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A Music Program Assessment Instrument Based on Widely Held Music Education Goals

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A MUSIC PROGRAM ASSESSMENT INSTRUMENT
BASED ON WIDELY HELD MUSIC EDUCATION GOALS

BY
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Submitted in partial fulfillment of the requirements
for the Master of Arts in Education Degree
Lindenwood College
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Accepted by the faculty of the Department of Education,
Lindenwood College, in partial fulfillment of the
requirements for the Master of Arts in Education Degree.

Gene Henderson
Advisor

Jeanne M. Donovan
Reader

DEDICATION

To my wife, Katherine E. Arana

ABSTRACT

The students, parents and teachers of Christian Brothers College High School were surveyed to determine their degree of satisfaction with the music program there. The survey was compiled from literature regarding music education.

Data were gathered by devising and administering an assessment instrument utilizing a set of 15 goals as advocated by leaders in music education. The sample consisted of 69 music students, 66 of their parents, and 32 faculty members from Christian Brothers College High School.

It was hypothesized that:

1. There would be no difference between the mean scores of parents, students and faculty.
2. There would be no difference between the mean scores of students in grades 9th through 12th.
3. There would be no difference between the mean scores of the parents, students and faculty concerning each item of the questionnaire.

The data gathered for this study were assessed and analyzed by the t-test and the one-way analysis of variance test. There was not a significant difference among the responses of any of the grade levels of students. The data indicated that there was a significant difference among the responses of parents, students and teachers on five of the items. These items were

numbers two, four, six, seven and eleven as follows:

2. Students are led to a means of recreation now and in later life.
4. The study of music here instills self-discipline.
6. Students are provided a channel of self-expression.
7. Students are offered an opportunity to develop a rewarding personal and social life.
11. The music program provides an effective way of preserving culture.

This study might better have been done in a school with declining enrollment since poor goal orientation was thought to be associated with enrollment loss. Further limitations had to do with Christian Brothers College High School being for boys only; with some students' interpretation of the survey questions; and with the performance emphasis at Christian Brothers College High School.

It was concluded that the results of this study could be used as a guide and a measurement device against which other music programs might compare the opinions of their students, parents and faculty. Replication of this survey was recommended.

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CHAPTER I

Introduction

Having read reports of declining enrollment in music classes nationwide, this researcher became interested in finding out why this may have been occurring. Were students experiencing a feeling of successful achievement? Were they interested in the kinds of music offered? Was a select group welcomed while others were shunned? How did parents feel about their children's participation in the music program? Did other faculty members hold a favorable opinion of it and cooperate with scheduling classes, rehearsals and sharing equipment? To discover the answers to questions such as these, a body of literature was gathered regarding music education. The purposes of this study were as follows:

1. To compile from literature regarding music education a set of objectives recommended by experts for music education programs.
2. To devise from these objectives, a survey instrument suitable for administering to students, parents and teachers to determine their opinion of how well their own music program is meeting these objectives.
3. To test the survey instrument by administering it to the students, parents and teachers of Christian Brothers College High School.

4. To analyze and evaluate the results of the survey by comparing the responses of the teachers, parents of each grade level and students of each grade level.

Statistical tests were used to determine if the differences between group results were due to random variation or to a probable difference of opinion.

The concern about declining enrollment was expressed in a report by the National Center for Education Statistics, "A Trend Study of High School Offerings and Enrollment:" 1972-1973 and 1981-1982 (Table 1). According to the study, even though the number of schools offering music and the number of music classes offered increased, the total number of students involved in music decreased.

Paul R. Lehman (1985) commented that music educators had little understanding of the state of music education. He felt that there was very little data from which to form conclusions for the improvement of music programs, and that most decisions were formed on hunches. He claimed that except for the meager data of the National Assessment of Educational Progress, little information existed for any level of music on the most important factor of all: what students were learning.

In order to increase enrollment in music classes, more information seemed to be needed to determine what the students were learning by being involved in a music program. Music educators have goals in mind that they deem important for student achievement. One of the goals of this study was to

TABLE 1

Course Offerings and Enrollments

	Percentage of Schools Offering Course		Percentage of Students Enrolling in Course Where Offered		Percentage of All Secondary Students Enrolling in Course	
	1973	1982	1973	1982	1973	1982
General Music	14.2	10.6	9.5	3.6	1.7	0.5
Music Appreciation	21.0	25.2	3.1	2.8	1.0	0.8
Theory and Harmony/ Composition	22.6	34.6	1.3	1.3	0.5	0.6
Choir, Chorus, Glee Club	79.1	78.8	11.4	9.5	10.4	8.4
Instrumental Music	17.4	34.4	4.4	2.7	1.2	1.5
Band (Marching, Concert, Stage)	82.3	86.6	9.7	9.6	8.9	8.8
Orchestra	19.4	18.4	2.2	2.0	0.9	0.7
Small Instrumental Ensembles	14.2	12.6	2.5	1.7	0.5	0.4
Music Total	87.9	93.0	26.2	22.3	25.1	21.6

