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The Status of High School Music in a Selected Arkansas Area

Linda Kay Miller
Ouachita Baptist University

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THE STATUS OF HIGH SCHOOL MUSIC IN A SELECTED
ARKANSAS AREA

APPROVED:

Robert R. Bruner
Major Professor

Frances M. Scott
Minor Professor

Gilbert L. Morris
Committee Member

Henry C. Lindsay
Director of Graduate Studies

**THE STATUS OF HIGH SCHOOL MUSIC IN A SELECTED
ARKANSAS AREA**

A Thesis

Presented to

the Division of Graduate Studies

Ouachita Baptist University

In Partial Fulfillment

of the Requirements for the Degree

Master of Music Education

by

Linda Kay Miller

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The element of change is an ever-present factor of our American society, and this is reflected in our system of public school education. The fact that our society has become science-oriented has greatly accelerated this rate of change in our school curriculum. The question, "Should music be given a share of the school day along with English, physics, and social sciences?" is being asked with increasing frequency. Therefore, it seems necessary and important to examine what is presently happening in high school music programs in order to anticipate what the future needs will be.

Statement of the Problem. The problem of this study is the investigation, in depth, of the present development of the secondary public school music programs in a selected Arkansas area.

Importance of the Study. Since society and education are ever-changing, it is obvious that teaching methods need to be constantly re-evaluated. Upon the completion of this study, the teaching methods of Ouachita Baptist University can be analyzed to determine if the graduating music teachers are equipped to meet the needs of a territory that the University is serving.

Definitions and Limitations of the Problem. The word administrator designates either the principal or the superintendent of a high school. The music teacher is the instrumental or the vocal teacher in a high school.

This investigation was limited geographically because of the boundaries of the Ouachita Valley area. It was also limited in that it was dependent on the return of the questionnaires for a representative sample. Furthermore, after the compilation of the data contained in the questionnaire, conclusions necessarily were subjective ones.

Procedure. The first step of this study was to prepare questionnaires (see Appendix A) for the administration and the music teachers (choral and instrumental) in selected Arkansas high schools. A letter (see Appendix B) was prepared for each administrator explaining the purpose of the study and requesting his co-operation and that of his music teachers. An additional statement was attached expressing the University's interest in this project (see Appendix C).

The questionnaires and letter were sent with stamped, self addressed envelopes to all high schools in the following counties: Garland, Montgomery, Pike, Clark, Hot Spring, Nevada, Dallas, Ouachita, Calhoun, Union. Forty-four per cent usable forms were returned.

In this study the status of secondary public school music was determined by an analysis of certain aspects of the areas related to the public senior high school music. From the administrators, information concerning enrollment, music personnel, assembly programs, teacher evaluation, and music teacher's salaries was gathered. From the music teacher discussions on educational background, membership in professional organizations, greatest teaching problem, income, evaluation of undergraduate preparation, and community relationships, were received. Also, facilities and curriculum (including equipment available), finance and budget, and size of groups were investigated.

1. How many music classes are given in the school per year?
2. What is the extent of the music program in the school?
3. How does the teacher evaluate his students?
4. What music courses are offered in the high school, and how much, if any, credit is given?
5. What is the educational level of music class personnel?
6. What is the status and extent of the physical plant and equipment for the music department?
7. How is the music program financed, and for what are these funds expended?

CHAPTER II

DEVELOPMENT OF THE QUESTIONNAIRE

The purpose of this study is to determine the musical needs of a selected Arkansas area. To determine what these needs are, it was necessary to design an instrument of inquiry which would effectively investigate the needs and answer these questions:

1. How many public school music teachers in the Ouachita Valley are there, and what is the nature of their training?
2. How many students participate in the public school music program in the selected high schools?
3. How many music-related assemblies are given per year?
4. What is the extent and source of the music teacher's income?
5. How does the teacher evaluate his training?
6. What music courses and activities are offered in the high school, and how much, if any, credit is given?
7. What is the scheduled time of music class periods?
8. What is the nature and extent of the physical plant and equipment for the music department?
9. How is the music program financed, and for what are these funds expended?

10. What is the administrative evaluation of music teachers as to their attitude, personality, public relations within and without the school, and success as teachers of music?

11. What does the teacher consider the major problems associated with his present position?

12. In what community activities does he participate?

13. How many concerts were given during the year, 1964-65?

The only practical means of obtaining this information from the individual music teachers and administrators was by questionnaire. The questionnaire designed by Gerald L. Lawson¹ for his study concerned with the status of music instruction in Iowa high schools was used as a basis for constructing one for use in the selected Arkansas area.

There were several advantages in using the Lawson questionnaire as a model for the present investigation. This was not the first study to be based on his dissertation. Richard Hills² used it as a basis for a similiar study in

¹Gerald L. Lawson, "The Status of Music in Iowa High Schools" (unpublished Doctoral dissertation, the State University of Iowa, 1960), p. 89.

²Richard L. Hills, "The Status of Music Instruction in the Public High Schools in Missouri" (unpublished Doctoral dissertation, the State University of Iowa, 1962), p. 165.

Missouri. Basically, the questionnaire was well conceived, well organized, and clearly stated. Furthermore, it had been used in both Iowa and Nebraska. Some changes were necessarily made to adapt it to a smaller situation. In addition, similiar studies by Marvin A. Lawson³ and Dale B. Ganz⁴ were consulted.

Organization of the Questionnaire. The questionnaire was logically organized into these four sections:

- Section I: Administration - The Superintendent or Principal
- Section II: General Information - All Music Teachers
- Section III: The Choral Program
- Section IV: The Instrumental Program

The administrator's section was handled separately in order that each group would not be concerned with sections which did not apply to it. Also, it was strongly felt that the division would permit certain answers to be given more freely, since the completed questionnaires were to be returned to the investigator.

