, 56 classified the worksheet as very valuable, 90 valuable, and 9 no value.

The Turners Falls Military Band classified them as follows: 18 very valuable, 12 valuable, and 5 no value.

The Turners Falls High School Band and Orchestra members classified as follows: 45 very valuable, 56 valuable, and 24 no value.

Members of the Montague Elementary Schools Band and Orchestra classified the worksheets as follows: 58 very valuable, 45 valuable, 7 no value.

Gridiron Worksheets cost \$1.00 for a pad of 50 sheets. There is no cost of upkeep.

Knowledge of the football field and being able to plot formations are skills required in using Gridiron Worksheets. An informed instructor would be able to teach their use to a formation-planning committee and members of the performing groups in one hour.

On the basis of the results tabulated in Table III, it is the opinion of the author that Gridiron Worksheets be given consideration for inclusion in the school music room.

GRIDIRON WORK SHEET

32

8 STEPS TO 5 YARDS

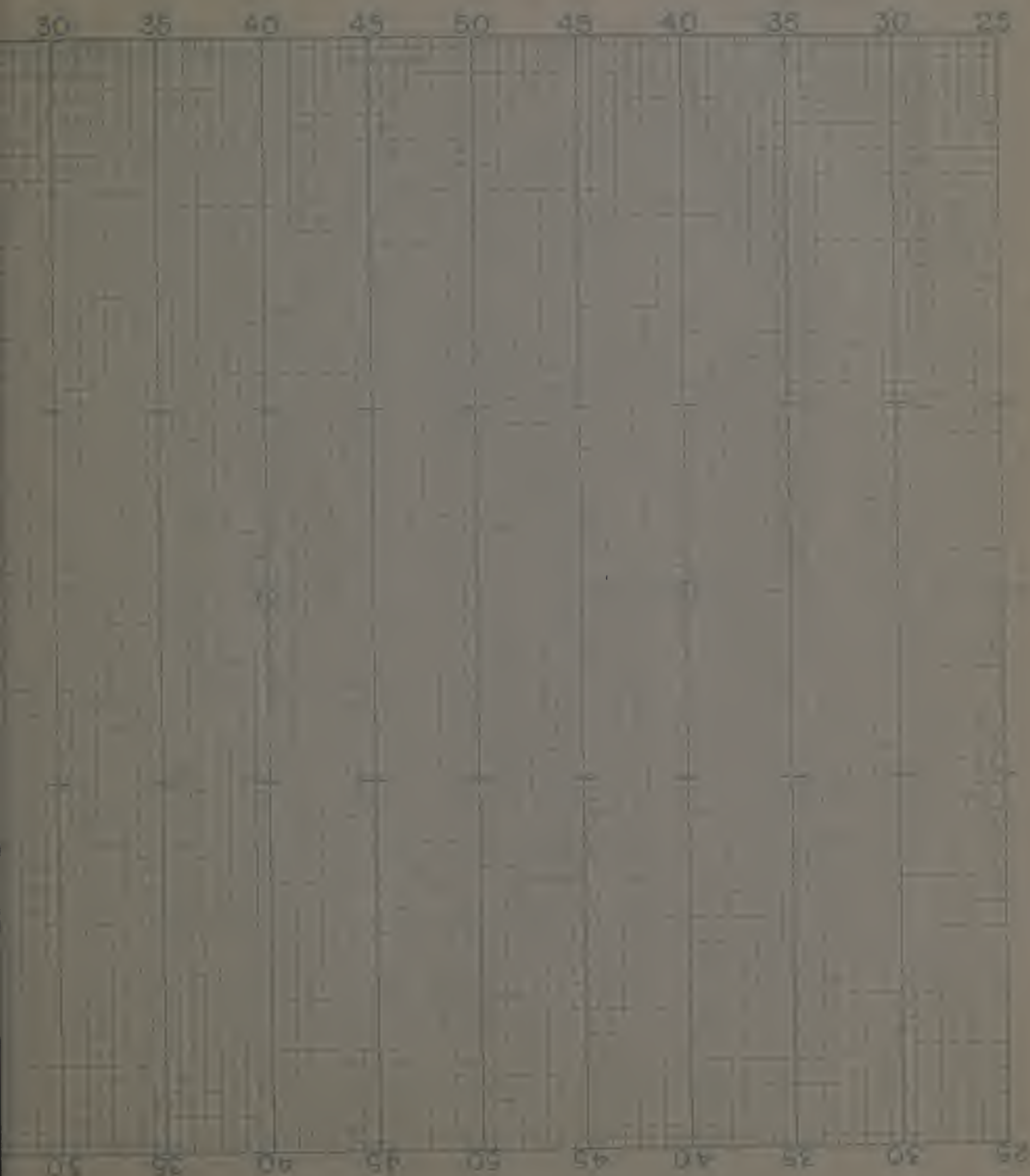


Figure 1

TABLE III

GRIDIRON WORKSHEETS

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	45	25	20	0	0	0
Familiar but Does Not Use	50	4	24	4	18	0
Not Familiar	27	0	2	0	25	27
Northampton Demonstration-						
Interview	155	56	90	9	0	0
Turners Falls Military Band	35	18	12	5	0	0
Turners Falls High School Band and Orchestra	125	45	56	24	0	0
Montague Elementary Schools Band and Orchestra	110	58	45	7	0	0
Totals	547	206	249	49	43	27

IV. LEKTRO-TUNER



Illustration 4



Illustration 5

The Lektro-Tuner produces an accurate and continuous A and Bb, as desired, in a choice of either a flute-like or reedy tone. The volume may be adjusted from a whisper to auditorium-filling intensity. The pitch tone can be adjusted flat or sharp with standard A-440, from A-435 to A-445. It is operated on ordinary 60 cycle, 110-120 volts, AC or DC current. The weight of this tuner is 6 and 3/4 pounds.

The selected group questionnaire indicated that of the 16 who were familiar with and used the Lektro-Tuner, 9 thought it to be very valuable, and 7 valuable. Of the 51 who were familiar with it but did not use it, 3 classified it as very valuable, 25 valuable, 2 no value, and 21 no comment on value. Of 55 who were not familiar with it, 2 thought it would have no value, 53 had no comment on value, and 55 had no comment on use.

At the Northampton demonstration-interview, 61 classified this item as very valuable, 90 valuable, and 4 no value.

The Turners Falls Military Band members classified as follows: 10 very valuable, 15 valuable, and 10 no value.

The members of the Turners Falls High School Band and Orchestra classified as follows: 39 very valuable, 74 valuable, and 12 no value.

The Montague Elementary Schools Band and Orchestra classified as follows: 37 very valuable, 61 valuable, and 12 no value.

Cost of the Lektro-Tuner is \$59.75 and there is no cost of upkeep.

There is no special skill necessary to operate the Lektro-Tuner.

On the basis of the results tabulated in Table IV, it is the opinion of the author that the Lektro-Tuner be given consideration for inclusion in the school music room.

TABLE IV

LEKTRO-TUNER

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	16	9	7	0	0	0
Familiar but Does Not Use	51	3	25	2	21	0
Not Familiar	55	0	0	2	53	55
Northampton Demonstration-						
Interview	155	61	90	4	0	0
Turners Falls Military Band						
Turners Falls High School Band and Orchestra	35	10	15	10	0	0
Turners Falls High School Band and Orchestra	125	39	74	12	0	0
Montague Elementary Schools						
Band and Orchestra	110	37	61	12	0	0
Totals	547	159	272	42	74	55

V. MAGNA-MEN OR MANEUVA-BAND



Illustration 6

Magna-Men are plastic figures made to scale with charts so that any formation can be observed exactly as seen by the football audience from any bleacher angle. Magna-Men have permanent magnet bases in order that when the chart is mounted on a piece of sheet metal, the entire plan may be hung vertically without disturbing the formation.

Charts for use with Magna-Men are 17 inches by 31 inches, scaled $1/4$ -inch to the yard, and are perforated for hanging.

The charts cost \$4.50 for 50 sheets, \$2.50 for 25 sheets, \$1.50 for 10 sheets, and .25 for 1 sheet.

Magna-Men cost \$13.50 for a set of 100, and \$3.25 for a set of 20.

The Maneuva-Band set contains a 28-inch by 52-inch artist's mounting-board field, 48 metal bandsmen scaled to the size of the chart field, and a complete instruction manual and charting system.

The Maneuva-Band set costs \$13.95 as listed in the above

paragraph. Extra bandsmen are \$1.50 per dozen, and field charts cost \$3.00 for 100.

The selected group questionnaire indicated that of 17 who were familiar with and used the device, 6 classified it as very valuable, 9 classified it as valuable, 1 thought it had no value, and 1 had no comment on its value. Of 67 who were familiar with the item but did not use it, 4 classified it as very valuable, 29 valuable, 9 no value, and 25 had no comment on its value. There were 38 who indicated that they were not familiar with Magna-Men or Maneuva-Band, 37 of this group having no comment on its use or value while 1 thought it would be very valuable.

At the Northampton demonstration-interview, 35 classified this item as very valuable, 100 as valuable, and 20 as no value.

The Military Band classified it as 12 very valuable, 12 valuable, and 11 no value.

The High School Band and Orchestra indicated 37 very valuable, 66 valuable, and 22 no value.

There is no cost of upkeep with this item.

The ability to understand football field markings and plot football shows are required skills for using this aid. However, once the formation is established, an informed person could teach a planning committee and performers the use of the device in one hour.

On the basis of the results tabulated in Table V, it is the opinion of the author that this device be given consideration for inclusion in the school music room.

VI. NO PRESSURE PRACTICE DEVICE



Illustration 7



Illustration 8

The No Pressure Practice Device is designed to correct tired lips and "fuzzy" tones. It is inserted between the mouthpiece and mouth-pipe of the instrument. If too much pressure is used in blowing, the device telescopes and the air escapes through a vent before going through the instrument. The No Pressure Practice Device is manufactured in different sizes for cornets, trumpets, trombones, baritones, and French Horns.

The selected group questionnaire indicated that of 12 who were familiar with and used the device, 5 classified it as very valuable and 7 classified it as valuable. Of 44 who were familiar with it but did not use it, 1 classified it as very valuable, 15 as valuable, 12 as having no value, 16 had no comment on its value, and 3 had no comment on its use. Of 66 who were not familiar with the item, 1 classified it as very valuable, 3 as valuable, 2 as having no value, 60 had no comment on value, and 66 had no comment on its use.

At the Northampton demonstration-interview, 12 classified the No Pressure Practice Device as very valuable, 112 valuable, and 31 no value.

The Military Band classified it as follows: 25 very valuable, 9 valuable, and 1 no value.

The Turners Falls High School Band and Orchestra members classified as follows: 73 very valuable, 50 valuable, and 2 no value.

Members of the Montague Elementary Schools Band and Orchestra classified as follows: 53 very valuable, 47 valuable, and 10 no value.

The No Pressure Practice Device costs \$7.95 and there is no cost of upkeep.

