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A Survey of Instrumental Music Activity in The Small High Schools in North Dakota

Haraldur Freeman Melsted

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A SURVEY OF INSTRUMENTAL MUSIC ACTIVITY IN THE
SMALL HIGH SCHOOLS IN NORTH DAKOTA

A Thesis
Submitted to the Graduate Faculty
of the
University of North Dakota

by
Haraldur Freeman Melsted

In Partial Fulfillment of the Requirements
for the
Degree of
Master of Science in Education
August, 1954

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This thesis, submitted by Haraldur Freeman Melsted, in partial fulfillment of the requirements for the Degree of Master of Science in Education at the University of North Dakota, is hereby approved by the committee under whom the work has been done.

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140026

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H. F. M.

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CHAPTER I

INTRODUCTION

In the period of the last twenty to twenty-five years, North Dakota has experienced a noticeable change in the progress of instrumental school music. John Ruskin once said, "The four necessities of life are food, shelter, raiment, and music". Whether the English art critic intended to list these necessities in order of their importance is open to conjecture. Certainly this order would conform to practices in North Dakota. Being almost exclusively an agricultural state, North Dakota's wealth is dependent upon the growing seasons. In prosperous years the people are generous in their support of public education, while in lean years there is a drastic curtailment of expenses. Music, for the greater part, is a costly enterprise. It is often regarded as an unnecessary luxury. North Dakota has been fortunate in having for the last ten years a period of productive crops, above average income, and thus has been able to finance a better system of education which has included the inauguration of instrumental music in the smaller high schools of the state.

The phrase "small high school" refers to the high schools that have an enrollment of less than one hundred students in the grades nine, ten, eleven, and twelve as published in the North Dakota Educational Directory, 1953 - 1954.

Statement of the Problem

Several studies have been made concerning instrumental music activity in the high schools of North Dakota, but they have been directed to the musical activities of the larger schools. The purpose of this study is to discover some of the effects that an instrumental music program has on the community, the school, and the members of the small high schools of North Dakota.

The aim of this study may be divided into six categories:

1. To determine the extensiveness, the breadth and the depth of the instrumental music program as carried out in the small high schools of North Dakota.
2. To determine the amount of credit given to instrumental music work.
3. To determine the value and the usefulness of instrumental music to the community.
4. To determine the benefits gained by the members of the bands in terms of musical ability, and continued use of their instruments after graduation from high school.
5. To determine the qualifications of the teachers of instrumental music in the small high schools of North Dakota.
6. To determine the equipment and musical aids used in teaching instrumental music in the small high schools of North Dakota.

Limitations of the Study

This study was limited to the high schools that have an enrollment of less than one hundred students. This included the fully accredited, minor accredited, approved, and four-year consolidated or graded high schools in the state of North Dakota. These small high schools form a part of their small communities and are therefore the social centers of their communities.

Need for the Study

"The Music Educators National Conference has adopted the slogan, 'Music for Every Child'".¹ If the full import of this slogan is to be translated into activity, our instrumental music program holds room for improvement. "Perhaps one of the greatest weaknesses of our band program is that for most of its participants activity ceases upon the day of graduation from high school".² Supporters of music say that music education is one of the few subjects which qualify under the functions of all Seven Cardinal Principles of Education.

1. William D. Revelli, "The School Band: A Challenge", Etude, April, 1950, p. 20.

2. Loc. cit.

Since the end of the Second World War, great strides have been made in North Dakota relative to organizing school bands and instrumental groups in the small high schools. No study has been made as to just how successful the instrumental programs are in these small high schools, or how well qualified the instrumental teachers are. If our prosperity has advanced as well in the field of music as it has in other fields of education, then we are well on the road to the accomplishment of the slogan, "Music for Every Child". Over seventy-five per cent of the four-year high schools in North Dakota have an enrollment of less than one hundred students. This is based on the information given in the North Dakota Educational Directory, 1953 - 1954.

Sources of Data

This study was prepared under the normative survey type of research. A questionnaire was sent to all four-year high schools that had an enrollment of less than one hundred students. This questionnaire consisted of three pages and was made in such a manner that all the teacher had to do was to check the answers that he considered correct, or to write the correct number as it pertained to his own situation. A copy of the questionnaire may be found in Appendix B.

The questionnaires were sent out March 15, 1954, and all were returned before April 23, 1954. Most of the returns came in the very first week. The filling out of the questionnaires was done on a voluntary basis.

There were 269 questionnaires sent out to all high schools that had an enrollment of less than 100 students, and that were offering a four-year program. No questionnaires were sent to private or parochial high schools.

Table 1 shows the number of questionnaires sent to the schools and the number and the percentage returned.

TABLE 1
NUMBER AND PERCENTAGE OF QUESTIONNAIRES
SENT AND RETURNED

Number of Questionnaires	Fully Accredited	Minor Accredited	Approved	Graded and Consol.	Total
Sent	52	64	46	107	269
Returned	39	35	37	75	186
Percentage	75	55	80	70	70

Related Studies

Theses that have been written in recent years at the University of North Dakota dealing with instrumental music, and on file in the library of the University, may be identified thus:

Mr. Elmer Skeie wrote a thesis for the degree of Master of Science in Education in 1931, in which he surveyed the organization and the administration of school bands. This study was concerned with the large bands in North Dakota schools.

Mr. Walton B. Myrhum wrote a thesis for the degree of Master of Science in Education in 1948, in which he surveyed the financing and the administration of bands in the schools of North Dakota.

Mr. Angelo John Engel wrote a thesis for the degree of Master of Science in Education in 1950 in which he surveyed the opportunities for music in the high schools of North Dakota. For this study, schools were chosen at random from class A, B, and C schools.

Mr. C. Warren Lindgren wrote a thesis for the degree of Master of Science in Education in 1950 in which he surveyed the music activity in the elementary schools of North Dakota. Mr. Lindgren stated in his conclusion that it would seem that increased rhythmical training in the elementary grades hastens the pupils' entrance into regular band or orchestral activities.

Mr. P. B. Cory wrote a thesis for the degree of Master of Science in Education in 1951, in which he made a survey of high school competitive music festivals.

None of the above-named theses have dealt directly with the study of instrumental music in the small high schools in the state of North Dakota.

"There is no better advertising for a community than a well established, permanent band or orchestra. The school, juvenile, fraternal, or municipal band arouses enthusiasm in a community and advertises that community as a good spot in which to live or do business".¹ Most of

1. Pan-American Band Instruments, Band and Orchestra Handbook, C. G. Conn Ltd., Elkhart, Indiana, 1946, p. 6.

the high schools in North Dakota are a part of just such a community and for that reason there has been an increased interest in instrumental music.

"In any case, if all children are making music every day in their class rooms, and enjoying it, there will be benefit. They may not be learning symphonic themes or fragments of operas, but they will be enriching their daily lives through an expressive experience which to some degree reaches everybody, and which is possible through no other activity than the music lesson".¹

Today a basic foundation in music is considered vital for every student. Whether one is interested in singing, in playing an instrument, or in being an intelligent listener, the mastery of at least the fundamentals of music is considered a minimum requirement for the genuine appreciation of this great art.