Note. From "A Trend Study of High School Offerings and Enrollments: 1972-1973 and 1981-1982"

locate those that were weakest so that improvements could be made. These goals could then also be tailored to fit the ideas that those educators, students and parents felt were most valuable for a quality music education. For example, even though music courses are available for the students, many schools may not be accomplishing the expected goals of the students or the parents. The goals that educators feel are justifiable for a music program may not be the goals the parents and students have in mind. If the students and parents do not feel they will receive anything of value, they may not participate. Increased enrollment in music classes is also partially dependent on the attitudes of support or nonsupport of the music program by the faculty. A director must depend on cooperation from faculty in scheduling classes, excusing students from their classes to attend extra rehearsals and performances, sharing of facilities and equipment and generally exhibiting a positive attitude toward the music program.

As early as 1943, James L. Mursell, professor of education, Lawrence College in Appleton, Wisconsin, said that the ultimate question in parents' and students' minds is, "Why is my child learning this?", or "Why am I learning this?" If they can answer this question in a positive way, then the program will grow. According to Mursell, courses were not successful because the authorities wanted them, but because the public became convinced that there was something of value to be gained by taking them. The goals for the teachers and curriculum were therefore the

promotion of public acceptance (Mursell, 1943).

James Bolin (1981), arts consultant, in Princeton, New Jersey, holds the view that many educators feel secure in arts programs that are thriving. But when these programs are threatened or need additional funds for expansion, they feel the need for data attesting to the real impact of their program on the school, students or community. This data would improve their prospects for saving or expanding their programs.

Joseph E. Koob II (1984), assistant professor of strings, music, history and music education at Northern State College, Aberdeen, South Dakota, wrote that the impact of musical experiences in schools can vary greatly. We must return to the interaction of the students and curriculum and examine the experiences that are provided.

John Grashel (1984), assistant professor in the department of education at the University of Kansas, Lawrence, Kansas, said that educators must continually evaluate the objectives of their music programs to determine the extent to which those objectives are being met. Without this continued assessment, the objectives become the ends rather than a beginning foundation on which to build.

Elaine R. Walter (1985) believes that the music educator should engage in a series of questions to determine the following:

1. Who are we?
2. Whom do we serve?

3. What is the breadth of our program?
4. Are we accomplishing what we say and believe we are doing?
5. Do we believe our own propaganda without constant evaluation and review?
6. Are we visible?

She believed that without sound assessments, the educator could not effectively communicate the values of the program.

Samuel Gould (1985) referred to two major groups of music educators, the professional artists and those whose interest centered mainly on arts education. The professional artist is interested in developing each student to the highest point of performance excellence. This is the way most programs are evaluated presently. Many students are often left out because of this. The educator whose interest centers on the arts feels that for a quality education, the arts should be a basic element of every student's curriculum. Gould felt that it was possible to achieve a balance between the two. James Undercofler (1985) claimed also that the problems of declining enrollments had forced the educator to defend the music program at a more meaningful level in the overall school. This he said evidently could not be done through performance evaluation alone.

As a result of the above findings, it was the researcher's aim to devise an assessment instrument utilizing a set of 15 goals as advocated by the educators presented in the literature of Chapter II which may prove helpful to other institutions for

improving the success of their programs. These goals were presented to the music students, parents and faculty of Christian Brothers College High School in a survey format utilizing a Likert Scale. The scale included a choice of strongly disagree, disagree, no opinion, agree and strongly agree to determine if they felt the program was achieving the goals.

The survey items made statements about the music program at Christian Brothers College High School. Teachers, students and their parents were asked to rate their responses to the statements by circling one of the symbols SD, D, NO, A, SA, following each statement. Then, they were asked to mail the survey back to Christian Brothers College High School so that the results could be tallied and analyzed. There were two statistical tests used to determine if the differences in the results were significant. The t -test was used to determine if the differences between the means of teachers, students and parents were significant. It was also used to determine if the difference between the means of students in each grade level was significant. The one-way analysis of variance test was used to determine if the difference between the mean scores of the groups concerning each item on the questionnaire were significant. The significance level was established at $p < .05$.

In order to determine the success of the program in meeting the goals, this researcher tested the following hypotheses:

1. There would be no difference between the mean scores of parents, students and faculty.

A successful program needs the support of each of the three major groups: parents, students, and faculty. If a problem is perceived by any of the three groups concerning the relevance of the music program, enrollment could decline.

2. There would be no difference between the mean scores of students in grades 9th through 12th.

There should be agreement among all levels of students concerning the worth of the music program based on responses to goals. If there is a difference in opinion in any grade level, a restructuring of the classes may be in order.

3. There would be no difference between the mean scores of the parents, students and faculty concerning each item of the questionnaire.

This examination of each item would be used with the other mean scores of parents, students, and faculty in order to determine which individual goals could be improved.

Educators contend that a program needs to be evaluated on a continuing basis. Through this instrument, they will have a means of evaluation other than performance.