There would be no special skill involved in using the No Pressure Practice Device with beginning students. Those students who are able to perform might encounter some difficulties that might take a number of weeks to overcome.

On the basis of the results tabulated in Table VI, it is the opinion of the author that the No Pressure Practice Device be given consideration for inclusion in the school music room.

TABLE VI

NO PRESSURE PRACTICE DEVICE

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	12	5	7	0	0	0
Familiar but Does Not Use	44	1	15	12	16	3
Not Familiar	66	1	3	2	60	66
Northampton Demonstration-Interview	155	12	112	31	0	0
Turners Falls Military Band	35	25	9	1	0	0
Turners Falls High School Band and Orchestra	125	73	50	2	0	0
Montague Elementary Schools Band and Orchestra	110	53	47	10	0	0
Totals	547	170	243	58	76	69

VII. NOTE FINDER KITS

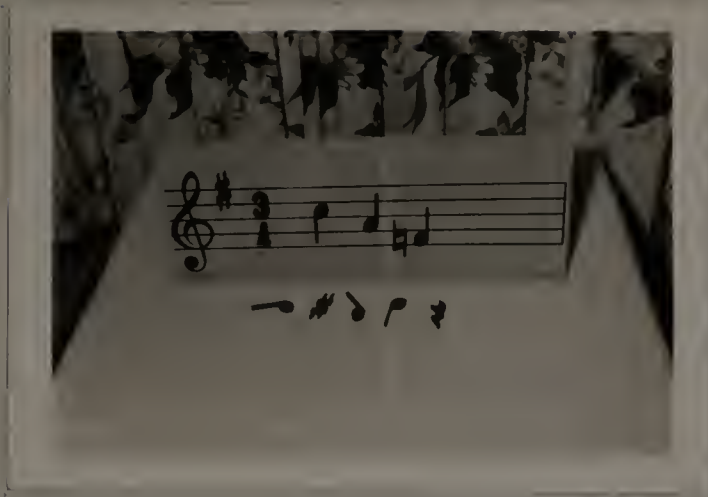


Illustration 9



Illustration 10

Note Finder Kits usually contain a board ruled with a staff and any amount of musical symbols. Some boards are made of metal in order that their magnetized symbols will remain in position when they are held in a vertical position. Note Finder Kits are recommended for use in the primary grades, fundamentals classes, theory, harmony, and general rehearsals.

The selected group questionnaire indicated that of 17 who were familiar with these kits and used them, 4 classified them as very valuable, and 13 classified them as valuable. Of 36 who were familiar with them but did not use them, 12 classified them as valuable, 8 no value, and 16 had no comment on value. Of 69 who were not familiar with them, 1 thought they would be valuable, 1 of no value, 67 had no comment on their value, and 69 had no comment on their use.

At the Northampton demonstration-interview, 25

classified them as very valuable, 106 valuable, and 24 no value.

A set of 52 pieces, magnetized, and a metal board cost \$5.95. There is no cost of upkeep.

No special skill is required in using Note Finder Kits.

On the basis of the results tabulated in Table VII, it is the opinion of the author that Note Finder Kits be given consideration for inclusion in the school music room.

TABLE VII

NOTE FINDER KITS

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	17	4	13	0	0	0
Familiar but Does Not Use	36	0	12	8	16	0
Not Familiar	69	0	1	1	67	69
Northampton Demonstration- Interview	155	25	106	24	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	29	132	33	83	69

VIII. PAN AMERICAN INSTRUMENTS FILMSTRIPS



Illustration 11

The Pan American Instrument Company offers filmstrips showing the history, correct playing position, and playing information of all the string, brass, and woodwind instruments. The percussion family is represented by the snare and bass drums. There is a teacher's manual for each instrument.

The selected group questionnaire indicated that of 30 who were familiar with and used the filmstrips, 11 classified them as very valuable, and 19 classified them as valuable. Of 47 who were familiar with them but did not use them, 4 classified them as very valuable, 19 valuable, 2 no value, and 22 had no comment on their value. Of 45 who were not familiar with the filmstrips, 1 thought they would be very valuable, 3 valuable, 2 no value, 39 had no comment on value, and 45 had no comment on their use.

At the Northampton demonstration-interview, 54 classified them as very valuable, and 101 valuable.

The Turners Falls Military Band members classified as follows: 15 very valuable, 15 valuable, 5 no value.

The members of the Turners Falls High School Band and Orchestra classified as follows: 29 very valuable, 60 valuable, and 36 no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 59 very valuable, 45 valuable, and 6 no value.

Pan American Instruments Filmstrips cost \$3.00 each, and there is no cost of upkeep.

The ability to operate a slide projector is necessary for use of the filmstrips.

On the basis of the results tabulated in Table VIII, it is the opinion of the author that Pan American Instruments Filmstrips be given consideration for inclusion in the school music room.

TABLE VIII
PAN AMERICAN INSTRUMENTS FILMSTRIPS

	Number of Responses	Very Valu- able	Valu- able	No Value	Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	30	11	19	0	0	0
Familiar but Does Not Use	47	4	19	2	22	0
Not Familiar	45	1	3	2	39	45
Northampton Demonstration- Interview	155	54	101	0	0	0
Turners Falls Military Band	35	15	15	5	0	0
Turners Falls High School Band and Orchestra	125	29	60	36	0	0
Montague Elementary Schools Band and Orchestra	110	59	45	6	0	0
Totals	547	173	262	51	61	45

IX. POCKET METRONOME

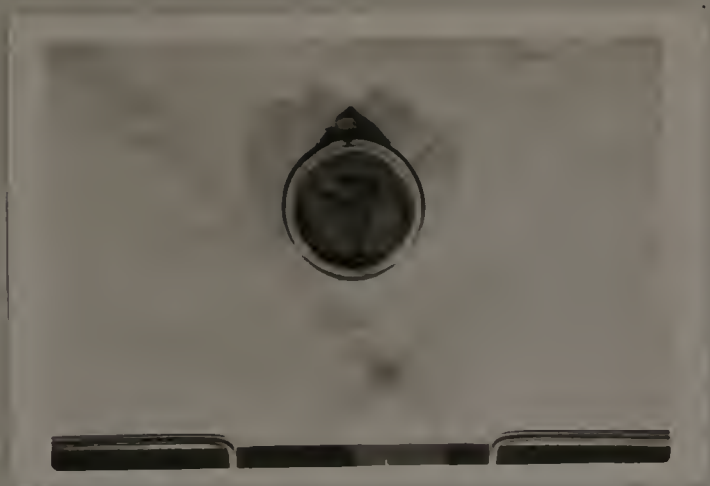


Illustration 12



Illustration 13

The Pocket Metronome is approximately the size of the average pocket watch. A set screw turns to wind the spring-controlled mechanism; the same screw also operates the device. A wheel turns to allow a complete range of tempi from 40 beats per minute to 200 beats per minute. A fluctuating needle-hand, accompanied by an audible "tick-tock" indicates the desired tempo.

The selected group questionnaire indicated that of the 36 who were familiar with and used the device, 21 classified it as very valuable, and 15 as valuable. Of the 44 who were familiar with this metronome but did not use it, 6 thought it to be very valuable, 18 valuable, 5 no value, and 15 had no comment on value. Of the 42 who were not familiar with the Pocket Metronome, 1 thought it would have no value, 41 had no comment on its value, and 42 had no comment on its use.

At the Northampton demonstration-interview, 71 classified

the item as very valuable, 73 valuable, and 11 no value.

The Turners Falls Military Band members classified as follows: 20 very valuable, 11 valuable, and 4 no value.

The members of the Turners Falls High School Band and Orchestra classified as follows: 47 very valuable, 62 valuable, and 16 no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 70 very valuable, 36 valuable, and 4 no value.

The Pocket Metronome costs \$21.95 and there is no cost of upkeep, except for an occasional oiling and cleaning.

The operation of the item can be taught to students in a few minutes.

On the basis of the results tabulated in Table IX, it is the opinion of the author that the Pocket Metronome be given consideration for inclusion in the school music room.

TABLE IX

POCKET METRONOME

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	36	21	15	0	0	0
Familiar but Does Not Use	44	6	18	5	15	0
Not Familiar	42	0	0	1	41	42
Northampton Demonstration-Interview	155	71	73	11	0	0
Turners Falls Military Band	35	20	11	4	0	0
Turners Falls High School Band and Orchestra	125	47	62	16	0	0
Montague Elementary Schools Band and Orchestra	110	70	36	4	0	0
Totals	547	235	215	41	56	42

X. STROBOCONN



Illustration 14

By giving direct visual readings on a dial, the Stroboconn measures any musical pitch from 32 to 4070 cycles per second. This range cycle encompasses the entire chromatic scale. Playing into the microphone of the Stroboconn, the performer is able to see his errors in pitch. He hears only his own tones and soon learns how each should sound when played in tune. It produces an accurate visual method of checking intonation of any chromatic scale played on any standard band or orchestra instrument. The twelve windows each represent a semi-tone of the scale. When the performer produces a tone, the corresponding window lights up and indicates whether the sound is flat, sharp, or in tune.

The selected group questionnaire indicated that of 8 who were familiar with and used the Stroboconn, all 8 classified

it as very valuable. Of 72 who were familiar with it but did not use it, 12 classified it as very valuable, 31 valuable, 3 no value, and 26 had no comment on its value. Of 42 who were not familiar with the Strobocoenn, 1 thought it would be very valuable, 1 valuable, 1 no value, 39 had no comment on its value, and 42 had no comment on its use.

At the Northampton demonstration-interview, 84 classified this item as very valuable, 65 valuable, and 6 no value.

The Strobocoenn costs \$695.00 and there is no cost of upkeep.

An informed person could teach students the operation of the Strobocoenn in a matter of minutes.

On the basis of the results tabulated in Table X, it is the opinion of the author that the Strobocoenn be given consideration for inclusion in the school music room.

TABLE X

STROBOCONN

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	8	8	0	0	0	0
Familiar but Does Not Use	72	12	31	3	26	0
Not Familiar	42	1	1	1	39	42
Northampton Demonstration-Interview	155	84	65	6	0	0
Turners Falls Military Band						
Turners Falls High School Band and Orchestra						
Montague Elementary Schools Band and Orchestra						
Totals	277	105	97	10	65	42

XI. STROBOSCOPE (STROBOTUNER)



Illustration 15



Illustration 16

The Stroboscope is a low-cost adaptation of the Strobocconn. Since it weighs only fourteen pounds, it is completely portable. The Stroboscope has a full 84-semitone range and is extremely reliable for accurate tuning. However, each tone must be manually adjusted and there is but one visual window instead of the 12 found on the Strobocconn. It is recommended for either vocal or instrumental problems.

The selected group questionnaire indicated that of 13 who were familiar with and used the Stroboscope, 10 thought it to be very valuable and 3 valuable. Of 67 who were familiar with it but did not use it, 7 classified it as very valuable, 33 valuable, 5 no value, and 22 had no comment on value. Of 42 who were not familiar with the Stroboscope, 1 thought it to be very valuable, 2 valuable, 2 no value, 37 had no comment on value, and 42 had no comment on use.