A student may rightfully ask, 'why is the study of music important?' Briefly, it is important because music increases the breadth and the intensity of human experiences. It is chiefly through actual contact with music itself, such as participation in a singing or a playing group, that music is able to broaden and to enrich our life experiences. To be a satisfied and happy individual one must have some means of personal expression; certainly music provides one with such a means.²

1. John W. Beattie, "Right Road -- Wrong Direction", Educational Music Magazine, March -- April, 1951, p. 9.

2. Traugott Rohner and George Howerton, Fundamentals of Music Theory, Gamble Hinged Music Company, 1943, p. 4.

Instrumental music activities have become more important in all high schools in recent years and it is only natural that this trend should reach the small high schools which probably have not made any arrangements to sponsor music.

The small high school, being an integral part of the small community which it serves, will try to foster and sponsor the activities which it believes will be of benefit to the students and the community. The instrumental music program has received the approval of the small communities and is slowly being put into the small high schools as a regular part of their daily program.

CHAPTER II

THE INSTRUMENTAL MUSIC INSTRUCTION

This chapter deals with two aspects of the instrumental music activity. First, it shows the qualifications and the years of experience of the teachers, and second, it shows the facilities that these teachers have to work with in the small high schools of North Dakota.

Instrumental Instructors as Faculty Members

Table 2 shows the relationship between the instrumental music instructor and the school. In most cases the instructor is a regular member of the school faculty; and often he lives in the community, as it is his home, and comes to the school to teach music.

TABLE 2

PERCENTAGE OF INSTRUMENTAL INSTRUCTORS AS REGULAR
FACULTY MEMBERS

Type of Instructor	Fully Accredited	Minor Accredited	Approved	Graded and Consol.
Regular Faculty Member	87	78	60	47
Part-time, Living in Community and Coming to School at Regular Times	10	5	30	27
Professional, Teaching Music to a Number of Schools	3	17	0	13
Other	0	0	10	13

Where the schools answered "Other", they further explained that they had college students coming to their schools and taking charge of the instrumental music program. These arrangements were made between the schools and the colleges located near by.

Only one fully accredited and three minor accredited schools reported having more than one instrumental music teacher on their school faculty. These schools reported that they each had two instrumental music teachers .

Education and Experience of Instrumental Teachers.

Table 3 shows the amount of college credits that the instrumental music teachers have in the field of music and their teaching experience.

TABLE 3
EDUCATION AND EXPERIENCE OF TEACHERS

Education and Experience	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Sem. Hours in College Music	18.0	15.2	19.1	24.6
Years of Experience Teaching Music	9.3	10.3	8.3	7.4
Years of Experience in Present School	2.6	2.7	2.4	3.2

The teachers in the graded and consolidated schools have more educational background and greater tenure at their present positions. Several of the approved, and graded and consolidated schools stated that

they did not have regular faculty members as their instrumental music instructors. Where such cases exist, the instructor comes from their own community or from a neighboring town.

Subjects Taught and Salaries Received

Only three schools reported that their instrumental music instructors do not need to teach any subjects other than instrumental music. These three schools belonged to the fully accredited list.

The fully accredited schools require their instrumental teachers to teach two and seven-tenths subjects other than instrumental music, while the minor accredited schools require three subjects taught. The approved schools require their teachers to teach three and eight-tenths subjects other than instrumental music, while the graded and consolidated schools require four and one-half subjects taught.

The average salary paid to instrumental teachers in the fully accredited schools yearly is \$4,167.93, in the minor accredited schools \$4,016.67, in the approved schools \$3,657.14, and in the graded and consolidated schools the yearly salary is \$3,856.00. The average salary paid to instrumental music teachers in the small high schools of North Dakota is \$3,924.43.

The instrumental music instructors, not members of the regular school faculty, receive salaries in accordance to one of the three following plans:

Plan one: One hundred dollars per month.

Plan two: Fifteen dollars per trip plus mileage.

Plan three: One dollar per lesson given to student.

The graded and consolidated schools pay their instrumental music instructors more than the approved schools because the majority of the instructors in the graded and consolidated schools are also school principals. This situation also appears in the minor accredited schools.

Mathematics was reported as the most common subject combination with instrumental music. These instrumental teachers have a full schedule of academic subjects, and are trying to stimulate and advance interest in instrumental music whenever time permits them to do so.

The Instrumental Music Program

Over one-half of the schools who reported do not have an instrumental music program in their schools. Several fully accredited schools reported having no instrumental music program. Table 4 shows the number and the percentage of schools who have, or have not, an instrumental music program.

TABLE 4

THE INSTRUMENTAL MUSIC PROGRAM

Schools Reporting	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated	Total
Number Having Program	33	19	13	16	81
Per cent Having Program	85	54	35	21	44
Number Having No Program	6	16	24	59	105
Per cent Having No Program	15	46	65	79	56

Several of the schools who reported having no instrumental music program stated that they would have a program if an instructor could be hired. The shortage of teachers of music seems to be one of the biggest factors why the graded and consolidated schools do not have the program.

Table 5 shows the percentage of the schools who reported having the musical aids inquired about in the questionnaire.

TABLE 5
PERCENTAGE OF SCHOOLS HAVING MUSICAL AIDS

Musical Aids	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Piano	100	100	90	100
Organ	0	0	0	0
Phonograph	91	94	90	93
Radio	80	78	70	80
Television	0	0	0	0
Radio-phonograph	23	39	10	13
Recorder (wire)	11	22	20	7
Recorder (tape)	51	56	30	13
Metronome	43	50	0	7
Tuning Bar	40	22	10	13
Pitch Pipe	46	44	40	20
Wall Charts for Instrumental Fingering	69	67	50	27

Only one school reported not having a piano in their school. The old organ seems to have disappeared from the smaller schools as well as the larger schools in this study. Some years ago the old discarded organs could be found in many of the rural schools and the smaller town schools. None of the schools reported having a television set, and over one-half of the fully accredited and minor accredited schools reported having a tape recorder.

Table 6 shows the average number of instruments owned by the schools. One minor accredited school reported owning a violin, and this was the only school in the study that reported owning any orchestral string instruments.

TABLE 6
AVERAGE NUMBER OF INSTRUMENTS OWNED BY SCHOOLS

Instrument	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Pianos	2.4	2.3	1.6	1.0
Alto Horns (Hellophones)	2.0	1.0	1.3	0.9
French Horns	0.5	0.2	0.1	0.1
Trombones	0.4	0.4	0.3	0.7
Baritones	1.2	1.1	0.7	0.3
Tubas	1.1	1.0	1.0	0.6
Sousaphones	1.2	1.0	0.7	0.4
Glockenspeils	0.6	0.5	0.1	0.1
Cymbals	1.1	1.1	0.7	0.6
Bass Drums	1.1	1.0	0.9	0.7
Snare Drums	2.1	1.4	1.3	1.0
Bugles	0.0	0.1	0.0	0.0
Bass Saxophones	0.1	0.1	0.0	0.0
Tenor Saxophones	0.2	0.1	0.0	0.0
Baritone Saxophones	0.2	0.1	0.0	0.0
Alto Clarinets	0.1	0.2	0.0	0.0
Bass Clarinets	0.1	0.0	0.0	0.0
Oboes	0.2	0.0	0.0	0.0
Flutes	0.1	0.1	0.0	0.0
Piccoles	0.1	0.0	0.0	0.0

This study shows that the fully accredited schools have a greater number of instruments owned by the schools than do the schools of the other classifications. There are almost two and one-half pianos per school in the fully and the minor accredited schools as compared to only one and six-tenths pianos for the approved, and one for the graded and consolidated. The piano is, of course, the basic instrument for all types of music and can be used with vocal groups as well as with instrumental instruction.