Summary

This researcher has progressed from a concern about reports of declining enrollment in music classes to forming questions about why this may be happening. As a result of the questions,

research was initiated which helped to define objectives cited by experts that were compiled into a list. A survey was devised and administered to the teachers, students and their parents at Christian Brothers College High School. Statistical tests, the t-test and the one-way analysis of variance, were used to interpret the results.

It was expected that these results and analyses could be used as a guide and measurement device against which other music programs might compare the opinions of their students, parents and faculty. Each objective which the respondents indicated as achieved or less well achieved than others may be compared with this initial survey, or such objectives could be designated for study by the school and community. Such comparisons could suggest a restructuring of the music curriculum, activities and policies to help the program in meeting or revising the recommended objectives.

CHAPTER II

A Review of Literature

In reviewing the literature about the goals of music study in the schools, it was found that many educators held certain basic goals in common. Some of the goals that the educators thought were most important were the enjoyment of music, recreation, personal and social development, furthering of culture, opportunities for self-expression, and to allow everyone a chance to participate.

Music Enjoyment

Morgan and Morgan (1960) believed that music is one life's greatest pleasures. They said that no one really understands for sure why music has such a pleasing effects on people, but history shows that it has been a pastime for many centuries. If it were not enjoyable, it would not still be here today.

According to Mursell (1956), the number one aim of a music educator was to see that the students enjoyed music. All study in music was to be approached from the standpoint of enjoyment. Many things people find pleasurable are not good for them or the people around them. Some are the kind that can not be turned to in times of distress, pain or confusion. Some are harmful to the person or to others. However, Mursell was firm in his belief

that music pleasures could last a lifetime, unlike other pleasures that can be enjoyed only if you are young and healthy. He said that the enjoyment of music had no bad aftereffects or ill effects on others. Music can be in many varied forms to meet the needs of the person. Mursell (1956) claimed that music could aid digestion, stimulate and arouse religious and patriotic feelings, make hard work seem easier and relieve fatigue. In order to receive these benefits, however, it was thought to be necessary for the person to first enjoy music. He, therefore, believed that the first aim of music educators should be to promote the enjoyment of music.

Dorothy Tremble Moyer (1958) reported that the ability to get the greatest enjoyment out of music is comparatively rare. Music, like other forms of art, has much that lies below the surface which goes undetected unless a through study has been undertaken. Eleanor Anifontis (1955) said that the students' enjoyment would increase and grow as their sensitivity to music grew through study as either a performer or a listener. The study of music should lead the students to an ability to notice and respond to the various aspects of music. The teachers should start with the simple aspects of music and mature with the students into the more complex aspects, approaching all study from the standpoint of having the students enjoy music.

Recreation

Along with the enjoyment of music should come the means of a lifetime recreation, according to Mursell (1943). Music can and should be keyed to a means of recreation. It is a mistake to think that music's only purposes are enjoyment and recreation, but these are justifiable benefits. One of the advantages of music for enjoyment and recreation is that it need not be difficult. Anyone, regardless of their level of talent or skill can enjoy recreation through music (Mursell, 1943).

Lloyd V. Funchess (1955) said that the trend of more leisure time in the lives of people was coming of age. This leisure time would need to be taken up by worthwhile activities. An aim of music education should be to contribute to recreation by providing relaxation and renewal (Anifontis, 1955).

Personal and Social Growth

Lloyd V. Funchess (1955) said that music education offers activities which develop the social aspects of life. Music activities have always offered experiences to students to develop cooperation, discipline, personal initiative, individual responsibilities and human relations. There are obvious socializing factors in all these activities. Pupils learn to work with their fellow students and with the faculty. According to neurologist Frank Wilson (1983), who is considered an

authority on the relationship of the brain and an individual's ability, studies show a better social adjustment in instrumental and vocal music students than students not enrolled in music.

Funchess (1955) said that music is a functional part of a balanced education. Any subject has a functional value when it helps the students to participate more fully and more effectively in the society in which they live and work. Mursell (1956) felt that music, more than the arts of poetry or painting, is social because it almost always involves other people. Most music is performed or enjoyed with or for someone. Those who perform only for themselves are missing one of the important aspects of the art of music - enjoyable teamwork. Funchess (1955) also claimed that, unlike many academic classes, music classes stress social aspects through group activities which lead the student to work for the group rather than for himself alone. He reported that as a socializing agent, music had no peer, that no other class could offer as much.

Funchess (1955) wrote that, "In November of 1953, The Bulletin of the National Association of Secondary Principals reported that music was an important contributing factor in the general objectives of the secondary school." They said that music was important because it gave young people the opportunity to find a richer life. It emphasized the value of human living and helped develop an integrated person. Later in life, music could function for the person as a hobby or recreation. Morgan and Morgan (1960) said music is an agent for making life more

satisfactory, a source of spiritual strength, and that music develops proper attitude and serves as a release for emotions and feelings.