At the Northampton demonstration-interview, 130 classified this item as very valuable, 20 valuable and 5 no value.

The Turners Falls Military Band members classified as follows: 16 very valuable, 19 valuable.

The members of the Turners Falls High School Band and Orchestra classified as follows: 69 very valuable, 56 valuable.

The Montague Elementary Schools Band and Orchestra members classified as follows: 63 very valuable, 47 valuable.

The Stroboscope costs \$197.50 and there is no cost of upkeep.

An informed person could teach the students how to operate the Stroboscope in a matter of minutes.

On the basis of the results tabulated in Table XI, it is the opinion of the author that the Stroboscope be given consideration for inclusion in the school music room.

TABLE XI
STROBOSCOPE (STROBOTUNER)

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	13	10	3	0	0	0
Familiar but Does Not Use	67	7	33	5	22	0
Not Familiar	42	1	2	2	37	42
Northampton Demonstration-						
Interview	155	130	20	5	0	0
Turners Falls Military Band	35	16	19	0	0	0
Turners Falls High School Band and Orchestra	125	69	56	0	0	0
Montague Elementary Schools Band and Orchestra	110	63	47	0	0	0
Totals	547	296	180	12	59	42

XII. BANDSMEN LIGHTS



Illustration 17



Illustration 18

Designed for night parading or maneuvering on the football field, Bandsmen Lights add color and pageantry. They may be attached either to the performer's cap or shoes. There are seven different colored gelatins (Kolor Kaps) which allow changing the effects of the performance while the group is marching.

The selected group questionnaire indicated that the 5 who were familiar with these lights and used them classified them as valuable. Of 86 who were familiar with them but did not use them, 6 classified them as very valuable, 31 valuable, 11 no value, and 38 had no comment on their value. Of 31 not familiar with the lights, 1 classified them as very valuable, 30 had no comment on their value, and 31 had no comment on use.

At the Northampton demonstration-interview, they were classified as follows: 18 very valuable, 121 valuable, and 16 no value.

Bandsmen Lights, without batteries, cost \$1.08 per dozen. Kolor Kaps are .50 per dozen. Replacing the batteries is the only cost of upkeep.

No special skill is necessary for using this device.

On the basis of the results tabulated in Table XII, it is the opinion of the author that Bandsmen Lights be given consideration for inclusion in the school music room.

TABLE XII

BANDSMEN LIGHTS

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	5	0	5	0	0	0
Familiar but Does Not Use	86	6	31	11	38	0
Not Familiar	31	1	0	0	30	31
Northampton Demonstration-						
Interview	155	18	121	16	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	25	157	27	68	31

XIII. DITTO DUPLICATING MUSIC MASTERS

(See Figure 2 preceding Table XIII.)

Ditto Duplicating Music Masters come in quick-step, octavo, and quarto sizes, with a choice of number of staves on the octavo and quarto sizes. They are designed for use with the liquid duplicating machine. It is possible to duplicate a minimum of 100 copies from one master.

The selected group questionnaire indicated that of 60 who were familiar with and used Ditto Masters, 46 classified them as very valuable and 14 classified them as valuable. Of 17 who were familiar with these masters but did not use them, 5 classified as very valuable, 5 valuable, 1 no value, and 6 no comment on value. Of 45 who were not familiar with them, 1 thought they would be very valuable, 2 valuable, 42 had no comment on value, and 45 no comment on use.

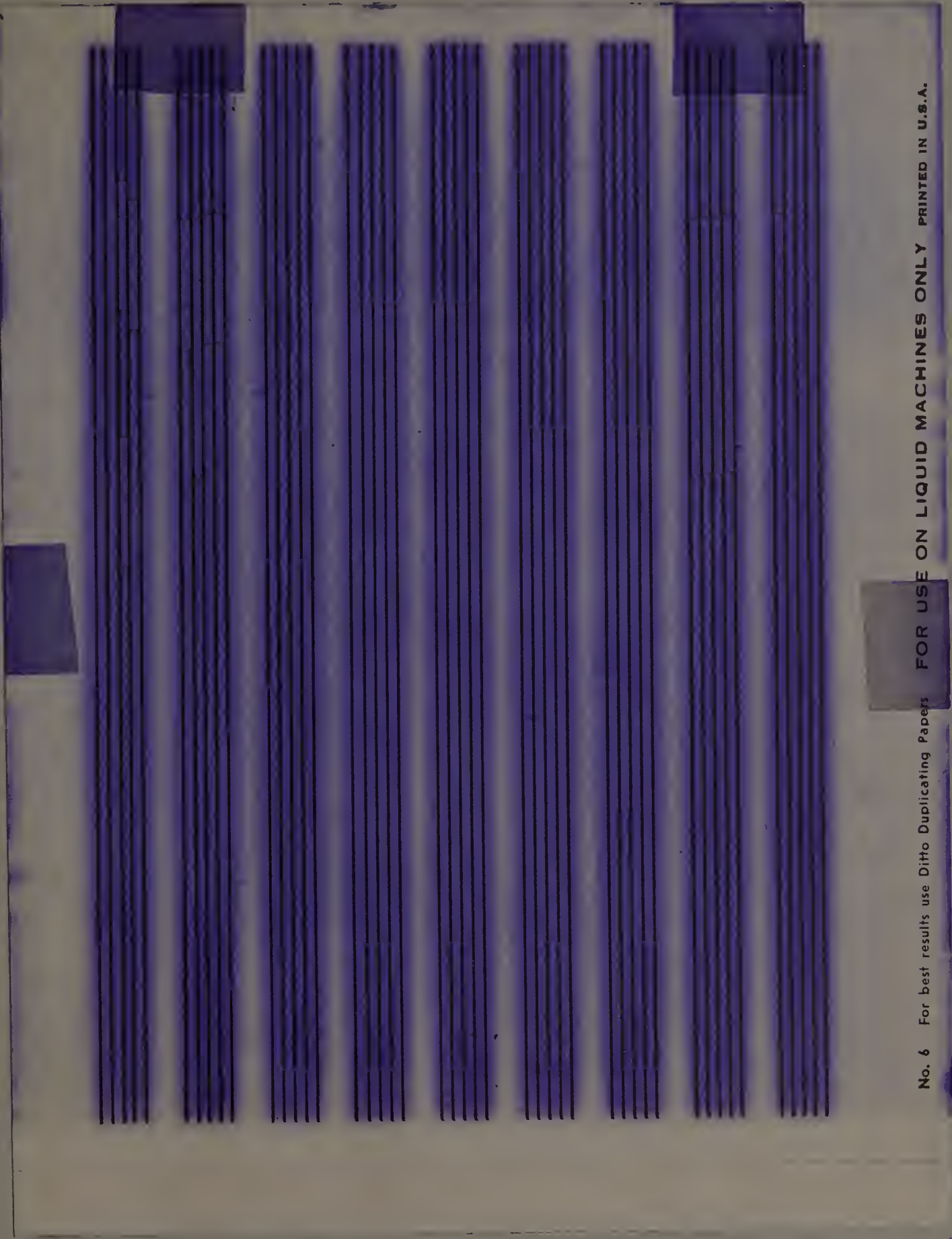
At the Northampton demonstration-interview, 132 classified the Ditto Masters as very valuable, 22 valuable, and 1 no value.

Ditto Duplicating Music Masters cost \$4.60 for 100 quick-step masters. There is no cost of upkeep.

The ability to write music is a required skill in using Ditto Music Masters; however, once the master has been completed, operation of the duplicating machine can be taught in a matter of minutes.

On the basis of the results tabulated in Table XIII, it

is the opinion of the author that Ditto Duplicating Music Masters be given consideration for inclusion in the school music room.



No. 6 For best results use Ditto Duplicating Papers FOR USE ON LIQUID MACHINES ONLY PRINTED IN U.S.A.

FIGURE 2

DITTO DUPLICATING MUSIC MASTER

TABLE XIII

DITTO DUPLICATING MUSIC MASTERS

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	60	46	14	0	0	0
Familiar but Does Not Use	17	5	5	1	6	0
Not Familiar	45	1	2	0	42	45
Northampton Demonstration- Interview	155	132	22	1	0	0
Turners Falls Military Band					(Does not apply.)	
Turners Falls High School Band and Orchestra					(Does not apply.)	
Montague Elementary Schools Band and Orchestra					(Does not apply.)	
Totals	277	184	43	2	48	45

XIV. FIELD SPEAKER



Illustration 19



Illustration 20

The Field Speaker is a self-contained system for sound-casting. It is designed to produce a compact, efficient, and lightweight unit, operated by 6 flashlight batteries, and having a power-saving switch which conserves battery current when full output is not needed. Its use is recommended for marching bands and maneuvering groups where it might be necessary for verbal instructions to carry long distances.

The selected group questionnaire indicated that of 39 who were familiar with and used the Field Speaker, 29 classified it as very valuable, 8 valuable, 1 no value, and 1 had no comment on value. Of 70 who were familiar with it, but did not use it, 15 classified it as very valuable, 22 valuable, 6 no value, and 27 no comment on value. Of 13 who were not familiar with the speaker, 1 thought it would be very valuable, 12 had no comment on value, and 13 had no comment on use.

At the Northampton demonstration-interview, 106 classified the Field Speaker as very valuable, 42 as valuable, and 7 no value.

The Turners Falls Military Band members classified as follows: 29 very valuable, 5 valuable, and 1 no value.

The Turners Falls High School Band and Orchestra members classified as follows: 87 very valuable, 34 valuable, and 4 no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 96 very valuable, 14 valuable.

The Field Speaker costs \$72.00 and the only cost of upkeep is replacing used batteries.

No special skill is required for operating the speaker.

On the basis of the results tabulated in Table XIV, it is the opinion of the author that the Field Speaker be given consideration for inclusion in the school music room.