The graded and consolidated schools lack a large number of instruments which should be owned by the schools, and for that reason it is easy to see why they have such a hard time to encourage instrumental music. Aside from the piano, these schools have on the average only one snare drum. All other instruments listed in the questionnaire showed an average of less than one.

The fully accredited schools own on the average two pianos, two alto horns, one baritone, one tuba, one sousaphone, one cymbal, one bass drum, and two snare drums. These instruments form a good core with which to build a good instrumental unit such as a band or an instrumental ensemble.

Many of the approved and graded and consolidated schools reported being in the process of starting an instrumental program, or having one that is only a year or two old. Some of these schools reported making plans whereby new instruments are scheduled to be purchased this summer, next fall, or during the next school year.

Credit Received for Instrumental Music

Table 7 shows the credit received and the hours scheduled per week for instrumental music. Where the Table shows no hours per week, that indicates that all musical instruction is given outside of school hours. None of the schools reported having an orchestra or a violin instructional program. Only two schools reported having a teacher who qualified as an instructor of piano and who gave credit for piano instruction. One of these schools was in the fully accredited list and the other in the graded and consolidated list.

TABLE 7

PERCENTAGES OF VARIOUS AMOUNTS OF CREDIT AND TIME GIVEN FOR INSTRUMENTAL MUSIC

Credit Given	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
No Credit	15	11	20	40
One-fourth Credit	51	44	60	47
One-half Credit	34	39	10	13
One Credit	0	6	10	0
Hours per Week				
No Hours	8	11	10	13
Two Hours	14	11	40	27
Three Hours	40	28	10	33
Four Hours	0	11	30	7
Five Hours	38	33	10	13
Six Hours	0	0	0	7
Nine Hours	0	6	0	0

From Table 7 it is evident that most of the schools in all the classifications give one-fourth credit for instrumental music classes, and that they devote from three to five hours every week for this instruction. Several of the fully and the minor accredited schools offer one-half credit of music and allow five hours of practice every week. In only two reports did the school indicate that they allowed more than five hours of practice every week. One minor accredited school gives a whole unit of credit for instrumental music, and allows the instrumental music program nine hours every week for its instruction. One graded and consolidated school offers one-half unit of credit for their instrumental music program and allows six hours every week for instructional purposes.

Forty per cent of the graded and consolidated schools are not able to offer any credit for instrumental music, and thirteen per cent of these same schools do not allow any time at all for instrumental instruction during school hours. This is caused by the fact that many of these schools do not have an instructor in their own school system, and have to depend upon someone in their own community or upon someone from another town to come and give lessons, whenever it is convenient for the instructor.

No fully accredited school gave a whole unit of credit for instrumental music, nor did they allow more than five hours of instructional work every week. The graded and consolidated schools likewise gave no

whole unit of credit for their instrumental program. Six per cent of the minor accredited and ten per cent of the approved schools gave a whole unit of credit for their instrumental music work.

Summary

More than one-half of the small high schools in the state of North Dakota have their instrumental music instructors as regular members of their school faculty. Approximately ten per cent of the schools have their instrumental music instructor living in their own communities, although not as a member of the regular school faculty. The instrumental music instructor in the small high school has about nineteen semester hours of college credit in music. These instructors have approximately nine years of teaching experience and have stayed about two and one-half years in their present positions.

The average salary received by the instrumental music teachers is \$3,924.43 for a period of one year. The instrumental music teacher must teach at least three other subjects aside from the instrumental music duties.

Approximately forty-four per cent of the small high schools in North Dakota carry out an instrumental music program.

Over ninety per cent of the schools have pianos and phonographs. More than seventy-five per cent of the schools have radios, and over

one-half of the schools reported that they had wall charts for instrumental fingering.

At least one of each of the following instruments can be found in the small high schools as property of the school: piano, alto horn, snare drum, bass drum, and tuba.

More than twenty per cent of the schools do not give credit for instrumental music study in their course of study. About fifty per cent of the schools give one-fourth credit for a year of study in instrumental music. Most of the schools allow three hours per week for instrumental music instruction. The minimum number of hours allotted per week is zero. About ten per cent of the schools stated that they do not allow any school time for instrumental music. The maximum time allotted is nine hours per week, which was true concerning six per cent of the minor accredited schools.

CHAPTER III

THE INSTRUMENTAL MUSIC ACTIVITIES IN THE SCHOOL

Every school, at one time or another, wishes to have a musical organization, and the school band is probably the one most commonly considered by students and community people. The traditional conception of a band is that primarily it is an outdoor musical organization usually led by several snappily dressed baton twirlers and drum majorettes.

This chapter shows the enrollment in the schools and in the various musical activities sponsored by the school. This chapter also shows what is being done along the lines of instrumental solo work and instrumental ensemble work.

Average Enrollment in Schools and Musical Activities

In order to be able to compare the instrumental music programs in the various schools it is well to take into consideration the enrollment of the grade schools, the high schools, and the various musical groups sponsored by the schools.

Table 8 shows the average enrollment in the various classifications of the schools, and their instrumental music activities.

The fully accredited schools have almost double the enrollment that the graded and consolidated schools have, and their bands are also nearly twice as large.

TABLE 8
AVERAGE ENROLMENT IN SCHOOLS AND THEIR MUSICAL ORGANIZATIONS

Unit	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Grade School	145.1	103.5	75.8	70.0
High School	70.9	51.7	36.1	36.0
Band	43.9	41.7	28.7	20.5
Dance Band	14.0	10.0	0.0	0.0
German Band	11.0	9.0	8.0	5.0
Bagpipe Band	0.0	0.0	0.0	0.0
Bugle Corps	0.0	0.0	0.0	0.0
Ensembles	10.0	9.0	4.0	0.0
Beginners' Band	19.0	0.0	0.0	0.0

The fully accredited schools were the only ones reporting that they had a beginners' band. The other schools reported their beginners were members of their regular bands. None of the schools reported having a bagpipe band or a bugle corps.

School Bands

It is interesting to note that all the various classifications of schools reported sponsoring a German band which serves to entertain people at basketball games, carnivals, and other programs. These German bands vary in size from five members in the graded and consolidated

schools to eleven members in the fully accredited schools.

The fully accredited schools have a greater percentage of their school enrollment taking part in band than the other schools. Table 9 shows the percentage of total school enrollment enrolled in band.

TABLE 9
PERCENTAGE OF STUDENTS ENROLLED IN BAND

Classification of School	Percentage in Band
Fully Accredited	29.0
Minor Accredited	26.0
Approved	25.6
Graded and Consolidated	19.0

Table 9 shows that almost twenty-five per cent of the total school enrollment in these small schools are enrolled in band. In these small high schools the support of school activities is very good, but the financial support is very often poor and difficult to accomplish. Many parents are hesitant to put money into band instruments when the school does not have a resident band director, or a member on the school faculty who can handle instrumental music work.

This study shows that these small high schools are meeting the membership requirements for band as set forth by the State Department of

of Public Instruction, Bismarck, North Dakota. The Department states that high schools which have an enrollment of less than one hundred students are classified as class C schools and that these schools should have a minimum membership requirement of twelve playing members in the first band. This study also shows that the average band membership is from twenty to forty-three students in the various classifications of schools.

Table 9 further indicates that there is very little difference among the first three classifications as to the percentage of students enrolled in band. The graded and consolidated schools were only six per cent behind the other higher classifications.