³Marvin A. Lawson, "A Survey on the Status of Elementary Instrumental Music Programs in the State of Arkansas" (unpublished Master's thesis, the University of Texas, 1958).

⁴Dale B. Ganz, "The Status of Music Instruction in the Public High Schools in Nebraska" (unpublished Doctoral dissertation, the University of Iowa, 1963).

The administrators were asked to indicate the organizational plan of the high school, number of music personnel, enrollment of the high school, number and nature of assembly programs, information regarding music credits, their personal opinions in evaluating music teachers in general, and information regarding teachers' salaries.

Section II requested general information from the music teacher concerning his age, sex, educational background, professional organizational membership, current teaching assignment, sources and extent of income, supervisory responsibilities, and community activities. Included in the questions covering educational background were requests for evaluation of the college courses taken--whether there had been adequate preparation in each area or whether the demands of the teacher's present assignment indicate the need for additional work.

Sections III and IV, surveying the choral and instrumental programs respectively, were to be answered only where the questions were pertinent to the teacher's current assignment. Each section covered approximately the same information with regard to public appearances and scheduling of large ensembles and the number of students in performing groups. A check list was provided to indicate whether the ensembles were rehearsing, what equipment was available to

music curricula, and where concerts were held.

The financial aspect of the music program was revealed by specific questions about budgets, sources of funds, and expenditure of funds. At the end of each section concerning the specific program, there were three questions (see page 47 Appendix A) which were felt to be a possible source of information, which would be of great value to the teacher training program at Ouachita Baptist University.

In the instructions sent to every administrator, assurance was given that all information submitted would be considered highly confidential and that its use in the final study would in no way reflect the current practice of individual schools, teachers or administrators.

Schools Included in the Study. The following schools included in the study are located in the counties contained in the Ouachita Valley (see page two): Cutter-Morning Star, Fountain Lake, Hot Springs, Lakeside, Mountain Pine, Mount Ida, Norman, Caddo Gap, Oden, Delight, Glenwood, Kirby, Murfreesboro, Amity, Arkadelphia, Gurdon, Okolona, Bismark, Glen Rose, Magnet Cove, Malvern, Ouachita, Bodcaw, Cale, Emmet, Prescott, Carthage, Fordyce, Sparkman, Princeton, Camden, Bearden, Chidester, Fairview, Harmony Grove, Stephens, Hampton, Thornton, El Dorado, Huttig, Junction City, McRae, Parkers Chapel, Smackover, Strong, Norphlet.

Schools which did not return questionnaires either did not have public school music instruction in the curriculum or did not choose to co-operate in this study.

The data presented in this chapter are based upon the completed questionnaires returned by music teachers and administrators of public high schools in this selected Arkansas area. Since some individuals did not answer all of the questions, the number responding is indicated for each question.

A total of twenty-two administrators returned music questionnaires. Of these administrators, seventeen reported that local high schools were organized on the ninth through twelfth grade basis. Four reported the same through twelfth grade plus.

Table 1 (page 11) represents the number of full-time and part-time music teachers employed in the Ouachita Valley area. As might be expected, the larger schools tend to employ a greater number of teachers.

Student Participation in Music. Table 2 (page 12) presents the number of students participating in some part of the music program. The information includes the student enrollment of the schools responding and the percentage of students in musical activities.

CHAPTER III

PRESENTATION OF DATA

The data presented in this chapter are based upon the completed questionnaires returned by music teachers and administrators of public high schools in this selected Arkansas area. Since some individuals did not answer all of the questions, the number reporting is indicated for each question.

A total of twenty-two administrators returned usable questionnaires. Of these administrators, seventeen reported that local high schools were organized on the ninth through twelfth grade basis. Four reported the tenth through twelfth grade plan.

Table I (page 11) represents the number of full-time and part-time music teachers employed in the Ouachita Valley area. As might be expected, the larger schools tend to employ a greater number of teachers.

Student Participation in Music. Table II (page 12) presents the number of students participating in some part of the music program. The information includes the student enrollment of the schools responding and the percentage of students in musical activities.

TABLE I

THE NUMBER OF FULL-TIME AND PART-TIME MUSIC
TEACHERS IN THE OUACHITA VALLEY AREA
(Thirteen Schools)

Teachers	Number of students in high school	Percentage of student participation in music activities
Male Full-Time Teachers		10
Male Part-Time Teachers		0
Female Full-Time Teachers		2
Female Part-Time Teachers		1
School 5	100	12
School 6	177	17
School 7	160	14
School 8	141	17
School 9	91	17
School 10	120	10
School 11	7	25
School 12	102	13
School 13	11	60
Average percentage of music participation in Ouachita Valley		16

TABLE II
 ENROLLMENT IN HIGH SCHOOL MUSIC
 COURSES AND ACTIVITIES
 (Thirteen Schools)

Schools	Number of students in high schools	Percentage of students enrolled in music activities
School 1	440	22%
School 2	265	20%
School 3	1263	43%
School 4	1220	27%
School 5	300	21%
School 6	427	30%
School 7	160	21%
School 8	141	17%
School 9	181	17%
School 10	123	10%
School 11	37	8%
School 12	100	10%
School 13	184	66%
Average percentage of musical participation in Ouachita Valley		24%

TABLE III

DATA CONCERNING HIGH SCHOOL
ASSEMBLY PROGRAMS
(Twelve Schools)

Schools	Number of students in high schools	Total number of assemblies	Percentage of music assemblies
School 1	184	18	28%
School 2	100	4	50%
School 3	37	1	100%
School 4	181	9	22%
School 5	141	9	22%
School 6	160	24	36%
School 7	427	32	34%
School 8	300	28	28%
School 9	1220	32	34%
School 10	1263	40	25%
School 11	265	26	27%
School 12	440	28	43%
Average percentage of musical assemblies			37%

High School Assemblies. Table III (page 13) contains the data submitted concerning assemblies held during the year 1964-65, and particularly the number designated as music assemblies. The most frequent type of music assembly was the program planned specifically for presentation in an assembly by the large ensembles (band and chorus).