TABLE XIV

FIELD SPEAKER

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	39	29	8	1	1	0
Familiar but Does Not Use	70	15	22	6	27	0
Not Familiar	13	1	0	0	12	13
Northampton Demonstration-Interview	155	106	42	7	0	0
Turners Falls Military Band	35	29	5	1	0	0
Turners Falls High School Band and Orchestra	125	87	34	4	0	0
Montague Elementary Schools Band and Orchestra	110	96	14	0	0	0
Totals	547	363	125	19	40	13

XV. MUSIC FILING BOXES

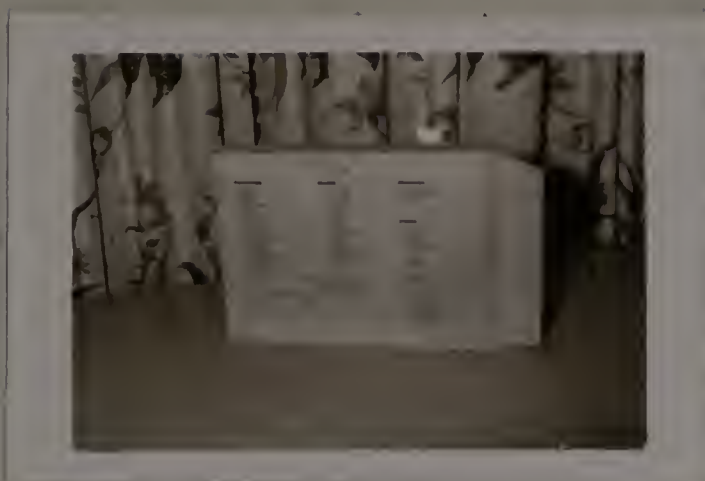


Illustration 21

Music Filing Boxes are designed for filing music in drawers or on shelves. They are constructed of 52-pound kraft and have square ends. It is possible to write on the top or the sides, thereby facilitating cataloging and selection. The Filing Boxes come in octavo, concert, and jumbo sizes, with each of the foregoing sizes available in 3 different thicknesses, 1/2-inch, 1-inch, and 1-and-1/2-inch.

The selected group questionnaire indicated that of 37 who were familiar with and used Music Filing Boxes, 15 classified them as very valuable, 17 valuable, 1 no value, and 4 had no comment on their value. Of 49 who were familiar with the filing boxes, but did not use them, 4 classified them as very valuable, 21 valuable, 2 no value, and 22 had no comment on value. Of 36 who were not familiar with them, 2 thought them to be valuable, 34 had no comment on value, and 36 had no comment on their use.

At the Northampton demonstration-interview, 66

classified them as very valuable, 74 valuable, and 15 no value.

The costs of Music Filing Boxes are listed as follows:

Octavo11¢ each for 100 or more
	14¢ each for 20-29
Concert14¢ each for 100 or more
	18¢ each for 20-29
Jumbo20¢ each for 100 or more
	25¢ each for 20-29

There is a minimum order of at least 20 of one size.

No special skill is required in using the Music Filing Boxes, and there is no cost of upkeep.

On the basis of the results tabulated in Table XV, it is the opinion of the author that Music Filing Boxes be given consideration for inclusion in the school music room.

TABLE XV

MUSIC FILING BOXES

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	37	15	17	1	4	0
Familiar but Does Not Use	49	4	21	2	22	0
Not Familiar	36	0	2	0	34	36
Northampton Demonstration-Interview	155	66	74	15	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	85	114	18	60	36

XVI. MUSIC WRITING FOUNTAIN PENS



Illustration 22

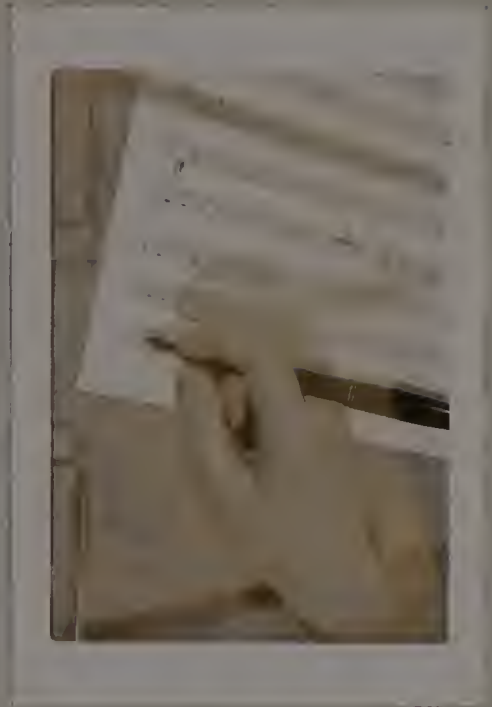


Illustration 23

Music Writing Fountain Pens are designed to meet the needs of composers, arrangers, and copyists. A specially constructed feed channel permits the heavy music ink to flow smoothly and assures a positive ink supply. Music Writing Fountain Pens usually have a nib with three points, and for best results, the pen is held between the index and third fingers.

The selected group questionnaire indicated that of 49 who were familiar with and used these pens, 20 classified them as very valuable, 28 valuable, and 1 no value. Of 47 who were familiar with them but did not use them, 3 classified them as very valuable, 21 valuable, 8 no value, and 15 had no comment on their value. Of 26 who were not familiar with them, 1 thought they would be valuable, 25 had no comment on value, and 26 had no comment on their use.

At the Northampton demonstration-interview, 31 classified them as very valuable, 98 valuable, and 26 no value.

Music Writing Fountain Pens cost \$4.85, and occasional cleaning is the only cost of upkeep.

Understanding music symbols and being able to copy music are skills necessary to turn out legible manuscript. However, an informed person could teach the correct writing position for the pens in a matter of minutes.

On the basis of the results tabulated in Table XVI, it is the opinion of the author that Music Writing Fountain Pens be given consideration for inclusion in the school music room.

TABLE XVI

MUSIC WRITING FOUNTAIN PENS

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	49	20	28	1	0	0
Familiar but Does Not Use	47	3	21	8	15	0
Not Familiar	26	0	1	0	25	26
Northampton Demonstration- Interview	155	31	98	26	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	54	148	35	40	26

XVII. PLASTI-FOLIOS



Illustration 24



Illustration 25

The Plasti-Folio is made of heavy-duty, tinted plastic music pockets. There is a rigid back covered with DuPont Fabrikoid to which is riveted a lyre holder. The pockets overhang the back to make flipping easier. Its use is recommended especially for marching bands and maneuvering groups. In inclement weather, the folio protects the music contained within the pockets.

Of 70 selected group members who indicated on the questionnaire that they were familiar with and used the Plasti-Folio, 27 classified it as very valuable, 42 classified it as valuable, and 1 classified the item as having no value. The 35 who indicated that they were familiar with the folio but did not use it evaluated it as follows: 2 very valuable, 23 valuable, 3 no value, and 7 had no comment on the value. Of 17 who were not familiar with the device, 1 classified it as being very valuable, 16 had no comment on its value, and 17 had no comment on its use.

At the Northampton demonstration-interview, 96 classified the folio as very valuable, and 59 classified it as valuable.

The members of the Turners Falls Military Band classified the device as follows: 30 very valuable, 5 valuable.

The Turners Falls High School Band and Orchestra members classified the folio as follows: 111 very valuable, 14 valuable.

The Montague Elementary Schools Band and Orchestra members classified the folio as follows: 106 very valuable, 4 valuable.

The 2-ring folio with 3 pockets costs \$1.00. Extra pockets are available at .15 each. If the rings become sprung, they are available at .10 each. There is no cost of upkeep for the Plasti-Folio.

No special skill is required for using Plasti-Folios.

On the basis of the results tabulated in Table XVII, it is the opinion of the author that the Plasti-Folio be given consideration for inclusion in the school music room.

TABLE XVII

PLASTI-FOLIOS

The Questionnaire	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
Familiar and Used	70	27	42	1	0	0
Familiar but Does Not Use	35	2	23	3	7	0
Not Familiar	17	1	0	0	16	17
Northampton Demonstration- Interview	155	96	59	0	0	0
Turners Falls Military Band	35	30	5	0	0	0
Turners Falls High School Band and Orchestra	125	111	14	0	0	0
Montague Elementary Schools Band and Orchestra	110	106	4	0	0	0
Totals	547	373	147	4	23	17

XVIII. REDWELD MUSIC FOLIOS



Illustration 26



Illustration 27

Redweld Music Folios are expansion-type folders for storing and cataloging music. A metal tab on the upper section of the folder allows a labelled insert to be easily visible through a window. The folios come in octavo and quarto sizes.

The questionnaire indicated that of 27 who were familiar with and used Redweld Music Folios, 13 classified them as very valuable and 12 classified them as valuable. Of 30 who were familiar with them but did not use them, 2 classified them as very valuable, 8 valuable, and 20 had no comment on their value. Of 65 who were not familiar with them, 4 thought they would be valuable, 61 had no comment on their value, and 65 had no comment on their use.

At the Northampton demonstration-interview, 49 classified them as very valuable and 106 classified them as valuable.

Redweld Music Folios cost .39 each for the 10-inch by

11-inch size, and .42 each for the 10-inch by 15-inch size. There is no cost of upkeep, nor is any special skill required for their use.

On the basis of the results tabulated in Table XVIII, it is the opinion of the author that Redweld Music Folios be given consideration for inclusion in the school music room.

TABLE XVIII

REDWELD MUSIC FOLIOS

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	27	15	12	0	0	0
Familiar but Does Not Use	30	2	8	0	20	0
Not Familiar	65	0	4	0	61	65
Northampton Demonstration-Interview	155	49	106	0	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	66	130	0	81	65

XIX. SAFETY CANDLE



Illustration 28

The Safety Candle is extremely effective for activities requiring candlelight services, pageants, field maneuvering, and plays. It is made of white plastic and operates on two flashlight batteries. There is a prism-cut, plastic flame which reflects a choice of five colors.

The selected group questionnaire indicated that of 10 who were familiar with and used the Safety Candle, 5 classified it as very valuable, 3 valuable, 1 no value, and 1 had no comment on its value. Of 58 who were familiar with the Safety Candle but did not use it, 6 classified it as very valuable, 22 valuable, 4 no value, and 26 had no comment on its value. Of 54 who were not familiar with it, 2 thought it to be valuable, 2 classified it as having no value, 50 had no comment on its value, and 54 had no comment on its use.

At the Northampton demonstration-interview, 68 classified it as very valuable, 80 valuable, and 7 no value.

The Turners Falls Military Band members classified the Safety Candle as follows: 17 very valuable and 18 valuable.

The Turners Falls High School Band and Orchestra members classified it as follows: 61 very valuable, 54 valuable, and 10 no value.

Members of the Montague Elementary Schools Band and Orchestra classified the device as follows: 53 very valuable, 54 valuable, and 3 no value.

The Safety Candles cost \$15.00 a dozen complete with batteries for the 8-inch size, and \$18.00 a dozen complete with batteries for the 12-inch size.

There is no special skill required for the operation of these candles.

On the basis of the results tabulated in Table XIX, it is the opinion of the author that the Safety Candle be given consideration for inclusion in the school music room.

TABLE XIX

SAFETY CANDLES

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	10	5	3	1	1	0
Familiar but Does Not Use	58	6	22	4	26	0
Not Familiar	54	0	2	2	50	54
Northampton Demonstration-Interview	155	68	80	7	0	0
Turners Falls Military Band	35	17	18	0	0	0
Turners Falls High School Band and Orchestra	125	61	54	10	0	0
Montague Elementary Schools Band and Orchestra	110	53	54	3	0	0
Totals	547	210	233	27	77	54

XX. STUDENT RECORD CARDS

(See Figure 3 preceding Table XX.)