School Sponsored Activities

Table 10 shows the percentage of schools which sponsor the various instrumental music activities. None of the schools reported having a bugle corps, an orchestra, or a bagpipe band.

Many of the schools reported that they were sponsoring instrumental ensembles which were largely student activated, and a product of the students' desire to play together in small groups rather than according to an assignment by the instrumental music director.

TABLE 10
 PERCENTAGE OF SCHOOLS SPONSORING MUSICAL ACTIVITIES

Instrumental Music Activity	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Band	100	100	100	86
German Band	20	16	10	13
Pep Band	57	55	40	13
Dance Band	5	5	0	0
Bagpipe Band	0	0	0	0
Bugle Corps	0	0	0	0
Orchestra	0	0	0	0
Dance Orchestra	2	11	0	0
Instrumental Soloists	65	72	30	60
Instrumental Ensembles	63	77	30	40

The graded and consolidated school who reported having no band explained that they were sponsoring an instrumental ensemble because they did not have enough students interested in band. Some of these schools also indicated they were unable to have a band because of the lack of capable band directors.

All classifications of schools reported having a German band and a pep band. This is because many of the regular band members are

also members of athletic teams and are unable to appear with the instrumental groups during these athletic events. The regular bands in these small high schools can not function as complete units after losing several members for athletic contests, and thus the pep bands and German bands try to take the place of the regular bands at these functions.

The fully and minor accredited schools reported having dance bands, but the minor accredited schools were ahead in this respect. In some cases it was reported that the school dance band furnished music for several community dances as well as for many other community functions which were followed by a dance.

Over one-half of the schools reported that they had several students interested in solo work and various instrumental ensembles. This type of activity allows the better instrumental students to work toward higher musical goals and a sounder foundation toward a musical career in future years. Band, like basketball or football, seems to be a glamorous activity and it attracts students while they are in school, but after graduation it often is forgotten and very seldom used.

Table 11 shows that in the small high schools there are sufficient number of students playing the various instruments in order to meet the minimum requirements as suggested by the North Dakota State Department of Public Instruction. The minimum instrumentation suggested for a twelve piece band is as follows: three clarinets in Bb, one alto saxophone,

TABLE 11

AVERAGE NUMBER OF STUDENTS PLAYING MUSICAL INSTRUMENTS

Musical Instrument	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Cornet (trumpet)	7.7	7.3	5.8	4.7
Alto Horn	2.3	1.7	1.6	1.8
French Horn	0.7	0.5	0.6	0.2
Trombone	3.8	3.5	2.2	2.4
Baritone	2.0	2.0	1.3	1.0
Tuba	1.0	1.3	0.3	0.3
Sousaphone	1.0	1.0	0.9	0.4
Glockenspiel	0.6	0.5	0.3	0.2
Cymbals	1.0	0.6	0.5	0.2
Snare Drum	2.0	2.0	1.8	1.3
Bass Drum	1.4	1.1	1.1	0.7
Accordion	0.7	0.7	0.0	0.4
Guitar	0.2	0.4	0.1	0.1
Harmonica	0.1	0.4	0.0	0.0
Clarinet (Bb)	10.0	8.6	6.0	4.3
Clarinet (alto or bass)	0.2	0.5	0.0	0.4
Alto Saxophone	3.3	3.4	1.7	1.7
Baritone Saxophone	0.5	0.1	0.1	0.1
Tenor Saxophone	1.4	1.6	0.9	0.7
Violin	0.1	0.3	0.0	0.1
Oboe	0.1	0.0	0.0	0.1
Piano	7.5	8.2	1.7	4.7
Organ	0.1	0.9	0.0	0.0
Flute (piccolo)	0.5	0.5	0.2	0.1

one tenor saxophone, two cornets, one alto horn, one baritone, one tuba, one bass drum, and one snare drum. This study shows that even the graded and consolidated schools' average personnel and instrumentation surpass the minimum standards suggested by the North Dakota State Department of Public Instruction.

The piano is considered to be the basic instrument for all music work, and this study points out that a number of students from every school are taking piano lessons. The minor accredited schools averaged eight and two-tenths students taking piano lessons. The approved schools had the lowest average with one and seven-tenths students taking piano lessons.

The questionnaire listed the following instruments which are not shown in Table 11, because no school reported having students playing them: bagpipe, viola, violin cello, bass cello, and bassoon.

Table 11 further shows that in the small communities such instruments as guitars, accordians, and harmonicas are not being over emphasized. The average student number playing these instruments is less than one student per school. This indicates that our small schools are trying to interest students in good music and useful band and orchestra instruments.

Schools Furnishing Uniforms for Band

Table 12 shows the percentage of schools that furnish uniforms for their school bands.

TABLE 12
 PERCENTAGE OF SCHOOLS FURNISHING BAND UNIFORMS

Type of Uniform	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Complete	65	56	50	13
Caps and Capes	7	28	0	40
None	14	16	30	47
Other	14	0	20	0

In the fully accredited and minor accredited schools the full complete band uniform seems to be the most common, while in the graded and consolidated schools the caps and capes seem to be most popular. The caps and capes, of course, are much less expensive than the full complete uniform, and that may be one reason why the smaller schools in this classification choose the caps and capes.

Schools reporting "Other" stated that they were in the process of buying uniforms, or that they had only shirts, ties, and trousers as uniforms for their bands. One school reported that they had purchased "warm up jackets" for their band members, and that these were used at basket ball games and for community gatherings where the band was expected to play.

Many of the schools reported that they issued the uniforms to the students free of charge. Table 13 shows the percentage of schools that issue band uniforms to their band members.

TABLE 13
 PERCENTAGE OF SCHOOLS ISSUING BAND UNIFORMS

Method of Issuing Uniforms	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Furnished by School and Rented to Student	9	11	10	0
Furnished by School and Issued Free to Student	54	45	40	47
Caps and Capes Furnished by School, Slacks furnished by Student	17	32	0	6
Complete Uniform Furnished by Student	3	6	10	0
Other	6	0	0	0

The minor accredited schools reported the most number of cases in which the school furnished the caps and/or capes or jackets, while the students furnished the rest of the uniforms. Where the fully accredited schools reported "Other" they added the information that some other group, not the school, owned the uniforms. Some of these groups were the band mothers club, community club, or band boosters club. It was further stated that although the school did not own the uniforms, they still were issued to the members of the band free of charge.

The concert band is the most common Band in the small high schools of North Dakota. The marching band and the community band are also very important as can be noted in Table 14.

TABLE 14

PERCENTAGE OF SCHOOLS HAVING VARIOUS TYPES OF BANDS

Type of Band	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Concert	90	83	40	33
Marching	51	56	70	27
Community	23	40	30	27
Other	3	0	10	6

The schools which reported "Other" stated that their bands were mostly small pep bands. Often they did not get together until an outside director came, and then their band sessions were used as practice sessions and not as concert performances.

Many of the schools reported having bands that were concert bands, marching bands, and also community bands. The community band is an organization in which the people who have graduated from high school and still are living in the community are asked to belong to the band with the school students. The community band may also include business or professional men who are interested in music and can play a band instrument.

Baton Twirlers and Drum Majorettes

Table 15 shows that a large percentage of the schools sponsor baton twirlers and drum majorettes along with their marching and community bands.