Mursell (1948) felt that the music curriculum must be structured and organized from the human point of view. Educators should continually plan with the idea of helping students function better as human beings in society. In 1956, Mursell again wrote that music should promote the social development of the student through constructive social relationships and experiences. He said that it was very important that students learn to get along and deal with other people. All the education possible would not help if the person could not function successfully in society. According to Morgan and Morgan (1960), education is meant to give information and abilities which result in satisfaction within the student and lead to ideas which result in satisfactory living with their fellow persons.

Funchess (1955) also felt group performance encourages the merging of individual efforts with those of others. It develops respect for the rights and ideas of members of the group. These are experiences in which all participants share. According to Mursell (1956), planning and working together leads to a feeling of democracy in the group, not a true democracy, but one of participation by the students. In order to function as a successful group, there must be a leader, whose function it is to guide the group to make choices, to decide on direction, and act together with the members of the group to bring out each

one's best individual effort.

Funchess (1955) wrote that music offered an opportunity to develop a closer relationship with people of all classes and a spirit of community between races. Anifontis (1955) also claimed that thinking, planning, choosing and deciding in cooperation with others is not only valuable to the music, but to the building of proper social attitudes of the participants. Joseph E. Koob II (1984) advocated that there is a moral aspect developed by learning to share and cooperate with others. Music, through group activities, presents the spirit of working together for a common cause more than most other branches of study in the school curriculum.

Mursell (1956) observed that some schools scheduled music programs as extra curricular activities. He felt that social experiences should not be limited to outside of school, because good social life in a school has a positive effect in the school as a whole. A subject could be considered essential to the curriculum if it developed personality and character, and prepared the person for an enriched useful life, declared Anifontis (1955). Frills, on the other hand, were those subjects in school curricula that yielded nothing useful or cultural. Funchess (1955) suggested that general education should be concerned with the improvement of the individual in all aspects of life, social and academic. Anifontis (1955) believed that a good program in music should provide experiences for social and emotional outlets for all students.

Cultural

Clarence Sawhill (1955) wrote that one important justification for the music program is the development of cultural values within the student. He claimed that through the study of music a student would be brought to an understanding of beauty, expression and an ability to appreciate the finer things of life. Mursell (1943) reported that the public hoped that from the study of music would come a feeling for ideal values and a message for a better life. This desire for something called "culture" has always been a motivating factor in American life, according to Mursell.

Funchess (1955) observed that music offers a medium for understanding other peoples, their culture and their problems. It knows no boundaries between countries and promotes a feeling of brotherhood by understanding each other's life style a little better. Sawhill (1955) advocated that music could be considered a universal language. It is not limited by race, color or creed.

Mursell (1956) said that all significant music flows from human experience and expresses the values of human living. Through music, students learn about the life of past generations and life as thought of in the future. Funchess also felt that students would be led to an awareness that music has been important throughout history. They would also learn that through the study of musical history, much could be learned about past civilizations. Through this study of history, the

student would develop an understanding of the way of life in preceding generations and be able to use this to build for the future. Nancy Wellman (1982) wrote that we are the guardians of a vast amount of historic works of art. She stated that it was the job of the educator to introduce these to the public.

Setting Goals Worthy of Devoting Time

Music educators should strive to make their programs significant to the students. By doing this, they will increase students' motivation to achieve in music, stated Mursell (1943). Joseph E. Koob (1984) claimed that John Dewey wrote in his book, The Child and the Curriculum, that from a student's standpoint, many of the experiences they have outside of school are not utilized in school and many of the ones they have in school cannot be applied to their daily life outside of school. Therefore, the student often does not have the interest to achieve his highest level.

Mursell (1943) advocated that music educators should structure their programs to center around the pupils' interest. Mursell (1956) later reasoned that music educators should organize their programs so that they are significant to the student. They should do this by working toward goals that the students think are important. By doing this, the students will set their own discipline rules. Mursell (1956) called the true source of discipline a self-imposed discipline because of the

feeling that the goal was worth attaining by the individual. To go all out to do as well as one knows how and to work as well and hard as one can, regardless of other inviting activities, to reach a desired goal is one of the greatest experiences of life.

Joseph E. Koob II (1984) reported that John Dewey in "Moral Principles in Education" stated that music educators should never allow themselves to lose sight of student goals when working within a method. Mursell claimed that no one particular method would be effective for all students if followed inflexibly. Music educators, therefore, should vary their methods to meet individual student goals and interests, remembering that the teacher's obligation is to the student, not the method. Mursell (1948) pointed out a school in which an effort was made to accomplish note-reading in elementary school. The music educators pointed with pride at the group of students that had accomplished note-reading by the time they reached high school. After close examination, however, it was found that only 10% had reached the goal while 90% had not. Sometimes the most elaborate written plans look better on paper than when they are actually used in class. The problem with the plan used by the school was it did not take into account whether the students felt the goal was worthwhile, or if it was attainable in the first place.