Student Record Cards are designed to contain a complete history of the music student from grade 1 through the graduate level in college. By punching through the perforations over the pertinent data, a record is always available listing the following information: student's name, address, instrument(s), school, room number, home telephone number, dates of participation, name of private instructor, free periods, uniform number and issuance details, instrument number and ownership details, organization(s), class, grades, attendance record, and any fees charged to the student.

To give complete information quickly and accurately, the cards are lined up, and after inserting a knitting needle or similar device in the labelled perforation, the cards not left attached to the needle contain the information desired.

The selected group questionnaire indicated that of 57 who were familiar with and used Student Record Cards, 32 classified them as very valuable, 23 valuable, and 2 no comment on value. Of 46 who were familiar with them but did not use them, 5 classified them as very valuable, 15 valuable, 2 no value, and 24 had no comment on value. Of the 19 not familiar with the cards, all 19 had no comment on either their use or value.

At the Northampton demonstration-interview, 60 classified

them as very valuable, 81 valuable, and 14 no value.

Student Record Cards cost \$15.30 for 500 cards and there is no cost of upkeep.

Teaching students to fill out the cards and use them properly takes only a matter of minutes.

On the basis of the results tabulated in Table XX, it is the opinion of the author that Student Record Cards be given consideration for inclusion in the school music room.

STUDENT RECORD CARD

INSTRUCTIONS: FILL IN THE BLANKS BELOW. THEN CIRCLE THE HOLE FOR (A) GRADE YOU ARE IN, (TOP EDGE), (B) YOUR FREE PERIODS, (C) YOUR MUSIC ORGANIZATIONS OR CLASS (LEFT EDGE), (D) YOUR VOICE PART (BOTTOM EDGE), AND (E) THE INSTRUMENTS YOU PLAY.

(A) GRADE ATTAINED: 1 2 3 4 5 6 7 8 9 10 11 12 FR. SOPH. JR. SR. GRO. 1 2 3 4 5 6 7 8 OUT IN UNIFORM NO. OUT IN INSTRUMENT NO.

(B) FREE PERIODS: 1 2 3 4 5 6 7 8

(C) ORGANIZATION OR CLASS: 1ST BANO, 2ND BANO, BEG. BANO, 1ST ORCH., 2ND ORCH., BEG. STR., MIXED, MALE, FEMALE

(D) VOICE: BAS, TEN, ALT, SOP.

(E) INSTRUMENT: GUTR, ACCRD, HARP, PIANO, STR. BASS, CELO, VILA, VILN, MAR, DRUM, TYMP, TUBA, BAR, TROM, HORN, CORN. TRPT., SAX. ALT, BAS, CLAR. SOP, BSN., WOODWIND, OBOE, FLUTE, PICC., MUSIC MAJOR

NAME: LAST, FIRST, MIDDLE, SCHOOL, TEL. NO., DATE, ROOM NO.

ADDRESS: _____

NAME OF PRIVATE TEACHER: _____

RESERVED FOR INSTRUCTOR: _____

COMMENTS: _____

	PAID	DATES ABSENT OR TARDY				GRADES	FINAL
SEM. I	\$						
SEM. II	\$						
SUMMER	\$						

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FIGURE 3
STUDENT RECORD CARD

TABLE XX

STUDENT RECORD CARDS

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	57	32	23	0	2	0
Familiar but Does Not Use	46	5	15	2	24	0
Not Familiar	19	0	0	0	19	19
Northampton Demonstration- Interview	155	60	81	14	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	97	119	16	45	19

XXI. THUM-EEZ



Illustration 29



Illustration 30

Thum-Eez is a thumb protector made of foam rubber processed to rubber tubing which slips easily over the thumb rests of clarinets and saxophones. It provides a form-fitting, comfortable cushion for the thumb. Thum-Eez is especially desirable for young players because it makes the instrument seem lighter and the proper finger position more easily attainable.

The selected group questionnaire indicated that of 19 who were familiar with and used the device, 3 classified it as very valuable and 16 classified it as valuable. Of 33 who were familiar with it but did not use it, 1 classified it as very valuable, 9 valuable, 12 no value, and 11 had no comment on value. Of 70 who were not familiar with Thum-Eez, 3 thought it would be valuable, 67 had no comment on value, and 70 had no comment on use.

At the Northampton demonstration-interview, 23 classified

this item as very valuable, 106 valuable, and 26 no value.

The members of the Turners Falls Military Band classified as follows: 17 very valuable, 17 valuable, and 1 no value.

The Turners Falls High School Band and Orchestra members classified as follows: 61 very valuable, 62 valuable, and 2 no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 88 very valuable, 18 valuable, and 4 no value.

Thum-Eez cost .25 for clarinets, and .33 for saxophones. There is no cost of upkeep, nor is any special skill necessary for its use.

On the basis of the results tabulated in Table XXI, it is the opinion of the author that Thum-Eez be given consideration for inclusion in the school music room.

TABLE XXI

THUM-EEZ

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	19	3	16	0	0	0
Familiar but Does Not Use	33	1	9	12	11	0
Not Familiar	70	0	3	0	67	70
Northampton Demonstration-Interview	155	23	106	26	0	0
Turners Falls Military Band	35	17	17	1	0	0
Turners Falls High School Band and Orchestra	125	61	62	2	0	0
Montague Elementary Schools Band and Orchestra	110	88	18	4	0	0
Totals	547	193	231	45	78	70

XXII. WRITE-ON CELLOPHANE TAPE

(See Figure 4 preceding Table XXII.)

Write-On Cellophane Tape is a transparent mending tape similar to Scotch Tape. The difference lies in being able to use pencil, pen, and colored pencils on the Write-On tape. Penciled notations are able to be erased. The tape will not discolor, is shrink-proof, and is free of gummy residue.

The questionnaire indicated that of 35 who were familiar with and used Write-On tape, 23 classified it as very valuable, and 12 classified it as valuable. Of 33 who were familiar with the tape but did not use it, 3 classified it as very valuable, 18 valuable, 1 no value, and 11 had no comment on its value. Of 54 who were not familiar with it, 1 thought it would be valuable, 2 of no value, 51 had no comment on its value, and 54 had no comment on its use.

At the Northampton demonstration-interview, 69 classified it as very valuable and 86 valuable.

The Turners Falls Military Band members classified as follows: 24 very valuable and 11 valuable.

The members of the Turners Falls High School Band and Orchestra classified the tape as follows: 83 very valuable and 42 valuable.

The Montague Elementary Schools Band and Orchestra members classified as follows: 72 very valuable and 38 valuable.

A roll 3/4-inch by 1,296 inches of Write-On Cellophane Tape costs \$3.40. There is no cost of upkeep, nor is there any special skill involved in using it.

On the basis of the results tabulated in Table XXII, it is the opinion of the author that Write-On Cellophane Tape be given consideration for inclusion in the school music room.

4th Tenor Sax

Finale

Moderato
Write-On Tenor

(A)

FIGURE 4

WRITE-ON CELLOPHANE TAPE

TABLE XXII

WRITE-ON CELLOPHANE TAPE

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	35	23	12	0	0	0
Familiar but Does Not Use	33	3	18	1	11	0
Not Familiar	54	0	1	2	51	54
Northampton Demonstration- Interview	155	69	86	0	0	0
Turners Falls Military Band	35	24	11	0	0	0
Turners Falls High School Band and Orchestra	125	83	42	0	0	0
Montague Elementary Schools Band and Orchestra	110	72	38	0	0	0
Totals	547	274	208	3	62	54

XXIII. AUTO-STAT DUPLICATING MACHINE



Illustration 31



Illustration 32

The Auto-Stat is an electrically operated duplicating machine, designed primarily for use in the business office. It is able to duplicate any printed or written material, photographs, plans and blueprints, music, and practically all items capable of being reproduced. Unlike the photostat machines which photograph white music paper black, and black music notes white, the Auto-Stat reproduces the copy exactly as the original. There is a dial on the machine which, when turned to the hue of any colored originals, reprints the color as black and white.

The selected group questionnaire indicated that of 6 who were familiar with and used the Auto-Stat machine, 4 classified it as very valuable, and 2 classified it as valuable. Of 16 who were familiar with the machine but did not use it, 6 classified it as very valuable, 7 valuable, 3 had no comment on its value, and 1 had no comment on its use. Of 100 who were not familiar with the Auto-Stat, 2 thought

it would be very valuable, 2 valuable, 96 had no comment on its value, and 100 had no comment on its use.

At the Northampton demonstration-interview, 105 classified the Auto-Stat as very valuable, and 50 classified it as valuable.

The Auto-Stat Duplicating Machine is sold to municipal agencies tax free for \$331.80. The cost of duplicating on an 8-and-1/2-inch by 14-inch size sheet of paper is .10 each; 11-inch by 14-inch size costs .13 per sheet; 11-inch by 17-inch sheets cost .16 each.

The operation of this machine is so designed that the average high school student office worker is able to master it in a matter of minutes.

On the basis of the results tabulated in Table XXIII, it is the opinion of the author that the Auto-Stat Duplicating Machine be given consideration for inclusion in the school music room.

TABLE XXIII

AUTO-STAT DUPLICATING MACHINE

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	6	4	2	0	0	0
Familiar but Does Not Use	16	6	7	0	3	1
Not Familiar	100	2	2	0	96	100
Northampton Demonstration- Interview	155	105	50	0	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	117	61	0	99	101

XXIV. KEATON MUSIC TYPEWRITER



Illustration 33

The Keaton Music Typewriter consists of a typing unit mounted over a flat platen or board. It measures about 16 inches by 22 inches by 6 inches high, over-all. The paper lies flat and is always visible. The typing-unit is moved across the paper in variable horizontal spacings when one of the selective space keys is pressed. Movement between staves is accomplished by shifting the paper clamped to the paper-shifting unit up and down over the level platen.

Character keys are arranged on a keyboard which can be shifted up or down the scale over a four-octave range, placing the characters instantly in precise printing position; unlimited range beyond is obtained by shifting the paper. A position pointer always indicates the exact place where the characters will strike. Ledger lines and bar-line keys are always in correct position in relation to the staff, being set on a keyboard independent of the other characters.

The Keaton typewriter has most of the frequently used

characters and does nearly everything that is difficult to do by hand; however, beams, slur lines, dynamics, endings, and the like must be done either by hand or rubber stamp.

The selected group questionnaire indicated that of the 2 who were familiar with and used the Keaton Music Typewriter, 1 classified it as very valuable, and 1 classified it as valuable. Of 61 who were familiar with the item, 60 did not use it, 6 classified it as very valuable, 26 valuable, 5 no value, 24 had no comment on value, and 1 no comment on use. Of 59 who were not familiar with the typewriter, 1 classified it as very valuable, 3 as valuable, 55 had no comment on value, and 59 had no comment on use.

At the Northampton demonstration-interview, 60 classified this device as very valuable, 75 valuable, and 20 no value.

The Keaton Music Typewriter costs \$255.00 with a carrying case. Periodic cleaning, adjusting, and replacing worn ribbon with standard 1/2-inch typewriter ribbon are items of upkeep.