TABLE 15

PERCENTAGE OF SCHOOLS THAT SPONSOR AND FINANCE BATON TWIRLERS AND DRUM MAJORETTES

Additional Members to Bands	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Baton Twirlers	74	100	30	40
Drum Majorettes	54	50	20	6
Method of Furnishing Uniforms to Above- Named Individuals				
Furnished by the School	23	22	20	6
Furnished by the Individual	43	44	20	27
Other	0	0	0	0

All of the schools in the minor accredited classification reported that they had baton twirlers, and one-half of these schools stated that they had both baton twirlers and drum majorettes. Almost one-half of the fully accredited schools reported that their baton

twirlers and drum majorettes had to furnish their own uniforms. This was true also for the minor accredited schools. The graded and consolidated schools reported that only six per cent of these schools had drum majorettes.

This study shows that the small high schools have been trying to produce streetmarching bands with baton twirlers to lend that certain snap and glamour to their organizations.

This study does not include the activities of the school orchestra, because no school reported having one. The very few who reported having a dance band, or a dance orchestra, stated that their groups were used primarily at school parties. One school reported that their dance orchestra played for community dances and programs.

Usefulness of Bands

Table 16 shows how the bands try to correlate their musical talent with athletics, school functions, and various community gatherings.

TABLE 16
 PERCENTAGE OF SCHOOLS THAT HAVE BANDS WHICH PERFORM
 AT SCHOOL AND COMMUNITY FUNCTIONS

Place of Performance	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Most School Athletic Events	94	88	60	55
Most School Functions	43	40	40	33
Regular School Concerts	77	77	60	67
Community Programs and Gatherings	83	88	80	73
Music Festivals	90	77	60	67
Music Contests	57	40	30	6.7
Music Clinics	51	50	40	20
Average Number of Concerts Yearly	2.4	3.05	1.4	1.4

According to Table 16, the biggest demand for the band is at the various athletic events; next to this comes the demand for the band at community gatherings. The band is a drawing card for the meetings of citizens, and the people take pride in seeing their band perform at these various community functions.

The small high schools are not losing sight of the fact that band students should be taught good concert music. This fact is brought out in the above table which indicates that about three-fourths of all the schools reported that their bands perform at regular concerts. These concerts vary from one and four-tenths in number to two and four-tenths that are given each year as an average for the various school classifications.

The music festivals also are playing an important part in the musical education in these schools. From sixty-seven to ninety per cent of the schools reported that they took an active part in music festivals. However, the interest in music contests and clinics did not appear to be as great among these schools as did the enthusiasm for the music festivals. The idea of avoiding music contests seemed to be upheld by the schools who reported for this study.

Instrumental Solo Programs

Whenever a good instrumental program is established in a school, it is expected to produce some students who are interested in doing solo work with their respective instruments. Table 17 shows the average number of students engaged in doing work as soloists on the various musical instruments.

TABLE 17
AVERAGE NUMBER OF STUDENTS PLAYING SOLOS ON INSTRUMENTS

Instrument	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Piano	2.6	3.2	1.7	2.5
Organ	0.1	0.1	0.0	0.0
Violin	0.1	0.1	0.0	0.0
Accordian	0.2	0.4	0.0	0.0
Cornet (trumpet)	1.2	1.2	0.9	0.5
Saxophone	0.8	1.2	0.7	0.4
Clarinet	1.1	1.0	0.8	0.3
Baritone	0.6	0.6	0.1	0.1
Guitar	0.1	0.1	0.1	0.1
Flute	0.1	0.06	0.1	0.0
Trombone	0.3	0.1	0.1	0.4
Other	0.14	0.1	0.0	0.1

When the schools reported "Other", they indicated such instruments as the tuba, marimba, alto horn, or glockenspiel. Two of the schools reported that their band directors made it compulsory for every student to play a solo on his instrument before being admitted into the concert band.

Table 18 shows the percentage of schools that allow their instrumental soloists to appear at various meetings.

TABLE 18
PERCENTAGE OF SCHOOLS ALLOWING THEIR SOLOISTS TO
APPEAR AT VARIOUS MEETINGS

Type of Meeting	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
School Concerts	66	61	70	40
School Assemblies	29	39	50	26
Community Gatherings	57	77	60	60
Contests (festivals)	51	60	40	20
Church	48	61	70	46
Other	0	6	0	6

The schools reporting "Other" stated that some of their instrumental soloists had appeared at amateur programs or at programs held at parents' homes.

School concerts and community gatherings form the largest number of opportunities for the students to display their musical skills on their instruments.

This study points out that for the small high schools, the community churches and community gatherings offer the most important opportunities for these soloists to play. The school concerts are very

important, but they do not give the students a chance to play outside the school buildings.

Many of the instrumental soloists are not able to receive instruction from the schools they attend, and so they receive lessons from professional instrumental instructors. This is true especially in the case of piano players.

Table 19 shows the percentage of schools that are able to furnish their own instrumental instructors; and the schools that have to bring in

TABLE 19

PERCENTAGE OF SCHOOLS FURNISHING INSTRUCTORS FOR
THEIR INSTRUMENTAL SOLOISTS

Type of Instructor	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Regular Faculty Member	80	67	70	67
Professional Instructor	20	17	10	20
Home -- Slight Help from School	23	17	20	33
Other	0	6	0	0

instructors to furnish their students with the necessary instruction.

One of the minor accredited schools reported "Other", and explained that in their school they have a director from a neighboring school come in on Monday nights to direct the band and then give lessons

in instrumental music after the band practice.

Financial Support for Instrumental Music

The financial support of the instrumental school music program has always been a big problem to the school administrators. The bulk of the finances must come from the school funds of the district or the school activity funds, while a smaller portion comes from rental fees, private donations, and the band or music tax levy.

Table 20 indicates the various types of financial support for the

TABLE 20

PERCENTAGE OF SCHOOLS THAT FINANCE THE INSTRUMENTAL MUSIC PROGRAM

Type of Support	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
School District Funds	83	84	60	67
School Activity Funds	43	56	50	20
Private Donations	20	22	30	0
Payments from Individual Students	13	11	10	33
Band or Music Tax Levy	14	11	0	6.7
Other	26	33	30	13

instrumental music program.

Where the schools reported "Other", they stated that a part of their financial income came from such organizations as the band mothers

club, band club, parents club, or the commercial club.

Most of the schools listed at least two sources of income for their instrumental music programs. The graded and consolidated schools have the largest percentage of students paying for the program from their own individual sources. This is due to the fact that in many of these schools the band is just being formed, and until the community accepts it as a good risk, they will not be too eager to support it financially. Table 20 also shows that the graded and consolidated schools received no private donations. These schools must depend on the individual student and whatever financial support the school can give.

Where the schools reported that they received income from the individual students, it was explained that this was in the form of rental dues, or dues for piano lessons.

Only a small percentage of the small high schools in North Dakota have a band or a music levy. This tax is usually levied on the town where the school is located, and is only a few mills.

This study indicates that the small high schools are trying to finance the instrumental music program as best they can; and the program is getting the support of the communities as shown in Table 20, since a large portion of the finances comes from private donations, band levy, and various band organizations listed under the heading "Other!"

Summary

The average grade school enrollment in these small schools in North Dakota is ninety-eight and six-tenths students. The average high school enrollment for the small high schools in North Dakota is about forty-nine students, and the average band enrollment is about thirty-four students. The band enrollment is taken from the entire school population. Over twenty per cent of the total school enrollment is enrolled in band.