Music Credit Reported. Nine schools reported that they gave credit for musical activities. The amount of credit given varied from one-fourth to one credit per semester. It was noted that the larger schools gave more credit for musical activities.

Ratings by Administration of Music Teachers in General. Music teachers received more "poor" ratings in the handling of class discipline than in any other trait. Knowledge of subject matter and enthusiasm for teaching were most frequently marked "above average" or "very well".

After rating music teachers on the various traits and skills, administrators were asked to comment, if they so desired. Many did not comment, but merely indicated their ratings; therefore, no attempt was made to tabulate the frequency or nature of comments.

Teacher Salaries. The high school administrator reported almost unanimously that music teachers' salaries

were paid entirely from the school board funds. Only two schools awarded extra compensation for out-of-school activities (athletic events, directing operettas, and other musical activities).

Table IV presents the principals' response to the question, "How do music teachers' salaries compare with other high school teachers' salaries, other qualifications being equal (i.e., equal training and experience)"? Several principals, however, left this question unanswered.

TABLE IV

COMPARISON OF SALARIES BETWEEN MUSIC TEACHERS AND OTHER HIGH SCHOOL TEACHERS

Received less	Received same	Received more
0	5	6

GENERAL INFORMATION PROVIDED BY ALL MUSIC TEACHERS

Teacher Ages. The average age of the male teacher in the Ouachita Valley area was thirty-one years. The average age of the female teacher in this area was thirty-seven years.

In the case of the married female, with but one exception, husbands were employed in the community where they were teaching.

Areas of Concentration. Only one full-time teacher and one part-time teacher had undergraduate majors which did not coincide with their present teaching assignment. The rest of the responding teachers were currently teaching in the field for which they were prepared.

Graduate Work in Progress. Seventy per cent of the responding music teachers had received a Master's degree or were working toward it.

Music Teacher Evaluation of College Courses Taken. Music teachers were asked to evaluate their undergraduate courses and the adequacy of preparation in the light of the demands of their present position. Table V (page 17) presents this pertinent information. A majority of the music teachers reported their preparation in the "music" category of this section more valuable than the "professional education" and "music education" categories. In addition, most of the teachers felt that they were adequately prepared. Almost all music courses were rated "some value" by a great majority of teachers. They stated that more work was needed in theory, history, and their applied major. The majority of teachers found the professional education courses "useless".

It should be remembered that the question of evaluation of courses was phrased in terms of the teacher's present teaching position. Certain courses may have been considered

TABLE V
TEACHER EVALUATION OF UNDERGRADUATE COURSES

Name of course	Useless	Little value	Some value	Adequately prepared	Need more work
Music:					
History and Literature	0	1	9	5	2
Theory	0	1	7	4	2
Composition	1	0	7	3	2
Applied Major	0	1	9	4	2
Applied Minor	0	2	7	3	3
Orchestration	1	0	6	5	2
Conducting	0	0	9	3	2
Large Ensemble	0	0	9	5	1
Small Ensemble	0	0	9	4	2
Music Education:					
Methods Classes	0	1	8	4	2
Elementary Methods	1	3	4	6	2
Secondary Methods	2	1	6	4	1
Professional Education:					
Student Teaching	1	3	3	5	2
Introduction to Education	5	2	2	7	0
History of Education	5	2	4	5	1
Educational Psychology	3	4	4	5	2
General Psychology	3	1	1	5	2

valuable to the responding teacher as an educated person and citizen, but of little practical value in his present vocational assignment. Thus the rating of "useless" should not necessarily be considered as meaning this teacher considered the course a waste of time. Furthermore, a student's evaluation of the work of a course may be biased by his like or dislike of the teacher; this then, could not be a completely valid criterion of the subject's worth.

Course Offerings Reported by Music Teachers. Naturally, the largest number of schools offered band and chorus as the backbone of their music curriculum. Only one school reported offering general music classes, and very few reported having smaller ensembles. Only one school reported having an orchestra. The larger schools offered band and chorus on a selective basis. However, the smaller schools offered these activities on a non-selective basis. Table VI (page 19) presents curricular offerings in the choral department and the tabulation concerning the selective and non-selective basis of choral activities. Table VII (page 19) outlines the corresponding instrumental information.

Teacher Incomes. The instrumental music teacher earned an average salary of \$5670.00 per year; the average salary of the vocal teacher was \$6204.00 per year. In some cases the instrumental teacher received more than the choral

TABLE VI
DATA CONCERNING VOCAL CURRICULAR OFFERINGS

Choral curriculum	Number of schools	Selective	Non-Selective
Mixed Chorus	3	2	1
Boy's Glee Club	4	1	3
Girl's Glee Club	6	2	4
Small Ensembles	5	4	0

TABLE VII
DATA CONCERNING INSTRUMENTAL CURRICULAR OFFERINGS

Instrumental curriculum	Number of schools	Selective	Non-Selective
Concert Band	5	3	2
Marching Band	4	3	2
Pep Band	2	1	0
Orchestra	1	1	0
Stage Band	1	1	0
German Band	1	1	0

teacher but, the average figures reveal that the vocal teacher received a higher salary.

Teacher Supervisory Duties. Four teachers reported that they participated in supervisory activities, such as sponsorship of classes. Non-teaching activities (noon duty, hall duty, etc.) were reported by six teachers.

Teacher Activities in Community Organizations. Ten reporting teachers were members of church choirs, and six were directors of church choirs. Community bands, orchestras and choruses employed a large number of music faculty.