Learning the musical symbols and their correct spacings are difficult skills that might take quite some time to master.

On the basis of the results tabulated in Table XXIV, it is the opinion of the author that the Keaton Music Typewriter be given consideration for inclusion in the school music room.

TABLE XXIV

KEATON MUSIC TYPEWRITER

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	2	1	1	0	0	0
Familiar but Does Not Use	61	6	26	5	24	1
Not Familiar	59	1	3	0	55	59
Northampton Demonstration- Interview	155	60	75	20	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	68	105	25	79	60

XXV. MOUTHPIECE PULLER



Illustration 34



Illustration 35

The Mouthpiece Puller is designed to free stuck mouthpieces from cornets, trumpets, French Horns, melophones, baritones, trombones, and bass horns. The device is attached under the rim of the stuck mouthpiece and then one of the collars supplied with the puller is adjusted to the mouthpipe. Two screw rods are then turned until the mouthpiece is freed.

The selected group questionnaire indicated that of 58 who were familiar with and used the Mouthpiece Puller, 37 classified it as very valuable, and 21 classified it as valuable. Of 25 who were familiar with it but did not use it, 5 classified it as very valuable, 10 valuable, 4 no value, and 6 had no comment on its value. Of 39 who were not familiar with the device, 1 thought it would be valuable, 1 no value, 37 had no comment on its value, and 39 had no comment on its use.

At the Northampton demonstration-interview, 54 classified

it as very valuable, 97 valuable, and 4 no value.

The Turners Falls Military Band members classified as follows: 25 very valuable, and 10 valuable.

The members of the Turners Falls High School Band and Orchestra classified as follows: 47 very valuable, 68 valuable, and 10 no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 79 very valuable, 27 valuable, and 4 no value.

The Mouthpiece Puller costs \$12.95, and there is no cost of upkeep.

It is possible to teach the use of the Mouthpiece Puller in a matter of minutes.

On the basis of the results tabulated in Table XXV, it is the opinion of the author that the Mouthpiece Puller be given consideration for inclusion in the school music room.

TABLE XXV

MOUTHPIECE PULLER

The Questionnaire	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
Familiar and Used	58	37	21	0	0	0
Familiar but Does Not Use	25	5	10	4	6	0
Not Familiar	39	0	1	1	37	39
Northampton Demonstration- Interview	155	54	97	4	0	0
Turners Falls Military Band	35	25	10	0	0	0
Turners Falls High School Band and Orchestra	125	47	68	10	0	0
Montague Elementary Schools Band and Orchestra	110	79	27	4	0	0
Totals	547	247	234	23	43	39

XXVI. MUSIC RISERS



Illustration 36



Illustration 37

Music Risers are available in various styles, sizes, and prices. They usually are made to fold into compact units which do not require too much storage space. Most manufacturers of instrumental and choral risers build sets to the individual specifications of the stage or platform.

The selected group questionnaire indicated that of 88 who were familiar with and used the Music Risers, 67 classified them as very valuable, 18 valuable, and 3 no value. Of 31 who were familiar with them but did not use them, 11 classified them as very valuable, 9 valuable, 5 no value, and 6 had no comment on value. Of 3 who were not familiar with the risers, all had no comment on their value or their use.

At the Northampton demonstration-interview, 102 classified Music Risers as very valuable, 44 valuable, and 9 no value.

A set of custom-built risers, containing 7 interchange-

able sections and seating 75 to 90 performers costs \$870.00.

There is no cost of upkeep, nor is any special skill involved in using them.

On the basis of the results tabulated in Table XXVI, it is the opinion of the author that Music Risers be given consideration for inclusion in the school music room.

TABLE XXVI

MUSIC RISERS

The Questionnaire	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
Familiar and Used	88	67	18	3	0	0
Familiar but Does Not Use	31	11	9	5	6	0
Not Familiar	3	0	0	0	3	3
Northampton Demonstration- Interview	155	102	44	9	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	180	71	17	9	12

XXVII. NORREN MUSIC FILING CABINETS



Illustration 38



Illustration 39

Norren Music Filing Cabinets are constructed of welded steel and have double walls for strength and durability. The removable sliding trays have an identification holder for cataloging and easy accessibility. The cabinets are made in sizes measured to accommodate choral music, instrumental music, or choral and instrumental music. There is a choice of a 2-inch- or a 4-inch-deep tray on all models.

The selected group questionnaire indicated that of 5 who were familiar with and used the cabinets, 4 classified them as very valuable, while 1 classified them as valuable. Of 33 who were familiar with them but did not use them, 8 classified them as very valuable, 15 valuable, 5 no value, and 5 had no comment on value. Of 8½ who were not familiar with the Norren Cabinets, 2 thought they would be very

valuable, 3 valuable, 1 no value, 78 had no comment on their value, and 84 had no comment on their use.

At the Northampton demonstration-interview, 19 classified them as very valuable, 126 valuable, and 10 no value.

The cost to schools of Cabinet SWO-24, as pictured on the left, is \$69.96, and the school price of Cabinet W-92, as pictured on the right, is \$105.16. There is no cost of upkeep.

No special skill is required for the use of these cabinets.

On the basis of the results tabulated in Table XXVII, it is the opinion of the author that Norren Music Filing Cabinets be given consideration for inclusion in the school music room.

TABLE XXVII

NORREN MUSIC FILING CABINETS

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	5	4	1	0	0	0
Familiar but Does Not Use	33	8	15	5	5	0
Not Familiar	84	2	3	1	78	84
Northampton Demonstration-Interview	155	19	126	10	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	33	145	16	83	84

XXVII. NO THUMB-SCREW CONCERT MUSIC RACK



Illustration 40

The No Thumb-Screw Concert Music Rack holds the telescoping shaft at any height without slipping and without losing tension. The holding device is a spring loaded bearing that partially releases its tension for easy shifting, yet locks firmly to prevent sliding down under loads up to 12 pounds. The bearings are self-lubricating and the tension adjusts itself against wear. The lock bearing is made of oil-impregnated bronze of a type used in high speed motors.

The selected group questionnaire indicated that of 46 who were familiar with and used these racks, 32 classified them as very valuable, 12 valuable, 1 no value, and 1 had no comment on value. Of 34 who were familiar with the racks but did not use them, 7 classified them as very valuable,

10 valuable, 4 no value, and 13 had no comment on value. Of 42 who were not familiar with the No Thumb-Screw Concert Rack, 1 thought it would be valuable, 1 thought it would have no value, 40 had no comment on value, and 42 had no comment on use.

At the Northampton demonstration-interview, 50 classified it as very valuable, 100 valuable, and 5 no value.

The Turners Falls Military Band members classified as follows: 30 very valuable, and 5 valuable.

The Turners Falls High School Band and Orchestra members classified as follows: 103 very valuable, 20 valuable, and 2 no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 87 very valuable, 19 valuable, and 4 no value.

The No Thumb-Screw Concert Music Rack costs \$9.95. There is no cost of upkeep, nor is any special skill required in its use.

On the basis of the results tabulated in Table XXVII, it is the opinion of the author that the No Thumb-Screw Concert Music Rack be given consideration for inclusion in the school music room.

TABLE XXVIII

NO THUMB--SCREW CONCERT MUSIC RACK

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	46	32	12	1	1	0
Familiar but Does Not Use	34	7	10	4	13	0
Not Familiar	42	0	1	1	40	42
Northampton Demonstration-Interview	155	50	100	5	0	0
Turners Falls Military Band	35	30	5	0	0	0
Turners Falls High School Band and Orchestra	125	103	20	2	0	0
Montague Elementary Schools Band and Orchestra	110	87	19	4	0	0
Totals	547	309	167	17	54	42

XXIX. RACKRITE STORAGE EQUIPMENT RACKS



Illustration 41



Illustration 42

RackRite Storage Equipment Racks are designed for band, orchestra, and choral use. All of the regular parts of the units are made of heavy gauge cold-rolled steel, and, for safety, the edges and corners are smooth. The ends of the ledges have special guards for protection against tearing clothing or cutting the user. The underneath sides of all the shelves are formed so as to prevent any possible injury in normal movement of an instrument.

The selected group questionnaire indicated that of 2 who were familiar with and used these racks, they both classified them as very valuable. Of 31 who were familiar with them but did not use them, 4 classified them as very valuable, 14 valuable, and 13 had no comment on their value. Of 89 who were not familiar with them, 1 thought they would be very

valuable, 3 valuable, 2 no value, 83 had no comment on their use, and 89 had no comment on their use.

At the Northampton demonstration-interview, 26 classified the racks as very valuable, 127 valuable, and 2 no value.

The cost of RackRite Storage Equipment was not available since the manufacturer claims that all the units essentially are custom tailored to each individual situation.

There is no cost of upkeep, nor is any special skill required in using the racks.

On the basis of the results tabulated in Table XXIX, it is the opinion of the author that RackRite Storage Equipment be given consideration for inclusion in the school music room.

TABLE XXIX

RACKRITE STORAGE EQUIPMENT

	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
The Questionnaire						
Familiar and Used	2	2	0	0	0	0
Familiar but Does Not Use	31	4	14	0	13	0
Not Familiar	89	1	3	2	83	89
Northampton Demonstration-						
Interview	155	26	127	2	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	33	144	4	96	89

XXX. RAUK SOUSAPHONE RACK



Illustration 43



Illustration 44

The Rauk Sousaphone Rack is a chrome-plated rack used for storing sousaphones. It tilts forward so that it fully protects the instrument. There is a place for the lyre, mouthpiece, and separate joints which protect them from becoming damaged. The position of the instrument makes the bell a poor receptacle for things tossed at it and does not tempt curious students to play the expensive bass horn.

The selected group questionnaire indicated that of 14 who were familiar with and used the Rauk Sousaphone Rack, 5 classified it as very valuable, 8 valuable, and 1 had no comment on its value. Of 52 who were familiar with it but did not use it, 6 classified it as very valuable, 28 as valuable, 3 as having no value, and 15 had no comment on its value. Of the 56 who were not familiar with it, 1 classified it as having no value, 55 had no comment on its value,

and 56 had no comment on its use.

At the Northampton demonstration-interview, 17 classified it as very valuable, 48 as valuable, and 90 as having no value.

The members of the Military Band classified it as follows: 10 valuable, and 25 no value.

The Turners Falls High School Band and Orchestra members classified as follows: 7 very valuable, 38 valuable, and 80 as having no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 39 valuable and 71 as having no value.

The cost of the Rauk Sousaphone Rack is \$27.50 for one rack, and \$25.00 each for two or more. There is no cost of upkeep.

No special skill is required for using this rack.

On the basis of the results tabulated in Table XXX, it is the opinion of the author that the Rauk Sousaphone Rack does not warrant consideration in the school music room.