Mursell (1948) reported that in the interest of maintaining outstanding performing groups, a majority of students were often excluded. This type of exploiting is in contradiction to the

The All Inclusive Program

Sawhill (1955) stated that schools are failures in cultural objectives if they fail to lead every child to a means of a satisfying expression of the arts. Tim Smith (1984), assistant professor of music education at Judson Baptist College, advocated that the purpose of education is to equip people with the skills that enable them to understand and appreciate reason, beauty and excellence and to make decisions based on intellect and information. He claimed that the study of art enriches and gives meaning to existence in the first place and it, more than any other class, teaches sensitivity to reason, beauty and excellence as they relate to feeling. Smith advocated that music education should always be a component of every student's learning experiences. According to Sawhill (1955) all students can be led to some level of appreciation for the art of music if they are led by the right experiences. Funchess (1955) also wrote that school should strive to make education as complete as possible for all students. The purpose of music education is not only to provide opportunity for the gifted students in music, but also for the enrichment and development of all the students. There is some phase of music that all students can succeed in, claimed Funchess.

Mursell (1943) reported that in the interest of developing outstanding performing groups, a majority of students are often excluded. This type of exploiting is in contradiction to the

attitude that music should encourage everyone rather than just a star group. Jerrold Ross (1982) stated also that the prime interest of the music program was to include and excite the most people possible about music, regardless of whether they were talented performers, gifted composers or just future audiences. Music educators should strive to provide ever increasing numbers of musically literate and responsive people. By doing this, the music program will enjoy the growing support of the public.

Talent and Music

Studying music may lead to the discovery of talent claimed Mursell (1943). If music experiences are presented in enough appropriate ways at the proper ages, the student should gradually grow in interest and ability. As the interest grows, the student will grow in self-discipline and this will help him to attain the goals necessary to develop his own individual talent.

Self-expression

Koob II (1984) reported that a primary concern of music educators should be providing the students with a means of expression. He says that the educator should become aware of the background and needs of his students to present the most beneficial experiences for them. In terms of composition, not all students can be great composers, but they still should be

offered the opportunity to express their emotions through creating music. This could be a simple melody or a fully harmonized composition (Adler, 1977). Funchess (1955) wrote that music offered an opportunity for expression through group performance for inhibited students to function in a school activity and for the uninhibited students to learn how to function within the framework of a group.

General Music Goals

In the section called, "News Brief", of the April, 1984 Music Educators' Journal, House Representatives Downey and Jeffords presented the reasons for support of arts as viewed by the Congressional Arts Caucus.

Their reasons included:

1. The arts can develop discipline, concentration, and self-confidence.
2. Participation in the arts helps develop the essential higher levels of skills, literacy and training.
3. Exposure to the arts is an integral part of the understanding and appreciation of the diverse culture of the world.
4. The arts preserve American Culture and provide an effective means of presenting it to other nations.
5. The arts offer fulfillment through self-expression and aesthetic appreciation.

Charles Leonard (1985), professor of music at the University of Illinois, Urbana-Champaign, speaking for the North Central Division Inservice Conference, gave the justification for the music program in terms that were intended to be understandable and convincing to board members, administrators, parents and the public.

The benefits according to Leonard for participating in music include:

1. Learning a unique system of nonverbal symbols
2. Cultivating imagination
3. Identifying and developing musical talent
4. Preserving our musical heritage
5. Involving students in the rites and rituals of society
6. Developing a rewarding personal and social life
7. Fostering self-confidence, self-discipline and self-enrichment.
8. Enlivening the spirit of the school and its students.

Leonard urged music educators to keep in mind that they involve the students in the joy and satisfaction of music.

An article titled, "Survey Shows Mothers Place Importance on Music Education" (1985), reported a recent survey conducted by the Good Housekeeping Magazine Consumer Research Department on what the mothers of music students felt were the benefits of music education. The mothers felt that music "instilled discipline, required adherence to a routine, patience, attention,

taking directions and it encouraged their children to follow a practice regimen." Also cited were personal achievement, the development of self-confidence, expansion of childrens' musical and cultural horizons and enjoyment. Wilson (1983) cites educators' studies showing a 15% improvement in academic grades of music students: better math, English and social studies skills in instrumental students than in their noninstrumental peers.

The purpose of this study was to provide an assessment instrument that may provide insight into the institution in describing the success of its music program and enrollment.

The main hypotheses formed by the study were:

- 1. There is no difference between the mean scores of parents and faculty.
- 2. There is no difference between the mean scores of parents and faculty regarding the mean scores of students in grades 7th through 10th.
- 3. There is no difference between the mean scores of parents and faculty regarding such items as the student's enjoyment.

The project was a descriptive study using a survey methodology incorporating a Likert Scale. The scale included response choices strongly disagree, disagree, agree and strongly agree. It was a 10 item quantitative survey on goals established by music education literature as well as objectives of a quality music department. (A copy can be found in Appendix A.) The instrument contained a cover letter

CHAPTER III

Methodology

The purpose of this study was to determine to what extent music students and their parents along with faculty believed that the music department was meeting the objectives that many music educators claim are valuable. The study was to provide as assessment instrument that may prove helpful to other institutions in improving the success of their programs and enrollment.