Over ninety per cent of the schools which reported having an instrumental music program have a band. Along with the regular band, these schools have German bands and pep bands. Over one-half of these schools reported having instrumental soloists and ensembles.

An average of one or more students in each of the small high schools play the following musical instruments: cornet, alto horn, trombone, baritone, snare drum, bass drum, clarinet, alto saxophone, tenor saxophone, and piano.

About forty-six per cent of the schools have their bands equipped with full complete uniforms, and issue them free of charge to their band members.

Approximately forty-six per cent of the schools have concert bands, and over fifty per cent have a marching band. Baton twirlers were reported as being a part of the marching band unit in sixty-one per cent of the schools.

About one-half of the schools have bands which perform for school athletic events, school functions, and regular school concerts.

Over seventy-five per cent of these schools have their band perform at community programs and gatherings.

Over seventy-three per cent of the schools which have instrumental music programs, finance their programs partly by school district funds, and partly by school activity funds.

CHAPTER IV

PRESENT STATUS OF INSTRUMENTAL MUSIC ACTIVITIES

Chapter IV explains the present status of instrumental music activities as found in the small high schools in the state of North Dakota.

Value of Instrumental Music

It has often been stated that the musical instrumental program in the small high schools is of no importance, and that in order to have a working program you must go to a high school with an enrollment of one hundred students, or more. Almost every teacher of instrumental music starting in to teach will inquire about the enrollment of the high school before deciding where to teach. These beginning teachers feel that there is no possibility of developing an instrumental program in these small high schools.

This study shows that even the smallest of our high schools are trying to develop an instrumental music program and are progressing faster than might be expected. The instrumental music program is being approved by the schools, their students, and by the communities.

Table 21 shows the percentage of schools that think that the instrumental program is very much worth while to their school, to their students, and to the community in which they are an integral part.

TABLE 21
PERCENTAGE OF SCHOOLS THAT FEEL THAT THE INSTRUMENTAL
PROGRAM IS WORTH WHILE

Feeling toward Instrumental Music Program	Fully Accredited	Minor Accredited	Approved	Graded and Consolidated
Worth While to School				
Yes	100	100	90	100
No	0	0	10	0
Worth While to Students				
Yes	100	100	100	100
No	0	0	0	0
Worth While to Community				
Yes	100	100	90	100
No	0	0	10	0

One hundred per cent of the fully accredited, minor accredited, and graded and consolidated schools believed that the present instrumental music program is worth while to their schools, their students, and to their communities.

This table clearly shows that our small communities are backing the present instrumental music programs and want to see them continued and expanded, if possible. In these small communities the band is often called upon to help out many community programs and to be present at several gatherings sponsored by various groups within these small towns where our small high schools are located. This is felt to be a healthy relationship between the schools and their communities, and it often

brings closer harmony among all the groups within these communities.

The present program of instrumental music seems to be quite stable, because of the number of students who will be able to make use of their instrumental music instruction after graduating from high school and taking an active part in society.

This study reveals that in the fully accredited schools, there are about fourteen students who are now enrolled in instrumental music and who will carry their knowledge of instrumental music to useful purposes after graduation from high school. In the minor accredited schools there are about thirteen students, and in the approved schools about fourteen students who will make useful purpose of their instrumental music after graduation from high school. The graded and consolidated schools show that only about seven students would be apt to make useful purpose of their instrumental music after graduating from high school. This study also shows that about ten per cent of the total school enrollment, according to the schools reporting, will benefit and carry their knowledge of instrumental music to worth while ends after graduation from high school.

It may appear that the fully accredited schools have a greater percentage of students making use of their music after graduation, than the graded and consolidated schools. This is not true when we consider that the fully accredited schools have almost twice the enrollment that the graded and consolidated schools have.

This study shows that approximately ten per cent of the total enrollment of the schools at the present time will carry their musical instrumental instruction to useful ends after graduation. This does not include the field of vocal music which has a larger percentage of the students than does the instrumental music field.

The instrumental music activity in the small high schools in North Dakota is not as poor as many would have us believe. These small schools are trying their best to secure instrumental instructors, and when that has been impossible, they have made arrangements with instructors from neighboring towns to come and help them. Some schools have been able to get the services of local residents who have had musical training, and are interested in their youth and the communities.

Many of the piano students, at the present time, are going to the larger towns to receive individual instruction, because in the small communities it is almost impossible to find good, qualified piano instructors.

Bands are being started in very many of the small high schools and more would be started if competent directors could be located. Band uniforms are found in almost all the schools that reported having a band. These uniforms vary from the complete uniform to just plain white shirts and trousers.

At the present time we have no school among the small high schools which has an organized school orchestra.

Summary

Almost one hundred per cent of the schools who reported having instrumental music programs felt that the program was worth while to their school, their students, and their respective communities. Many of the schools reported as "Comments", that they believed that the public relations between the school and the community would be greatly hindered if the instrumental music program were to stop. Those who stated that they did not have a band or other instrumental music activity added that they wished that a band could be properly organized, because of the strong desire in the community for a school-community band.

This study shows that approximately ten per cent of the total school enrollment, according to the schools reporting, will benefit and carry their knowledge of instrumental music to useful purposes after graduation from high school. At the present time, many of the students of instrumental music are playing instrumental solos at school programs, at community programs and gatherings, and at their respective churches.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Several studies have been made concerning instrumental music activity in high schools in the state of North Dakota, but they have been directed to the musical activities of the larger schools. The purpose of this study has been to discover some of the effects that an instrumental music program has on the schools, the students, and the communities where these small high schools are located. This study included all the high schools in the state of North Dakota having a four-year program and an enrollment of less than one hundred students.

The aim of this study was divided into six categories:

1. To determine the qualifications of the teachers of instrumental music.
2. To determine the extensiveness and the breadth and the depth of the instrumental music program.
3. To determine the equipment and musical aids used in teaching instrumental music in the small high schools.
4. To determine the amount of credit given for instrumental music work.
5. To determine the value and usefulness of instrumental music to the community.
6. To determine the benefits gained by the members of bands and ensemble groups in terms of musical ability and continued use of their instruments after graduation from high school.

More than one-half of the small high schools in North Dakota have instructors of instrumental music that are regular members of their school faculty. Approximately ten per cent of the schools have their instructors of instrumental music living in their communities, although not as members of the regular school faculty. The instrumental music instructor in the small high school has about nineteen semester hours of college credit in the field of music. These instructors have approximately nine years of teaching experience in the field of instrumental music and have stayed about two and one-half years in their present positions.

The average salary received by the instrumental music instructor is \$3,924.43 for a period of one year; and he must teach at least three other subjects aside from his regular instrumental music duties.

Approximately forty-four per cent of the small high schools in North Dakota carry out an instrumental music program.

Over ninety per cent of the schools have pianos and phonographs. More than seventy-five per cent of the schools have radios, and over one-half of the schools have wall charts for instrumental fingering.

At least one of each of the following instruments can be found in the small high schools, as the property of the school: piano, alto horn, snare drum, bass drum, and tuba.

More than twenty per cent of the schools do not give credit for instrumental music study in the small high schools. About fifty per cent of the schools give one-fourth credit for a year of study in instrumental music. Most of the schools allow three hours per week for instruction in instrumental music.

The average high school enrollment for the small high schools in North Dakota is about forty-nine students, and the average band enrollment is about thirty-four students. The band enrollment is taken from the entire school population. Over twenty per cent of the total school enrollment is enrolled in band work.