INFORMATION SUPPLIED BY MUSIC TEACHERS ABOUT THE VOCAL CURRICULUM

Public Performances. The average number of concerts given during the year 1964-65 was four. This number did not include assembly performances.

Time of Choir Rehearsal. The choir rehearsals were held mainly within the school day. A few teachers reported out-of-school rehearsal times. Table VIII (page 21) indicates the times that the vocal ensembles rehearsed. Morning seemed to be the most common time for choir rehearsal.

Rehearsal Facilities for the Vocal Program. The separate music building was most frequently used as a rehearsal

TABLE VIII

NUMBER OF SCHOOLS REHEARSING DURING
THE FOLLOWING TIMES

Vocal ensembles	Before school	Morning	Lunch hour	Afternoon	After school
Mixed Chorus		4	2	1	
Boy's Glee Club		2		1	
Girl's Glee Club		3		2	1
Other	1				1

TABLE IX

AVAILABILITY OF FACILITIES AND EQUIPMENT

Facilities and equipment	Number of schools
Piano	9
Permanent Seating Risers	0
Portable Standing Risers	0
Portable Seating Risers	3
Opaque Projector	4
Record Player	7
Tape Recorder	6
Black Board	9
Music Folders	9
Record Library	7
Robes	7

location. The larger schools had more specialized buildings. Some reported the need for a rehearsal room.

Funds for the Vocal Department. Only one vocal teacher reported that there was specific provision made by the school board for a vocal music budget. Program receipts, student fees, and outside fund-raising provided the source of revenue for most curricula.

Practice Rooms and Equipment Available. Only one teacher reported the availability of practice rooms for student use. Most schools reported having such items as piano, risers, record player, tape recorder, black board, music folders, small record library, and robes. Table IX (page 21) presents this material.

The great majority of vocal teachers reported that their concerts were given in an auditorium. A few mentioned the use of the gym. One mentioned a little theater and a church.

Major Teaching Problem. The problems were too numerous to list, but the conflict in schedules was listed most frequently. Next in number was the need for larger rehearsal rooms.

Administrative Assistance. Again, the list was long and varied, but the problems of scheduling and lack of

funds were listed most often.

Major Needs in Equipment and Facilities. The most pressing need was for better rehearsal rooms. More practice rooms and more music were next in number of responses.

Expenses and Revenue of Vocal Department. Table X (page 24) presents the average expenses of the vocal program. Table XI (page 25) tabulates the average revenue per school for the current year 1964-65.

INFORMATION PROVIDED BY TEACHERS ABOUT THE INSTRUMENTAL CURRICULUM

Public Performance. The bands appeared an average of six times a year. In general, the bands that performed at foot ball games presented a marching and/or formation show at half time. In some cases, a pep band performed at basket ball games.

Rehearsal Time for Band and Orchestra. In most cases, the rehearsal time was within the school day. However, a few reported out-of-school rehearsals. The length of rehearsal time was, on the average, fifty minutes per day. Table XII (page 27) indicates the times that the instrumental groups rehearsed.

TABLE X
EXPENSE OF VOCAL PROGRAM

Schools	Music	Performance royalties	Robes	New equipment	Equipment repair	Trips	Festivals
School 1	\$1000.00		\$100.00	\$1500.00	\$100.00	\$4000.00	\$2000.00
School 2	\$ 500.00						\$ 100.00
School 3	\$ 450.00	\$25.00	\$ 70.00		\$ 10.00	\$ 750.00	\$ 148.00
School 4	\$ 25.00			\$ 60.00			\$ 130.00
School 5	\$ 25.00						
School 6	\$ 60.00						
Average amount	\$ 343.00	\$25.00	\$ 85.00	\$780.00	\$55.00	\$2375.00	\$ 596.00

TABLE XI
REVENUE FOR THE CURRENT YEAR 1964-65

Schools	Program receipts	Student fees	Parent Organizations	Other
School 1				
School 2				
School 3				\$130.00
School 4		\$106.00		\$100.00
School 5	\$1000.00			
School 6	\$5000.00			\$1500.00

Rehearsal Location of Band and Orchestra. As in the vocal program, the larger schools tended to have specialized rooms for their ensemble rehearsals, while the bands in the smaller schools used makeshift facilities. The separate music building was reported more frequently with the special instrumental room as an alternative.

Facilities and Equipment Available. Table XIII (page 27) reports the frequency with which music teachers recorded the availability of facilities and equipment in the instrumental program. As in the vocal program, practice rooms were available only in the larger schools.

Equipment available to these schools was about what one would expect. Most of the schools reported having pianos, record players, chalk boards, music stands and uniforms.

Concert Location. Eighty-five per cent of the concerts given by instrumental ensembles were held in the auditorium. The remaining percentage designated the gym and a little theater as their concert hall.

Instrumental Budget. In most cases, specific provision was not made in the school budget for the instrumental curriculum. Concert or program receipts, instrumental rentals, student fees, parent organizations, and the school

TABLE XII

NUMBER OF SCHOOLS REHEARSING DURING
THE FOLLOWING TIMES

Instrumental ensembles	Before school	Morning	Lunch hour	Afternoon	After school
Band	1	6		2	
Orchestra	1				

TABLE XIII

AVAILABILITY OF FACILITIES AND EQUIPMENT

Facilities and equipment	Number of schools
Piano	10
Permanent Seating Risers	0
Portable Seating Risers	0
Film Projector	4
Opaque Projector	5
Record Player	7
Tape Recorder	7
Record Library	7
Black Board	10
Music Stands	10
Strobotuner	4
Electrotuner	5
Uniforms	10
Instrument Repair Kit	5

board provided funds for the band program. Table XIV (page 29) presents information concerning expenditures. Table XV (page 30) represents the sources and amount of revenue for the year.

Major Teaching Problems. The most mentioned problems were need of additional staff and lack of proper scheduling.