The null hypotheses formed for the study were:

1. There is no difference between the mean scores of parents, students and faculty.
2. There is no difference between the mean scores of students in grades 9th through 12th.
3. There is no difference between the mean scores of the groups of subjects concerning each item on the questionnaire.

The project was a descriptive study using a survey methodology incorporating a Likert Scale. The scale included responsive choices: strongly disagree, disagree, no opinion, agree and strongly agree. It was a 15 item questionnaire based on goals established by music education literature as valuable objectives of a quality music department. (A copy can be found in Appendix A.) The instrument contained a cover letter

explaining that it was designed to determine to what degree Christian Brothers College High School music program was meeting the goals which many educators state are important to a successful music program. The instructions directed the respondents to mail the instrument back within three days. Next came a section of demographics to determine whether the subject was a parent, faculty member or a student and the student's grade level.

The other items were based on goals derived from the literature. They were selected according to the views which seemed most widely accepted by music educators as being important to music education.

The survey items and their sources were:

1. Music classes lead students to the discovery of heretofore unrealized talent.

Studying music may lead to the discovery of talent, claimed Mursell (1943). The benefits, according to Leonard (1958), for participating in music included identifying and developing musical talent.

2. Students are led to a means of recreation now and in later life.

Lloyd V. Funchess (1955) said that as time went by, people would have more and more leisure time. Music is a worthwhile activity to pursue during spare moments. According to Anifontis (1955), the aim of music education should contribute to recreation by providing a sense of relaxation and renewal.

Mursell (1956) was firm in his belief that music pleasures could last a lifetime, unlike other pleasures that can be enjoyed only if you are young and healthy. Anyone can enjoy recreation through music, regardless of how talented they are or how far they have progressed (Mursell, 1943). Morgan and Morgan (1960) believed that music was one of life's greatest pleasures. They said that no one really knows for sure why music had such a desirable effect on people, but history has shown it to be a favorable pastime over the years.

3. All students are encouraged to join the music program.

Sawhill (1955) stated that schools are failures in cultural objectives if they fail to lead every child to a means of a satisfying expression of the arts. Tim Smith (1984) claimed that the study of art enriches and gives meaning to existence in the first place and it, more than any other class, teaches sensitivity to reason, beauty and excellence as they relate to feeling. Smith advocated that music education should always be a component of every student's learning experiences. Funchess (1955) also wrote that schools should strive to make education as complete as possible for all students. The purpose of music education is not just for the gifted, but also for the enrichment and development of all the students. There is some phase of music in which all students can succeed. Mursell (1956) reported that in the interest of developing outstanding performing groups, a majority of students are often excluded. This type of exploiting is in contradiction to the attitude that

music should encourage everyone rather than just a star group.

4. The study of music instills self-discipline.

In the section called, News Brief, of the April 1984 Music Educators' Journal, the Congressional Arts Caucus reported that the study of the arts can develop discipline, concentration and self-confidence. Charles Leonard (1985), speaking for the North Central Division gave justification of the music program because it fostered self-discipline. The March, 1955 Music Educators' Journal reported that a survey conducted by Good Housekeeping Magazine found that the mothers of music students felt that music instilled discipline, required adherence to a routine, patience, attention, taking directions and following a self-guided practice regimen.

5. Students are led to develop self-confidence.

Downy and Jeffords (1984) reported in the Music Educators' Journal that the study of the arts can develop self-confidence. Charles Leonard (1985), speaking for the North Central Division, gave justification of the music program because it fostered self-confidence.

6. Students are provided a channel for self-expression.

Koob II (1984) reported that a primary concern of music educators should be providing the students with a means of expression. Funchess (1955) wrote that music offered an opportunity for inhibited students to express themselves through group performance.

7. Students are offered an opportunity to develop a

rewarding personal and social life.

Lloyd V. Funchess (1955) said that music education offers activities which develop the social aspects of life. According to neurologist Frank Wilson (1983), studies show that instrumental and vocal students are better adjusted socially than students not enrolled in music. Mursell (1956) felt that music, more than the arts of poetry or painting, is more social because it almost always involves other people.

8. The music department provides a good variety of experiences in music for its students' enjoyment.

Mursell (1943) claimed that if music experiences were presented in enough appropriate ways at the proper ages, the students would grow in interest and ability. As the interest grows, the student will self-discipline himself to attain the goals necessary to develop his own talent. Sawhill (1955) said that all students can be led to some level of appreciation for the art of music if they are led by the right experiences. Funchess (1955) also wrote that schools should strive to make music education as complete as possible for all students. There is some phase of music that all students can succeed in.

9. The music program centers around students interest.

Music educators should strive to make their music programs significant to the students. By doing this, they will increase students' motivation (Mursell, 1943). Joseph E. Koob II (1984) reported that John Dewey said that music educators should vary their methods to meet individual student goals and interest,

remembering that the teacher's obligation is to the student, not the method.