Over ninety per cent of the schools reporting have a band. Over one-half of these schools reported having instrumental soloists and instrumental ensembles.

An average of one or more students in each of the small high schools play the following musical instruments: cornet, alto horn, trombone, baritone horn, snare drum, bass drum, clarinet, alto saxophone, tenor saxophone, and piano.

About forty-six per cent of the schools reported having their bands equipped with complete uniforms, issued free to the students.

Approximately forty-six per cent of the schools who reported having an instrumental music program have a concert band; and over fifty per cent have a marching band. Baton twirlers were reported as being part of the marching band in sixty-one per cent of the schools.

About one-half of the schools have a band which performs for school athletic home events, school functions, and regular concerts. Over seventy-five per cent of these schools have their band perform at community programs and gatherings.

Over seventy-three per cent of the schools finance the instrumental music program partly by school funds.

Almost one hundred per cent of the schools who reported having an instrumental music program felt that it was worth while to their school, their students, and their respective communities. These same schools believe that about ten per cent of the total school enrollement will benefit and carry their knowledge of instrumental music to useful purposes after graduation from high school.

This study shows that the schools who reported having an instrumental music program are following the objectives of instrumental music as set forth in the Course of Study in Music for North Dakota High Schools. The graded and consolidated schools, which are the smallest, have an average number of instrumental music personnel to meet the minimum standards as set forth by the North Dakota State Department of Public Instruction.

The instrumental music program in the small high schools in North Dakota has not, as yet, reached enough of the small schools. More than one-half of the schools do not have the program; although it appears

as if more schools would have it if sufficient instructors of instrumental music could be hired. At the present time there is a great need for instructors of instrumental music in these small high schools.

This study indicates that the small high schools and their communities are doing the best they can to maintain and to enlarge the instrumental music program which is now in effect.

It would seem that all fully accredited schools would be able to sponsor and support an instrumental music program. This study shows that fifteen per cent of the fully accredited schools do not have an instrumental music program at the present time.

In order to see just what progress will be made in the next five years, it would be an interesting study to send this same questionnaire to the same group of high schools at that time.

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APPENDIX A

Schools Which Answered the Questionnaire

Fully Accredited Schools

- | | |
|-----------------|-----------------|
| 1. Anamoose | 21. Milnor |
| 2. Arthur | 22. Minnewaukan |
| 3. Berthold | 23. Minto |
| 4. Bisbee | 24. Neche |
| 5. Columbus | 25. New England |
| 6. Drake | 26. New Leipzig |
| 7. Drayton | 27. Noonan |
| 8. Edmore | 28. Northwood |
| 9. Finley | 29. Page |
| 10. Flasher | 30. Plaza |
| 11. Forman | 31. Powers Lake |
| 12. Fort Totten | 32. Rolette |
| 13. Glenburn | 33. St. John |
| 14. Grenora | 34. St. Thomas |
| 15. Hankinson | 35. Sherwood |
| 16. Hazelton | 36. Sheyenne |
| 17. Hoople | 37. Tower City |
| 18. Hope | 38. Underwood |
| 19. Medina | 39. Westhope |
| 20. Michigan | 40. Wilton |
| | 41. Wyndmere |

Minor Accredited Schools

- | | | |
|-------------------|---------------|--------------------|
| 1. Alexander | 12. Gardner | 24. Reynolds |
| 2. Arnegard | 13. Goodrich | 25. Ryder |
| 3. Buxton | 14. Gwinner | 26. Scranton |
| 4. Carson | 15. Havana | 27. Sentinel Butte |
| 5. Churches Ferry | 16. Kensal | 28. Sheldon |
| 6. Crary | 17. Lansford | 29. Starkweather |
| 7. Crystal | 18. Lignite | 30. Taylor |
| 8. Dawson | 19. Max | 31. Upham |
| 9. Donnybrook | 20. Monango | 32. Wildrose |
| 10. Egeland | 21. Osnabrock | 33. Willow City |
| 11. Fordville | 22. Reeder | 34. Zap |
| | 23. Regent | |

Approved Schools

- | | | |
|---------------|------------------|-----------------|
| 1. Almont | 13. Eckelson | 26. Mercer |
| 2. Argusville | 14. Forest River | 27. Mountain |
| 3. Armania | 15. Fort Ransom | 28. Palermo |
| 4. Bathgate | 16. Galesburg | 29. Perth |
| 5. Berwick | 17. Glenfield | 30. Pillsbury |
| 6. Bordulac | 18. Hampden | 31. Roger |
| 7. Butte | 19. Haynes | 32. Ross |
| 8. Brocket | 20. Hurdsville | 33. Rutland |
| 9. Center | 21. Karlsruhe | 34. Selfridge |
| 10. Clyde | 22. Knox | 35. South Heart |
| 11. Coteau | 23. Lefor | 36. Thompson |
| 12. Denhoff | 24. Leith | 37. Wheatland |
| | 25. Manvel | |

Graded or Consolidated Schools

- | | | |
|----------------|----------------|---------------|
| 1. Adams | 26. Driscoll | 51. Marmarth |
| 2. Alsen | 27. Edinburg | 52. Munich |
| 3. Antler | 28. Elliott | 53. Niagara |
| 4. Ayr | 29. Emerado | 54. Nome |
| 5. Balta | 30. Erie | 55. Norwich |
| 6. Barney | 31. Fairdale | 56. Oriska |
| 7. Barton | 32. Gardena | 57. Pisek |
| 8. Bergen | 33. Grace City | 58. Portal |
| 9. Berlin | 34. Grandin | 59. Robinson |
| 10. Brampton | 35. Guelph | 60. Souris |
| 11. Buchanan | 36. Hague | 61. Stanton |
| 12. Bucyrus | 37. Hamilton | 62. Tagus |
| 13. Calvin | 38. Hastings | 63. Tappen |
| 14. Cathay | 39. Horace | 64. Tolley |
| 15. Chaffee | 40. Kathryn | 65. Tuttle |
| 16. Clifford | 41. Inkster | 66. Verona |
| 17. Coleharbor | 42. Juanita | 67. Walcott |
| 18. Dahlen | 43. Kief | 68. Wales |
| 19. Dazey | 44. Klotten | 69. Warwick |
| 20. Deering | 45. Lawton | 70. Webster |
| 21. Delamere | 46. Leal | 71. Werner |
| 22. Des Lacs | 47. Lehr | 72. Wheelock |
| 23. Dodge | 48. Litchville | 73. Wing |
| 24. Douglas | 49. Luverne | 74. Wolford |
| 25. Doyon | 50. McGregor | 75. Woodworth |

APPENDIX B
QUESTIONNAIRE

Starkweather, North Dakota

Dear Superintendent:

Enclosed is a questionnaire pertaining to Instrumental Music Activity in the Small High Schools in North Dakota. This questionnaire is being sent to schools that have an enrollment of less than one hundred students in the high school.

This study is an attempt to determine what is being done along the lines of instrumental music in the small high schools in North Dakota.

This writer would greatly appreciate your cooperation in completing and returning the questionnaire at your earliest possible convenience. All names will be confidential and handled as such.

A copy of the tabulated results will be sent to you if you so indicate on the questionnaire. The writer would appreciate your returning the questionnaire even though you do not have an instrumental program in your school.

Thank you very kindly for the cooperation given.