TABLE XXX

RAUK SOUSAPHONE RACK

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	14	5	8	0	1	0
Familiar but Does Not Use	52	6	28	3	15	0
Not Familiar	56	0	0	1	55	56
Northampton Demonstration- Interview	155	17	48	90	0	0
Turners Falls Military Band	35	0	10	25	0	0
Turners Falls High School Band and Orchestra	125	7	38	80	0	0
Montague Elementary Schools Band and Orchestra	110	0	39	71	0	0
Totals	547	35	171	270	71	56

XXXI. ROLL AWAY INSTRUMENT RACKS



Illustration 45



Illustration 46

Roll Away Music Instrument Racks are designed for the protection and storage of equipment. They move easily through average doorways and facilitate "setting up" or "breaking down" the rehearsal area. Their movability also makes sweeping and cleaning easier. The movable rack eliminates the possibility of having to tear out or rebuild expensive built-in facilities.

The selected group questionnaire indicated that of 11 who were familiar with and used Roll Away Instrument Racks, 7 classified them as very valuable, 3 valuable, and 1 had no comment on their value. Of 66 who were familiar with the racks but did not use them, 11 classified them as very valuable, 33 valuable, 1 no value, and 21 had no comment on their value. Of 45 who were not familiar with them, 1 classified

them as very valuable, 44 had no comment on value, and 45 had no comment on their use.

At the Northampton demonstration-interview, 36 classified them as very valuable, 116 valuable, and 3 no value.

The Roll Away Racks may be made to individual order, with prices listed as follows:

Violoncello rack holding 6 instruments . .	\$65.00
Double Bass rack holding 4 instruments . .	65.00
Sousaphone rack holding 4 instruments . .	65.00
Drum rack holding 9 instruments	59.00
Violin rack holding 16 instruments	65.00
Viola rack holding 16 instruments	65.00

There is no cost of upkeep, nor is there any special skill necessary for using the racks.

On the basis of the results tabulated in Table XXXI, it is the opinion of the author that Roll Away Music Instrument Racks be given consideration for inclusion in the school music room.

TABLE XXXI

ROLL AWAY INSTRUMENT RACKS

The Questionnaire	Number of Responses	Very Valuable	Valuable	No Value	No Comment on Value	No Comment on Use
Familiar and Used	11	7	3	0	1	0
Familiar but Does Not Use	66	11	33	1	21	0
Not Familiar	45	1	0	0	44	45
Northampton Demonstration- Interview	155	36	116	3	0	0
Turners Falls Military Band			(Does not apply.)			
Turners Falls High School Band and Orchestra			(Does not apply.)			
Montague Elementary Schools Band and Orchestra			(Does not apply.)			
Totals	277	55	152	4	66	45

XXXII. SCOTCH EDGER



Illustration 47



Illustration 48

The Scotch Edger is designed to repair and bind edges of music of almost any size. Since the device clamps to a table or bench, both hands are free to guide the music through the provided guiding ledge, at which point the acetate fibre adhesive tape is applied under pressure. The result is a neat, wear-proof edging.

The questionnaire indicated that of 41 who were familiar with and used the Scotch Edger, 24 classified it as very valuable and 17 classified it as valuable. Of 39 who were familiar with it but did not use it, 9 classified it as very valuable, 16 valuable, and 16 had no comment on value. Of 42 who were not familiar with the device, 3 thought it would be valuable, 1 no value, 38 had no comment on its value, and 42 had no comment on its use.

At the Northampton demonstration-interview, 60 classified it as very valuable, 94 valuable, and 1 no value.

The members of the Turners Falls Military Band classified

the edger as follows: 20 very valuable, 14 valuable, and 1 no value.

The members of the Turners Falls High School Band and Orchestra classified this item as follows: 39 very valuable, 80 valuable, and 6 no value.

The Montague Elementary Schools Band and Orchestra members classified as follows: 72 very valuable, 29 valuable, and 9 no value.

The Scotch Edger costs \$16.95 and there is no cost of upkeep. A roll of 1/2-inch by 2,592-inch acetate fibre tape for use with the edger costs \$4.42.

No special skill is involved in operating the Scotch Edger.

On the basis of the results tabulated in Table XXXII, it is the opinion of the author that the Scotch Edger be given consideration for inclusion in the school music room.

TABLE XXXII

SCOTCH EDGER

The Questionnaire	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
Familiar and Used	41	24	17	0	0	0
Familiar but Does Not Use	39	9	16	0	14	0
Not Familiar	42	0	3	1	38	42
Northampton Demonstration- Interview	155	60	94	1	0	0
Turners Falls Military Band	35	20	14	1	0	0
Turners Falls High School Band and Orchestra	125	39	80	6	0	0
Montague Elementary Schools Band and Orchestra	110	72	29	9	0	0
Totals	547	224	253	18	52	42

XXXIII. WENGER SOUSAPHONE CHAIR STAND



Illustration 49



Illustration 50

The Wenger Sousaphone Chair Stand supports all sizes and makes of sousaphones and is adjustable for all size players. It encourages the performer to sit in a normal and approved manner, while at the same time, it does not allow the weight of the instrument to burden the player. It keeps the sousaphone in a normal position and also serves as a storage rack when the instrument is not in use. One of its salient features is its possibility for inducing beginning or girl sousaphonists.

The selected group questionnaire indicated that of 45 who were familiar with and used the Wenger Sousaphone Chair Stand, 25 classified it as very valuable, 18 valuable, and 1 each no value and no comment on value. Of 55 who were familiar with the chair stand, 53 did not use it, 4 classified

it as very valuable, 26 valuable, 4 no value, 21 had no comment on value, and 2 had no comment on use. Of 22 who were not familiar with the chair stand, 1 thought it had no value, 21 had no comment on value, and 22 had no comment on use.

At the Northampton demonstration-interview, 40 classified the Sousaphone Chair Stand as very valuable, 109 as valuable, and 6 no value.

The members of the Military Band classified as follows: 28 very valuable, 7 valuable.

The Turners Falls High School Band and Orchestra members classified as follows: 91 very valuable, 34 valuable.

The Montague Elementary Schools Band and Orchestra classified as follows: 72 very valuable, 30 valuable, and 8 no value.

The Wenger Sousaphone Chair Stand costs \$29.95 (school price). There is no cost of upkeep.

No special skill is involved in using the Sousaphone Chair Stand.

On the basis of the results tabulated in Table XXXVIII, it is the opinion of the author that the Wenger Sousaphone Chair Stand be given consideration for inclusion in the school music room.

TABLE XXXIII

WENGER SOUSAPHONE CHAIR STAND

The Questionnaire	Number of Responses	Very Valu- able	Valu- able	No Value	No Comment on Value	No Comment on Use
Familiar and Used	45	25	18	1	1	0
Familiar but Does Not Use	55	4	26	4	21	2
Not Familiar	22	0	0	1	21	22
Northampton Demonstration- Interview	155	40	109	6	0	0
Turners Falls Military Band	35	28	7	0	0	0
Turners Falls High School Band and Orchestra	125	91	34	0	0	0
Montague Elementary Schools Band and Orchestra	110	72	30	8	0	0
Totals	547	260	224	20	43	24

CHAPTER IV

CHAPTER IV

SUMMARY AND CONCLUSIONS

In this present-day world of supersonic speed, mechanization, and expanding production of materials, the aim seems to be to bring about a more beneficial way of life to everyone. New methods, ideas, and interpretations are constantly being offered to the American people with facility, comfort, and results the objectives. There appears to be no facet of the American way of life that has not received some benefit from the combined efforts of American ingenuity.

Fortunately for those of us engaged in education, the possibilities of improving ourselves and thereby theoretically improving those who come to us for educational instruction are unlimited. The plight of the harried music director has been given consideration by a number of agencies who produce various items which they purport can be of assistance in promoting a better music program. Here, indeed, is welcome news for busy, overworked directors. They might be thinking ahead to the coming fall season and its weekly football show; they might be planning for the series of concerts during the winter season; they might be looking ahead to the Spring Festival. Whatever the occasion might be, the school music director welcomes any aid that will help produce better results and invite more participants.

The problem, however, is how valid are the manufacturers'

advertising claims about those items which are unknown to the directors. Will the device actually accomplish what it is supposed to accomplish? Can the director with a limited budget be reasonably certain that he would be getting the most for his money?

In the preceding chapters, the author has included the results of a study of the value of certain music-teaching aids, materials, and equipment. The manufacturers of these items state through advertising media that the items will help promote a better music program. The evaluations of 547 music directors and performers were used as the bases for the author's recommendations for inclusion of the items in the school music room.

Of the 33 devices evaluated, the Rauk Sousaphone Rack was the only device which was not recommended for inclusion in the school music room. A similar item, the Wenger Sousaphone Chair Stand, was included in the same survey and was evaluated of great value. Because of the similarity between these devices, the Rauk Rack might have been an unfortunate victim of circumstances in the comparison, a possible indication that the Wenger Chair Stand was familiar to and used by more of the subjects participating in the evaluation.

In tabulating the final results of the questionnaires, demonstration-interviews, and checklists, the author based his recommendations on the sum of the "valuable" responses

plus the sum of the "very valuable" responses as compared with the sum of the "no value" responses. The larger sum was used as the determinant. With the exception of the Rauk Sousaphone Rack, the total responses of the "very valuable" and "valuable" evaluations exceeded the "no value" responses of all the other devices.

This study may serve as a guide to interested persons in determining which aids, materials, and equipment should be given consideration for inclusion in the school music program. The 122 returned questionnaires were answered by music directors and supervisors whose experience and reputation over a period of a number of years would seem to indicate validity and reliability. The 155 members of the Massachusetts Music Educators Association who examined the devices and then evaluated them were offering first-hand evaluations. The members of the author's instrumental groups had been exposed to many of the devices through regular rehearsal sessions for a long period. The more recently produced devices were introduced to these performers at least 2 months before the evaluation was taken. Consequently no device was novel, untried, or unfamiliar to them.

The interest and enthusiasm exhibited by manufacturers of the devices, the music directors, and the author's performing groups were most gratifying. As a result of their comments and encouragement, any doubt of the need for such a

study was erased from the author's mind. Without exception, all subjects asked to participate, and every manufacturer whose device was employed in the evaluation procedure has indicated that he would like a copy of the completed study for his files.

Recommendations for further study. This study was primarily concerned with 547 music directors' and performers' evaluations of the value of certain music-teaching aids, materials, and equipment. Comparisons were neither invited nor intended. However, a number of the same devices are manufactured by different concerns, and in some instances, although the manufacturers make similar claims concerning the value of their particular device, there is a wide variation in the price. A study of these devices with findings indicating the value of lower priced devices versus the same devices at a higher cost is recommended for further study.

The author of this problem indicated in this study that there was a constant influx of music-teaching aids, materials, and equipment being advertised in current literature and related periodicals. Since the final tabulation of the responses indicated on the questionnaire, demonstration-interviews, and performers' checklist was made, additional devices have come to the attention of the author. Expansion of this problem to include those devices not heretofore evaluated is also recommended for further study.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

SAMPLE LETTER TO MANUFACTURERS

March 8, 1957

Electronic Equipment Division
C. G. Conn Ltd.
Elkhart, Indiana

Gentlemen:

In partial fulfillment of the Master of Science Degree at the University of Massachusetts, I am doing a research problem titled "Music-Teaching Aids, Materials, and Equipment of Value in the School Music Room."