10. Students are led to the development of greater powers of concentration.

The arts can develop discipline, concentration and self-confidence, claimed Downey and Jeffords (1984), as reasons for support of the arts.

11. The music department provides an effective way of preserving culture.

Funchess (1955) observed that music offers a medium for understanding other people, their culture and their problems. Sawhill (1955) wrote that one important justification for the music program is the development of cultural values within the student. He advocates that it was not limited by race, color or creed. Music could be considered a universal language.

12. Through the study of music the student improves academically.

According to Downey and Jeffords (1984), the study of music can develop discipline, concentration and self-confidence. An article titled, "Survey Shows Mothers Place Importance on Music Education," (1985) reported on the result of a survey that mothers of music students felt that music instilled discipline, required adherence to a routine, patience, attention, taking and following directions and self-imposed practice which are all aids to improving in other areas of education.

13. The music department brings a feeling of successful

achievement to its students.

Music educators should strive to make their program significant to the students. By doing this, they will increase the student's motivation to achieve in music stated Mursell (1943). Sometimes the most elaborate plans are useless, if they have not taken into account whether the student considered the goal worthwhile or even attainable in the first place (Mursell, 1948). Sawhill (1955) stated that schools are failures in cultural objectives if they fail to lead every child to a means of a satisfactory expression of the arts.

14. The music department improves the school spirit of the students.

Charles Leonard (1985), speaking for the North Central Division claimed that the music program was a means of enlivening the spirit of the school and its students.

15. The music program provides a refreshing break from the routine of academic school life.

Funchess (1955) claimed that, unlike many academic classes, music classes tend to encourage the student to work for the group rather than for himself alone.

Subjects

The respondents included the music students at Christian Brothers College High School along with their parents and the faculty. The survey was completed and returned by 69 students,

66 parents and 32 faculty members. The students were enrolled on chorus, beginning band, intermediate band, varsity band or jazz band. They were classified in grades 9th through 12th.

The instrument was mailed during the summer of 1985. Also included was a self-addressed, stamped envelope in which to return the completed survey form.

The student surveys were separated according to the son's grade level. The parents survey were separated according to their son's grade level. Each item was tallied by the number of responses in each of the five categories.

First, the means of the total of responses of each individual's survey was computed. Next, the means of each survey item was computed for each group; students in grades 9th through 12th, parents of the students and faculty. Last, the means for the total responses were computed for each group as follows: 9th grade, 10th grade, 11th grade, 12th grade parents of students in each grade and the faculty. There were nine groups.

In order to determine the mean scores of each group, the responses were given numerical values from 0 to 4, with zero representing strongly disagree and 4 representing strongly agree. Each respondent's score was calculated by adding the numbers representing the responses for all 15 items. A t-test was performed comparing the groups.

Each grade level of students responses was compared to each of the other three grade levels. Responses of parents were

compared to each of the other levels. The parents' responses were compared to the grade level responses of their sons. The faculty was considered a separate group and compared to parents and students.

Two statistical tests were used to determine if the differences were significant. The t-test was used to determine if the differences among the means of parents, students and faculty were significant. It was also used to determine if the difference between the means of students in each grade level was significant. A one-way analysis of variance was used to determine if the difference between the mean scores of the groups concerning each item on the questionnaire were significant. The significance level was established at $p < .05$.

CHAPTER IV

Findings

The purpose of this chapter is to report analyses and evaluations of the responses of students, their parents and teachers based on statistical tests used to determine if differences between group results were due to random variation or to a probable difference of opinion. It was predicted that there would be no difference between the responses of the groups concerning either the survey items or the survey as a whole. In order to study the findings of the survey, a listing of each item and the number of responses for each of the categories by each group of respondents is shown. The number of responses for each item was changed to a percentage according to the size of the group. An examination shows that all three groups, most respondents agreed strongly that the music program was accomplishing the stated goals. (See Appendix B.) Tables 2 through 16 show the percentage of respondents that scored SD (Strongly Disagree), D (Disagree), NO (No Opinion), A (Agree) and SA (Strongly Agree) for each group along with the totals. In Table 2, the largest percentage of respondents agreed that the music program was accomplishing the goal. The faculty scored the highest percentage in the strongly agree category.

TABLE 2

Music classes lead students to heretofore unrealized talent.

	NUMBER	SD	D	NO	A	SA
Students	69	1%	1%	13%	65%	19%
Parents	66	0%	2%	11%	59%	29%
Faculty	32	0%	3%	9%	44%	44%
Total	167	0%	3%	11%	59%	28%

In Table 3, the percentage of students scoring agree or strongly agree is less than that of the parents and faculty. There was a larger percentage of students expressing no opinion than in the other two groups. Table 3 also shows that the largest percentage of responses from all three groups is in the agree and strongly agree categories.

TABLE 3

All students are encouraged to join the music program.

	NUMBER	SD	D	NO	A	SA
Students	69	2%	2%	22%	54%	18%
Parents	66	2%	4%	12%	54%	26%
Faculty	32	0%	6%	13%	44%	37%
Total	167	2%	5%	15%	54%	24%

TABLE 3

Students are led to a means of recreation now and in later life.