Sincerely yours,

Freeman Melsted
Starkweather, North Dakota

To the Superintendent or the Instrumental Music Director:

Would you kindly fill out this questionnaire and return it to me as soon as conveniently possible?

Name of School _____ Address _____

We DO NOT have an instrumental program in our school _____
(If you do not have a program, then return this form with the above checked.)

We HAVE an instrumental program in our school _____
(If you have an instrumental program, then complete the questionnaire and return.)

Number of teachers in your school _____.

Number of instrumental teachers in your school _____.

INSTRUMENTAL PROGRAM: (Check items that apply to your school)

1. Which of the following do you have in your high school?

Band _____, German Band _____, Pep Band _____, Dance Band _____,
Bagpipe Band _____, Bugle Corps _____, Orchestra _____,
Dance Orchestra _____, Instrumental Soloists _____,
Instrumental Ensembles _____, Other(Name) _____.

2. How many students in your high school play the following instruments?
(After each instrument give the number of students who can play it.)

Cornet(Trumpet) _____
Alto Horn _____
French Horn _____
Trombone _____
Baritone _____
Tuba _____
Sousaphone _____
Glockenspiel _____
Cymbals _____
Snare Drums _____
Bass Drum _____
Accordian _____
Guitar _____
Harmonica _____
Bagpipe _____
Bugle _____
Flute _____

Piccolo _____
Clarinet _____
Alto Clarinet _____
Bass Clarinet _____
Alto Sax _____
Tenor Sax _____
Baritone Sax _____
Bass Sax _____
Violin _____
Viola _____
Violin Cello _____
Bass Cello _____
Oboe _____
Bassoon _____
Piano _____
Organ _____
Other(Name) _____

3. State the amount of credit given and the number of hours used for instrumental purposes each week.

<u>Activity</u>	<u>Credit Received</u>	<u>Hours per Week</u>
A. Band	_____	_____
B. Orchestra	_____	_____
C. Piano	_____	_____
D. Violin	_____	_____
E. Other()	_____	_____

4. Give the number of students enrolled for the following:

Entire High School _____, Grade School _____, Band _____,
 Dance Band _____, German Band _____, Bagpipe Band _____,
 Bagle Corps _____, Ensembles _____, Other Groups(Name) _____,
 _____, _____, _____, _____,

5. Which of the following musical aids do you have in your school?

Piano _____, Organ _____, Phonograph _____, Radio _____,
 Television _____, Combination Radio and Phonograph _____,
 Recorder(Wire) _____, Metronome _____, Recorder(Tape) _____,
 Tuning Bar _____, Pitch Pipe _____, Wall Charts for
 Instrumental Fingering _____.

6. Your High School Band:

- A. Does your band have: Full complete uniforms _____,
 Caps and Capes _____, No uniforms _____, Other(state)
 _____, _____, _____,
- B. Is your band a (check one or more) Concert Band _____,
 Marching Band _____, Community Band _____,
 Other _____,
- C. Does your school have Drum Majorettes _____, Baton
 Twirlers _____, If so, are the above uniforms furnished by
 the school _____, Individual student _____,
 Other(Name) _____, _____,
- D. Are your Band Uniforms (or caps and capes): Furnished by the
 school and rented to students _____, Furnished by
 the school and issued free to students _____, School
 furnishes caps and jackets while the student buys his own
 trousers or slacks _____, Student buys the complete
 uniform _____, Other(Explain) _____

7. Your High School Orchestra:

- A. Does your Orchestra have: Full complete uniforms _____,
Caps and capes _____, No uniforms _____,
Other (Name) _____.
- B. Is your Orchestra a (Check one or more):
Concert Orchestra _____, Community Orchestra _____,
String Ensemble _____, Other(Explain) _____,
_____.
- C. Are your Orchestra uniforms furnished by: School, and rented
to students _____, School, and issued free to students
_____ , School paying for part of uniform and the
student the other part _____, Students _____,
Other arrangements(State) _____.

8. Does your Orchestra perform:

- A. At some of the school functions _____.
- B. At regular school concerts _____. Give the number of
concerts per year _____.
- C. At community programs and gatherings _____.
- D. At music festivals _____, Contests _____,
Clinics _____.

9. Does your Band perform:

- A. At most of the school athletic home events _____.
- B. At most of the school functions _____.
- C. At regular school concerts _____. Give the number of
concerts per year _____.
- D. At community programs and gatherings _____.
- E. At music festivals _____, Contests _____,
Clinics _____.

10. Your High School Soloists:

- A. How many students in your high school perform solo work on the:
Piano _____, Organ _____, Violin _____, Accordion _____,
Cornet _____, Saxophone _____, Clarinet _____,
Baritone _____, Guitar _____, Other Instruments (Name and
number) _____.
- B. Have the above named soloists performed at School Concerts, _____
Assemblies _____, Community Gatherings _____, Contests
(Festivals) _____, Church _____, Other (Name places)
_____.

- C. How many of your soloists receive their instruction: At school from regular faculty members (Instrumental Instructor) _____,
 At places other than school (Professional Instructor) _____,
 At home with very little help from school _____,
 Other (Explain) _____.

INSTRUMENTAL INSTRUCTION AND EVALUATION

11. Is your director of instrumental music: A regular faculty member _____, Part-time instructor living in the community and coming to school at regular time intervals _____, A professional instructor who teaches instrumental music to a number of schools, (your school being one of them) _____, Other arrangements (Explain) _____.
12. How many hours of college credit does your instructor of instrumental music have: Semester hours _____, Quarter hours _____, How many years of teaching experience: _____, In your school _____.
13. If you do not have a regular faculty music instructor: Does your instructor come and teach _____, One whole day per week _____, One-half day per week _____, Two hours each day _____, One hour each day _____.
- Does the school authority dismiss students from classes so that they may attend music lessons: Yes _____, No _____. Other arrangements made for instruction (Please explain) _____
14. Name the subjects, other than instrumental music, that your instructor of instrumental music teaches _____
15. State the salary paid to your instrumental instructor (Yearly basis) \$ _____.
16. Give the number of instruments owned by the school or donated to the school: Piano _____, Organ _____, Alto Horn _____, French Horn _____, Trombone _____, Baritone _____, Tuba _____, Sousaphone _____, Glockenspeils _____, Cymbals _____, Bass Drum _____, Snare Drums _____, Bagpipe _____, Bugles _____, Alto Clarinet _____, Bass Clarinet _____, Tenor Sax _____, Baritone Sax _____, Bass Sax _____, Violin _____, Cello _____, Bass Cello _____, Oboes _____, Bassoons _____, Violas _____, Flutes _____, Piccolos _____, Other (Name and number) _____.

17. Do you feel that the instrumental music program is worth while to your school: Yes_____, No_____, To your students: Yes_____, No_____. To your community: Yes_____, No_____.
18. Is the instrumental music program supported by school funds: _____, Activity funds_____, Private donations_____, Paid by the individual students_____, Band or music tax levy_____, Other (Name)_____.
19. How many of your students enrolled in instrumental music do you believe will carry their knowledge of instrumental music to useful purposes after graduation from high school (Such as community band, college work, dance band, or solo work)_____.
20. Do you desire a summary of this study: Yes_____, No_____.

Name of School_____

Address_____

(Fill in the above if interested in summary)

Any comments concerning your instrumental program or this study will be welcomed. Use the bottom and/or back of this sheet.

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