Administrative Assistance Sought by Instrumental Teachers. The most frequent requests were for additional funds for new equipment and an assistant band director for the larger schools.

Major Needs in Equipment and Facilities. Only one teacher reported that he needed a new band room. The other requests were for equipment, instruments, tape recorders, record library, and sound equipment.

TABLE XIV
EXPENDITURES OF THE INSTRUMENTAL PROGRAM

Schools	Music	Instruments and equipment	Equipment repair	Uniforms	Recordings	Festivals	Trips
School 1	\$200.00	\$100.00	\$500.00	\$ 54.00		\$250.00	
School 2	\$900.00	\$7000.00	\$900.00	\$1300.00	\$100.00	\$300.00	\$1500.00
School 3	\$500.00	\$800.00	\$500.00		\$ 75.00	\$500.00	\$1750.00
School 4	\$1000.00	\$2000.00	\$500.00	\$1000.00	\$100.00	\$500.00	\$2000.00
School 5	\$250.00	\$250.00	\$350.00	\$ 800.00		\$ 40.00	
Average amount	\$570.00	\$2030.00	\$500.00	\$813.50	\$92.00	\$318.00	\$1750.00

TABLE XV
REVENUE FOR THE CURRENT YEAR 1964-65

Schools	Program receipts	Instrument rentals	Student fees	Parent organizations	Other
School 1		\$ 16.00	\$ 200.00	\$1000.00	
School 2	\$ 500.00		\$1800.00	\$4500.00	\$2000.00
School 3	\$1400.00	\$250.00	\$ 630.00	\$2000.00	\$ 600.00
School 4	\$ 400.00		\$ 900.00		\$ 800.00
School 5			\$ 459.00	\$2000.00	
Average amount	\$766.00	\$138.00	\$772.00	\$2375.00	\$1133.00

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary. The purpose of this study was to discover the status of music in the public high schools in a selected Arkansas area during the school year 1964-65. Answers to the questions stated in Chapter II were sought from the music teachers and administration actively engaged in these Arkansas high schools. The information which they provided was reported in Chapter III in considerable detail. On the basis of this data, certain generalizations may be made about the status of musical instruction in these Arkansas public schools as of the school year 1964-65:

1. There were more men than women teachers in the specified area. All teachers reporting had at least a Bachelor's degree, and seventy per cent of those teachers had a Master's degree or were working toward a Master's degree at the time of the report. The great majority of music teachers majored in music in their undergraduate work in college.

2. An average of twenty-four per cent of the students participated in music-related activities.

3. An average of thirty-seven per cent of the assemblies given in the schools were music-related.

4. It was stated in Chapter III that the vocal teacher earned an average salary of \$6204.00 per year, while the instrumental teacher only earned an average salary of \$5670.00. The conclusion one could draw from this information is that perhaps because the average vocal teacher is older he is possibly more experienced; and therefore, their salaries are larger per year.

5. Teachers reporting considered most of their courses in music and music education of considerable value in their present assignments. The courses in Student Teaching, Techniques of Secondary School Teaching are felt to be of considerable value.

6. The most frequent musical offerings in these high schools are band and chorus. Only one school reported offering orchestra. Small ensembles are fairly common but rehearse on an irregular schedule. It was concluded from the information received that the majority of schools did give credit for participation in music courses or activities. It was noted that the larger schools gave more credit than did the smaller schools. Academic courses in music such as general music, theory, and music appreciation are not generally offered.

7. The regularly scheduled music classes or activities lasted fifty minutes in most cases. The larger ensembles

(band and chorus) met, on an average, of four to five times per week. The smaller ensembles were somewhat irregularly scheduled.

8. Most large choral and instrumental ensembles rehearse in a room designed for music. However, in small schools the ensembles are obliged to use makeshift accommodations. Most schools report having the basic equipment for both the instrumental and choral programs, but many indicate that the equipment was in poor condition. The need for better facilities and equipment is noted by a great many teachers.

9. In general, specific provision is not made in the school budget for funds for the instrumental and vocal programs. Most teachers indicate that the principle source of funds is the school board, although parent groups, program receipts, and instrumental rentals often contribute significantly.

10. The majority of administrators reported favorable opinions about music teachers as compared with other high school teachers in their educational attitudes, personality, and public relations within and without the school.

11. The foremost problem facing high school music teachers is the fact that music is not felt to be as important as other subjects. Therefore, they are last to be

scheduled. Music equipment for the instrumental department and better rehearsal facilities for the vocal department are the greatest needs in facilities.

12. Music teachers are most active in the church choirs in their communities, and take part to a lesser extent in other music organizations.

13. Only one teacher reported that he taught both instrumental and vocal music. Relatively few music teachers are required to teach or supervise non-music assignments.

14. Members of the large ensembles appear in concert about four to six times per year.

15. The average age of the male music teacher was thirty-one years, and that of the female music teacher was thirty-seven years.

16. In some cases, average figures (such as Table XV page 30) are unrealistic because of the wide spread in student enrollment.

Comparisons. Three studies similiar to this study were analyzed, and comparisons were made concerning vital points. It should be remembered that the studies used in these comparisons were state-wide and were made in 1958, 1960, 1962, and 1963, while this investigation concerned a selected area of the state of Arkansas and was made in 1964-65. The states

used in comparison were Iowa, Nebraska, and Missouri.

1. Thirty-nine per cent of the reporting Missouri teachers held a Master's degree. In Iowa the percentage was about the same. Twenty per cent had earned Master's degrees in Nebraska. Among those reporting Arkansas teachers, sixty-five per cent had Master's degrees.

2. In Missouri twenty-six per cent of all assemblies were musical. In Iowa, forty-three per cent of assemblies were music-related. Nebraska reported only thirteen per cent musical assemblies. In comparison, the specified Arkansas area reported thirty per cent music-related assemblies.