I am planning to obtain through questionnaires, checklists, personal interviews, and demonstrations a critical evaluation of numerous devices, listed among which are the Strobocconn, Stroboscope, and Lektro-Tuner. Through the courtesy of Gribbons Music House, your Conn representative in Greenfield, Massachusetts, the Lektro-Tuner will be made available for my experiments. However, no one in the immediate area possesses either the Strobocconn or the Stroboscope.

I was planning to display and demonstrate the materials at the 3-day conference of the Massachusetts Music Educators Association in Northampton, Massachusetts, on March 28, 29, and 30, 1957. I am convinced that the Strobocconn and the Stroboscope are pertinent aids in the music-teaching program, and I wonder if it is the policy of your organization to furnish these aids for demonstration purposes. If you so desire, I shall be pleased to send a copy of my findings at the completion of the study.

Please bill me for the expenses of freight and insurance.

Yours truly,

Benjamin Weiner
Director of Instrumental Music
Turners Falls High School
Turners Falls, Massachusetts

Residence address:
Davis Street
Turners Falls, Massachusetts

APPENDIX B

LETTER AND QUESTIONNAIRE

Dear _____

In partial fulfillment of the requirements for the Master of Science Degree in the Graduate Education Department of the University of Massachusetts, I am doing a research problem which I believe should be of interest and value to music directors. To substantiate any findings and recommendations I shall submit, I am enlisting the aid of music educators whose experience in school music should present valid and reliable data. Being a music supervisor myself, I can well appreciate your busy schedule and lack of available time; however, in the interest of a project which I am convinced can be extremely beneficial to us, I hope that you will make the time to complete the enclosed questionnaire and return it to me at your earliest convenience.

A copy of the results of the study will be sent if you so indicate on the questionnaire.

Sincerely yours,

Benjamin Weiner
Turners Falls High School
Turners Falls, Massachusetts

The Problem

"There is a constant influx of music-teaching aids, materials, and equipment, each recommended by its manufacturer as pertinent for promoting a better program in the school music room."

The purpose of this problem is to evaluate as many of the items listed as it would be possible to examine, and then make specific recommendations for the inclusion in the school music room of those deemed necessary to promote a better program.

The Questionnaire

N.B. A check mark (✓) is all that is necessary for answering any question on the questionnaire.

1. Are you familiar with Plasti-Folios? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

2. Are you familiar with either Maneuva-Band or Magna-Men for plotting football shows? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

3. Are you familiar with the No Pressure practicing device for brass instrument players? yes _____ no _____
 Do you use it? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

4. Are you familiar with the Rauk Sousaphone Stand?
yes _____ no _____
 Do you use it? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

5. Are you familiar with the Wenger Sousaphone Chair Stand?
yes _____ no _____
 Do you use it? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

6. Are you familiar with the Keaton Music Typewriter?
yes _____ no _____
 Do you use it? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

7. Are you familiar with Bandsmen Lights for night marching?
yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

8. Are you familiar with Student Record Cards? yes ___ no ___
 Do you use them? yes _____ no _____
 Please check information the cards contain: Student's name ___, instrument(s) ___, class ___, study periods ___, organization ___, uniform number ___, practice time ___, instrumental rental ___, music grades ____.
 Please classify: very valuable ___, valuable ___ no value ___

9. Are you familiar with the Audio-Visual Electric Metronome?
yes _____ no _____
 Do you use one? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

10. Are you familiar with the self-contained-batteried safety candle? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
11. Are you familiar with Music Risers? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
12. Are you familiar with worksheets for plotting football shows? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
13. Are you familiar with roll away musical instrument racks?
 yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
14. Are you familiar with Norren Music Filing Cabinets?
 yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
15. Are you familiar with Music Filing Boxes? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
16. Are you familiar with the self-contained-batteried field speaker? yes _____ no _____
 Do you use it? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
17. Are you familiar with Thum-Eez for either clarinet or Saxophone players? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
18. Are you familiar with the no thumb-screw concert music rack? yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
19. Are you familiar with Ditto Duplicating Music Masters?
 yes _____ no _____
 Do you use them? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___
20. Are you familiar with the Scotch Edger for repairing music? yes _____ no _____
 Do you use it? yes _____ no _____
 Please classify: very valuable ___ valuable ___ no value ___

21. Are you familiar with Write-On Cellophane tape? yes ___ no ___
 Do you use it? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
22. Are you familiar with Redweld Music Folios? yes ___ no ___
 Do you use them? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
23. Are you familiar with instrument manufacturers' fingering charts? yes ___ no ___
 Do you use them? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
24. Are you familiar with Pan American Instruments Filmstrips?
 yes ___ no ___
 Do you use them? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
25. Are you familiar with Music Writing Fountain Pens?
 yes ___ no ___
 Do you use them? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
26. Are you familiar with Note Finder Kits? yes ___ no ___
 Do you use them? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
27. Are you familiar with the Strobococonn? yes ___ no ___
 Do you use it? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
28. Are you familiar with the Stroboscope (Strobotuner)?
 yes ___ no ___
 Do you use it? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
29. Are you familiar with the Lektro-Tuner? yes ___ no ___
 Do you use it? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
30. Are you familiar with the Pocket Metronome? yes ___ no ___
 Do you use it? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___
31. Are you familiar with the Mouthpiece Puller? yes ___ no ___
 Do you use it? yes ___ no ___
 Please classify: very valuable ___ valuable ___ no value ___

APPENDIX C

CHECKLIST FOR DEMONSTRATION-INTERVIEW

Northampton Hotel, March 28, 29, 30, 1957

Name

Did you receive a questionnaire? yes no

If you received a questionnaire, did you return it?

yes no

Instructions: If device is very valuable, check number 1; if it is valuable, check number 2; if it has no value, check number 3.

- | | | | |
|--|----------------|----------------|----------------|
| 1. Plasti-Folios | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 2. Maneuva-Band or Magna-Men | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 3. No Pressure practicing device | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 4. Rauk Sousaphone Stand | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 5. Sousaphone Chair Stand | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 6. Keaton Music Typewriter | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 7. Bandsmen Lights | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 8. Student Record Cards | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 9. Audio-Visual Electric Metronome | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 10. Safety Candle | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 11. Music Risers | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 12. Gridiron Worksheets | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 13. Roll Away Instrument Racks | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 14. Norren Music Filing Cabinets | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 15. Music Filing Boxes | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 16. Field Speaker | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 17. Thum-Eez | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 18. No Thumb-Screw Concert Rack | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 19. Ditto Duplicating Masters | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 20. Scotch Edger | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 21. Write-On Cellophane Tape | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 22. Redweld Music Folios | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 23. Fingering Charts | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 24. Film Strips | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 25. Music Writing Fountain Pens | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 26. Note Finder Kits | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 27. Strobocoenn | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 28. Stroboscope | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 29. Lektro-Tuner | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 30. Pocket Metronome | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 31. Mouthpiece Puller | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 32. RackRite Storage Equipment | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |
| 33. Auto-Stat Duplicating Machine | 1. <u> </u> | 2. <u> </u> | 3. <u> </u> |

APPENDIX D

CHECKLIST FOR TURNERS FALLS MILITARY BAND
AND TURNERS FALLS HIGH SCHOOL BAND AND ORCHESTRA

(Please indicate to which organization you belong by underlining the name of your group.)

Name
Date Hour

Instructions: If the item being demonstrated is in your opinion very valuable, place a check (✓) after number 1; if it is valuable, place a check (✓) after number 3; if you think it has no value, place a check (✓) after number 3.

- 1. Plasti-Folios 1.____ 2.____ 3.____
- 2. Electric Metronome 1.____ 2.____ 3.____
- 3. Stroboscope 1.____ 2.____ 3.____
- 4. Lektro-Tuner 1.____ 2.____ 3.____
- 5. Sousaphone Chair Stand 1.____ 2.____ 3.____
- 6. Rauk Sousaphone Stand 1.____ 2.____ 3.____
- 7. Field Speaker 1.____ 2.____ 3.____
- 8. Pocket Metronome 1.____ 2.____ 3.____
- 9. Mouthpiece Puller 1.____ 2.____ 3.____
- 10. No Pressure Practicing Device 1.____ 2.____ 3.____
- 11. Safety Candle 1.____ 2.____ 3.____
- 12. Scotch Edger 1.____ 2.____ 3.____
- 13. Write-On Tape 1.____ 2.____ 3.____
- 14. Gridiron Worksheets 1.____ 2.____ 3.____
- 15. Magna-Men or Maneuva Men 1.____ 2.____ 3.____
- 16. Thum-Eez 1.____ 2.____ 3.____
- 17. No Thumb-Screw Concert Rack 1.____ 2.____ 3.____
- 18. Fingering Charts 1.____ 2.____ 3.____
- 19. Film Strips 1.____ 2.____ 3.____

APPENDIX E

MONTAGUE ELEMENTARY SCHOOLS BAND AND ORCHESTRA CHECKLIST

Name
 Date Hour

Instructions: If you think that the device being shown and discussed is very valuable, place a check (✓) after number 1; if you think that it is only valuable, place a check (✓) after number 2; if you think that it has no value, place a check (✓) after number 3.

- | | | | |
|---|----------|----------|----------|
| 1. Plasti-Folio | 1. _____ | 2. _____ | 3. _____ |
| 2. Electric Metronome | 1. _____ | 2. _____ | 3. _____ |
| 3. Stroboscope | 1. _____ | 2. _____ | 3. _____ |
| 4. Lektro-Tuner | 1. _____ | 2. _____ | 3. _____ |
| 5. Sousaphone Chair Stand | 1. _____ | 2. _____ | 3. _____ |
| 6. Rauk Sousaphone Stand | 1. _____ | 2. _____ | 3. _____ |
| 7. Field Speaker | 1. _____ | 2. _____ | 3. _____ |
| 8. Pocket Metronome | 1. _____ | 2. _____ | 3. _____ |
| 9. Mouthpiece Puller | 1. _____ | 2. _____ | 3. _____ |
| 10. No Pressure Practicing Device | 1. _____ | 2. _____ | 3. _____ |
| 11. Safety Candle | 1. _____ | 2. _____ | 3. _____ |
| 12. Scotch Edger | 1. _____ | 2. _____ | 3. _____ |
| 13. Write-On Tape | 1. _____ | 2. _____ | 3. _____ |
| 14. Thum-Eez | 1. _____ | 2. _____ | 3. _____ |
| 15. No Thumb-Screw Concert Rack | 1. _____ | 2. _____ | 3. _____ |
| 16. Fingering Charts | 1. _____ | 2. _____ | 3. _____ |
| 17. Film Strips | 1. _____ | 2. _____ | 3. _____ |

Approved:

E. H. Turner

Problem Committee

Date Accepted: _____