3. In all three state-wide studies it was found that instrumental teachers and combination vocal-instrumental teachers received a larger salary than the vocal teacher or other high school teachers.

4. In all studies it was reported that the teachers rated their professional education courses "useless" or "little value".

5. The most frequent musical curricular offerings in all studies concerned were band and chorus. The percentage of orchestras and general music classes was very low in all cases. The lack of orchestras, in all cases, was due to the shortage of string players. The Iowa study stated that one

half the schools reporting gave credit for music activities. Nebraska made no statement concerning the number of schools that gave credit. About one half the Arkansas schools reported that they gave credit for music courses and activities.

6. Bad scheduling seemed to be the most frequent problem reported in all the studies.

Conclusions. Those courses which music teachers felt were generally of little or no value in their present assignment should be carefully examined by college administrators and advisors. As was pointed out in Chapter III, some courses could be considered of little or no practical value in a teacher's assignment, but yet be a necessary part of an educated person's background. However, in the areas of music, music education, and professional education, courses should be of considerable value in a very practical way. Some courses may need to be revised or re-organized in light of teacher needs.

The problems of arranging the total high school schedule so that the student will receive a complete and well-rounded education are difficult. It is apparent, by the reports received, that these problems are not being adequately solved. Music teachers need to study to see how music may be fitted into an already crowded high school schedule. The importance of music to students in terms of real and unique

values needs to be brought to the attention of parents and administrators.

There would seem to be considerable lack of communication between some music teachers and their administrators. This statement is made because of the apparent bad scheduling of music classes and the fact that no specific provision is made in the school budget for the music program.

At present, the program of music teacher training at Ouachita Baptist University provides for preparation either in the vocal field or the instrumental field. There is no provision made for a combination of the two. This arrangement appears to suit the needs of the schools investigated since only one teacher reported being responsible for both instrumental and vocal music in the school.

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APPENDIX A

Approved by the Board of Directors
January 1, 1968

THE BOARD OF DIRECTORS OF THE UNIVERSITY OF CALIFORNIA
HAS ADOPTED THE FOLLOWING:

Section 1. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:

The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:

- 1. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:
- 2. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:
- 3. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:
- 4. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:
- 5. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:

Section 2. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:

APPENDIX A

Section 3. The Board of Directors of the University of California shall have the honor to invite the following to be members of the Board of Directors:

QUESTIONNAIRES

To be completed by each High
School Music Teacher

A SURVEY OF THE STATUS OF SECONDARY MUSIC EDUCATION
IN A SELECTED ARKANSAS AREA

GENERAL INSTRUCTIONS

The enclosed questionnaire deals entirely with the high school music program and is divided into four sections.

- Section I: Administration - The Principal or Superintendent
Section II: General Information - All Music Teachers
Section III: The Choral Program
Section IV: The Instrumental Program

Section I is to be completed by the Superintendent or Principal of each high school.

Sections II, III, and IV, have been combined into one unit for your convenience and are to be completed by each high school music teacher currently employed within the school. Sections III and IV are to be completed insofar as they are pertinent to each teacher's current teaching assignment.

Thank you for your cooperation!

SECTION II (All Music Teachers)

General Information

Name of School _____

Name of Teacher _____

Age _____ Single _____ Married _____

If married female, is husband employed in the community in which you are teaching? _____

1. Educational Background:

A. College attended _____ How long _____
Degree _____ Year received _____

B. Undergraduate Major _____ Minor _____

C. Major field of performance _____ Minor _____

D. Graduate credit earned since last degree:
(1) Major _____ Semester hours _____
(2) Minor _____ Semester hours _____

E. Year of most recent college attendance _____

2. Professional organizations:

A. In which of the following professional organizations are you currently a member? (Circle)

(1) NEA

(2) MENC

(3) MTNA

(4) AEA

(5) Other (please identify) _____

3. What is your total teaching income for the 1964-65 school year _____

(1) Is it payable on a nine or twelve months basis? _____

4. A. Approximately how many hours per week do you spend in the supervision of non-musical activities (dramatics, school clubs, school paper, annual, etc.)? _____

B. Approximately how many hours per week do you spend in the execution of such non-teaching responsibilities as noon duty, hall duty, detention room, athletic contest supervision, etc? _____

5. With regard to your undergraduate preparations, indicate by a check in the appropriate column the value of each course to you in your current music teaching assignment. Please also indicate (last two columns) in a like manner whether you feel adequately prepared in each course area or whether you feel the need for additional work to meet the demands of your current teaching assignment.

Useless Little Some Adequately Need

 value value prepared more work

- | | |
|-----------------------------|-------|
| (1) Music: | |
| History & Literature Theory | _____ |
| Composition | _____ |
| Applied Major | _____ |
| Applied Minor | _____ |
| Orchestration | _____ |
| Conducting | _____ |
| Large Ensemble | _____ |
| Small Ensemble | _____ |
|
 | |
| (2) Music Education: | |
| Methods Classes | _____ |
| Elementary methods | _____ |
| Secondary methods | _____ |
|
 | |
| (3) Professional Education: | |
| Student Teaching | _____ |
| Introduction to Teaching | _____ |
| History of Education | _____ |
| Educational psychology | _____ |
| General psychology | _____ |

SECTION III
THE CHORAL PROGRAM

1. The nature and extent of curricular offerings:

A. What are the sizes of your choral groups:

	total	boys	girls	selective (check one)	non-selective
Mixed Chorus	_____	_____	_____	_____	_____
Boy's Glee Club	_____	_____	_____	_____	_____
Girl's Glee Club	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____

B. What is the total number of students participating in the choral program? _____

C. How many concerts will be given during this year solely by the large choral groups? _____

D. During which of the following times do the large choral groups rehearse? (Write in the number of minutes per week spent in each category)

	Before school	Morning	Lunch hour	Afternoon	After school
Mixed Chorus	_____	_____	_____	_____	_____
Boys Glee Club	_____	_____	_____	_____	_____
Girls Glee Club	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____

2. Music rooms and equipment:

A. In which of the following locations are the large choral groups currently rehearsing? (circle)

- (1) Special music room in the high school building
- (2) Band room
- (3) Orchestra Room
- (4) Chorus room
- (5) Separate Music Building
- (6) Gym
- (7) Auditorium
- (8) General classroom
- (9) Other (please identify) _____

B. Do you have practice rooms for student use? _____
If so, how many? _____

C. Which of the following items of equipment are available for your use in rehearsal rooms? (circle)

- | | |
|------------------------------|------------------------------|
| (1) Piano | (9) Music Folders |
| (2) Permanent Seating Risers | (10) Record Library |
| (3) Portable Standing Risers | (11) Robes |
| (4) Portable Seating Risers | (12) Other (please identify) |
| (5) Opaque Projector | _____ |
| (6) Record Player | |
| (7) Tape Recorder | |
| (8) Blackboard | |

3. Community Relationships:

A. In which of the following community music organizations are you currently a member? Which do you direct?

	Member	Direct
1) Church choir	_____	_____
2) Band	_____	_____
3) Orchestra	_____	_____
4) Chorus	_____	_____
5) Women's Glee Club	_____	_____
6) Men's Glee Club	_____	_____
7) Civic Music Concert Series	_____	_____
8) Other (please identify)	_____	_____

B. Where do you hold your school concerts and programs?

- 1) Auditorium
- 2) Gym
- 3) Other (please identify) _____

4. Finance and Budget:

A. Is specific provision made in the school budget for the high school vocal music department? _____

- 1) If "yes", what was the total sum allotted for the current year? _____

B. What will the estimated revenue be for the current year from each of the following sources?

- 1) Program receipts _____
- 2) Student fees _____
- 3) Parent Organizations _____
4. Other _____

C. Please estimate the expenditures for each of the following for the current year:

- | | |
|--------------------------------|----------------------------|
| 1) Music _____ | 5. Equipment repairs _____ |
| 2) Performance royalties _____ | 6. Trips _____ |
| 3) Robes _____ | 7. Festivals _____ |
| 4) New equipment _____ | |

5. What is your greatest teaching problem in your current assignment? _____

6. How could your administration help you do a more efficient job of teaching? _____

7. What is your greatest need in equipment and/or facilities? _____

SECTION IV

THE INSTRUMENTAL PROGRAM

1. The nature and extent of curricular offerings:

A. What are the sizes of your instrumental groups?

	total	boys	girls	selective (check one)	non-selective
Concert Band	_____	_____	_____	_____	_____
Marching Band	_____	_____	_____	_____	_____
Pep Band	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____

B. How many concerts will be given during this year solely:
By the concert band? _____
By the orchestra? _____C. If your band plays for football games, what is the nature of your performance?
1. Marching and/or formation shows _____
2. Play only _____

2. Scheduling and student participation:

A. During which of the following times do the concert band and orchestra currently rehearse? (Write in the number of minutes per week spent in each category)

	Before school	Morning	Lunch hour	Afternoon	After school
Concert band	_____	_____	_____	_____	_____
Orchestra	_____	_____	_____	_____	_____

B. How many elementary and junior high school students currently participate in the high school concert band and orchestra?
In the concert band _____ In the orchestra _____

C. How many elementary and junior high school students do you have in training groups other than high school band and orchestra? _____

3. Music rooms and equipment:

A. Rehearsal locations:

1. In which of the following locations are the large instrumental groups currently rehearsing?
 - a. Special music room
 - b. Separate music building
 - c. Auditorium
 - d. Gym
 - e. Other (please identify) _____
- B. Do you have practice rooms for student use?
 1. If "yes", how many? _____

C. Equipment:

1. Which of the following items of equipment are available in sufficient quantity or usable condition for your use in the rehearsal room? (circle)

a. Piano	i. Blackboard
b. Permanent seating risers	j. Music stands
c. Portable seating risers	k. Strobotuner
d. Film projector	l. Electrotuner
e. Opaque projector	m. Uniforms
f. Record player	n. Instrument repair kit
g. Tape recorder	
h. Record library	

D. Concert locations:

1. Where do the concert band and orchestra hold their public concerts and programs?
 - a. Auditorium _____
 - b. Gym _____
 - c. Other (please identify) _____

4. Finance and Budget:

- A. Is specific provision made in the school budget for the high school instrumental music department?
 1. If "yes", what was the total sum allotted for the current year for each of the following:
 - a. Music _____
 - b. Instruments & equipment _____
 - c. Instrument & equipment repair _____
 - d. Uniforms _____
 - e. Uniform maintenance _____

If provision is made but is not specifically designated as to how it may be used, please estimate the amount you will spend in each of the above categories for the current year.

B. What will the estimated revenue be for the current year from each of the following sources of income?

1. Concert or program receipts _____
2. Instrument rentals _____
3. Student fees _____
4. Parent organizations _____
5. Other (please identify) _____

C. Please estimate the expenditures for each of the following for the current year:

1. Music _____
2. Recordings _____
3. Uniforms _____
4. Uniform maintenance _____
5. Instrument purchases _____
6. Instrument repair _____
7. General equipment & maintenance _____
8. Festivals _____
9. Trips _____
10. Other _____

5. What is your greatest teaching problem in your current assignment? _____

6. How could your administration help you to do a more efficient job of teaching? _____

7. What is your greatest need in equipment and/or facilities? _____

To be completed by the Superintendent or Principal of each high school.

A SURVEY OF THE STATUS OF SECONDARY MUSIC EDUCATION
IN A SELECTED ARKANSAS AREA

GENERAL INSTRUCTIONS

The enclosed questionnaire deals entirely with the high school music program and is divided into four sections.

- Section I: Administration - The Superintendent or Principal
Section II: General Information - All music teachers
Section III: The Choral Program
Section IV: The Instrumental Program

Section I is to be completed by the Superintendent or Principal of each high school.

Sections II, III, IV have been forwarded to each music teacher.

SECTION I - ADMINISTRATION

Name of School _____ City _____

Name of Superintendent or Principal _____

For the purpose of this questionnaire, please consider your high school to consist of grades 9 through 12 or grades 10 through 12. Select whichever most accurately describes your current organizational choice below by a circle of either A or B.

A. Grades 9 through 12.

B. Grades 10 through 12.

1. Enrollment:

- A. What is the current total high school enrollment? _____
- B. How many high school students are currently participating in some vocal or instrumental music class or activity? _____

2. Music personnel:

- A. How many full-time and part-time music teachers do you currently have teaching music classes or musical organizations in your high school? (They would be classified as part-time if they are also responsible for the elementary music and/or any non-music courses)

3. Assembly programs:

- A. What was the total number of high school assembly programs given during the past year (1963-64) in your school? _____
- B. Of this total number of assemblies, how many were devoted to each of the following:
1. Programs planned by music classes or activities specifically for presentation in an assembly _____
 2. Recitals or concerts by non-high school performers or music organizations _____
 3. Concerts by music groups of other schools _____
 4. Previews of school music concerts: _____
 5. Musical lectures and/or demonstrations by outside performers _____
 6. Musical films _____
- C. Do you give credit toward graduation requirements for participation in music classes or activities _____
If so, how much? _____

4. Personal opinions:

- A. How favorably do high school music teachers compare with the majority of other high school teachers in regard to the following:

	Very poorly	Average	Above average	Very well
1. Professional attitude	_____	_____	_____	_____
2. Knowledge of subject	_____	_____	_____	_____
3. Enthusiasm for teaching	_____	_____	_____	_____
4. Interest in students	_____	_____	_____	_____
5. Class discipline	_____	_____	_____	_____
6. Personality	_____	_____	_____	_____
7. Reliability	_____	_____	_____	_____

If they are rated poor in any category, please explain why. _____

- B. How successful are high school music teachers in maintaining healthy relationships with other high school staff members?

Almost no success Only fair success Good success High success

1. If rated fair or no success, please explain why.

6. Music teacher's salaries"

- A. Are the contract salaries of your music teachers paid entirely from school board funds? _____
- B. Do your music teachers receive additional compensation for out-of-school activities (such as athletic events)? _____
- C. In general, with other qualifications (education, experience) being equal, how do your music teachers' contract salaries compare with other teachers in your system?

	Receive less	About same	Receive more
Instrumental teachers	_____	_____	_____
Vocal teachers	_____	_____	_____
Combination vocal and instrumental	_____	_____	_____

LETTER TO ADMINISTRATOR

Dear Sir:

The enclosed letter is in regard to receiving the
and a training copy of the 1954 Survey of Unemployment
Availability. On the basis of this survey, the Bureau has
recommended that the 1954 Survey be published in the
Federal Register in order to make it available to the
public. The Bureau has also recommended that the
1954 Survey be published in the Federal Register in order
to make it available to the public.

APPENDIX B

The enclosed letter is in regard to receiving the
and a training copy of the 1954 Survey of Unemployment
Availability. On the basis of this survey, the Bureau has
recommended that the 1954 Survey be published in the
Federal Register in order to make it available to the
public. The Bureau has also recommended that the
1954 Survey be published in the Federal Register in order
to make it available to the public.

Very truly,
Sincerely,

W. M. Miller
Acting Director

LETTER TO ADMINISTRATORS

Dear Sir:

The enclosed survey is an attempt to determine the music teaching needs of the area served by Ouachita Baptist University. On the basis of this study (a Master's thesis), recommendations will be made which will possibly effect the future training of Ouachita's music teachers. We especially seek your co-operation in filling out and returning this survey. The forms for your music teachers have been enclosed. Please distribute these to your instrumental and choral teachers in the high school only.

All information provided in the questionnaire will be considered highly confidential and when incorporated in the final study will in no way directly reflect the current practice of individual schools, administrators, or teachers.

Upon your request, the results of this study will be made available for your use. Since the tabulation of this data will necessarily entail a considerable amount of time, your prompt return of the completed questionnaire will be greatly appreciated. A stamped, self-addressed envelope has been provided for each administrator and music teacher.

Thank you.

Sincerely,

Kay Miller

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APPENDIX C

THE UNIVERSITY OF MICHIGAN
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OR
LINDA KAY MILLER
ANN ARBOR, MI

THE STATUS OF HIGH SCHOOL MUSIC IN A SELECTED
ARKANSAS AREA

An Abstract of a Thesis

Presented to

The Division of Graduate Studies

Ouachita Baptist University

In Partial Fulfillment

of the Requirements for the Degree

Master of Music Education

by

Linda Kay Miller

August, 1965

AN ABSTRACT OF A THESIS

Miller, Linda Kay, The Status of High School Music in a Selected Arkansas Area. Master of Music Education, August, 1965, 55 pp., Bibliography, Appendices.

This study presents the status of high school music in a selected Arkansas area. Conclusions, as to the needs of this particular area and comparisons with state-wide studies of a similiar nature were made.

Major sources of data were questionnaires, sent to school administrators and high school music teachers employed in the specific area, and the State Department of Education.

This study has been organized into a statement of information sought, the instrument used to obtain the information, the information, itself, and conclusions regarding the information.

This investigation revealed that certain areas of public school music instruction need to be improved. However, when the Arkansas area was compared with other similiar state-wide studies, average figures showed that the Arkansas area is on the same level with the other states and in some cases above their level.