	NUMBER	SD	D	NO	A	SA
Students	69	1%	4%	19%	54%	23%
Parents	66	0%	2%	0%	56%	42%
Faculty	32	0%	0%	6%	50%	44%
Total	167	0%	2%	9%	54%	35%

An examination of Table 4 indicates that the percentage of students' scores in the no opinion category was considerable lower than the parents and faculty. The students indicated that they agreed or agreed strongly with the way the music program was meeting this goal.

TABLE 4

All students are encouraged to join the music program.

	NUMBER	SD	D	NO	A	SA
Students	69	4%	9%	22%	49%	16%
Parents	66	2%	41%	44%	41%	12%
Faculty	32	0%	6%	41%	28%	25%
Total	167	2%	5%	33%	44%	16%

Table 5 shows that a total of 94% of the parents responses were in either the agree or strongly agree category. The students, according to the percentages indicated, were in less agreement than either the parents or the faculty. The no opinion category for students responses was 26%.

TABLE 5

The study of music here instills self-discipline.

	NUMBER	SD	D	NO	A	SA
Students	69	7%	1%	26%	45%	20%
Parents	66	0%	3%	3%	59%	35%
Faculty	32	0%	3%	9%	44%	44%
Total	167	3%	2%	14%	50%	31%

Table 6 indicates that the parents scored a higher percentage (62%) than the students (52%) or faculty (44%) in the agree category. The other scores however, are fairly close.

TABLE 6

Students are led to develop self-confidence.

	NUMBER	SD	D	NO	A	SA
Students	69	0%	3%	16%	52%	29%
Parents	66	0%	2%	5%	62%	32%
Faculty	32	0%	3%	13%	44%	44%
Total	167	0%	2%	11%	54%	32%

An examination of Table 7 shows that the students percentages for each category are less favorable than those of the parents or faculty. The students marked no opinion more often than either parents or faculty.

TABLE 7

Students are provided a channel for self-expression.

	NUMBER	SD	D	NO	A	SA
Students	69	3%	6%	22%	48%	22%
Parents	66	0%	5%	3%	62%	30%
Faculty	32	0%	0%	13%	44%	44%
Total	167	1%	4%	13%	53%	29%

According to Table 8, the parents felt that the music program offered an opportunity for a rewarding personal and social life more than the students or faculty. The students and faculty marked no opinion more often than the parents. The students were less likely to agree with this item.

TABLE 8

Students are offered an opportunity to develop a rewarding personal and social life.

	NUMBER	SD	D	NO	A	SA
Students	69	0%	7%	28%	46%	19%
Parents	66	0%	0%	8%	74%	18%
Faculty	32	0%	0%	22%	41%	38%
Total	167	0%	3%	19%	56%	22%

The percentages indicated by Table 9 show that the students, parents and faculty were fairly close in the way they felt the program was providing a good variety of experiences in music for its students' enjoyment. The faculty scored strongly agree more often than the students and parents. The students scored disagree and no opinion more often than the parents and faculty.

TABLE 9

The music program provides a good variety of experiences in music for its students' enjoyment.

	NUMBER	SD	D	NO	A	SA
Students	69	0%	6%	10%	48%	36%
Parents	66	0%	2%	8%	48%	42%
Faculty	32	0%	3%	6%	41%	50%
Total	167	0%	4%	8%	47%	41%

A study of Table 10 shows that 30% of the students were not sure about their feelings on this goal. The majority of each group, however, still felt that this goal was being accomplished.

TABLE 10

The music program centers around student interest.

	NUMBER	SD	D	NO	A	SA
Students	69	6%	6%	30%	43%	14%
Parents	66	2%	6%	15%	56%	21%
Faculty	32	0%	3%	6%	41%	50%
Total	167	3%	5%	20%	48%	24%

The parents, as indicated by a study of Table 11, felt that this goal was being accomplished more than the students and faculty. In consideration this goal, the students marked no opinion 29% of the time.

TABLE 11

Students are led to the development of greater powers of concentration.

	NUMBER	SD	D	NO	A	SA
Students	69	0%	3%	29%	51%	17%
Parents	66	0%	5%	14%	67%	15%
Faculty	32	0%	0%	16%	59%	25%
Total	167	0%	3%	20%	59%	18%

Table 12 shows that the students marked disagree more often than the parents and faculty. The biggest difference was that the students marked no opinion 29% of the time as compared to the parents who marked no opinion 9% of the time.

TABLE 12

The music program provides an effective way of preserving culture.

	NUMBER	SD	D	NO	A	SA
Students	69	1%	9%	29%	49%	12%
Parents	66	0%	0%	9%	68%	23%
Faculty	32	0%	0%	19%	40%	41%
Total	167	0%	4%	19%	55%	22%

Table 13 indicates that the faculty felt more strongly than the students and parents that the study of music improves the student academically. The parents marked disagree more often and both the parents and students marked no opinion more often than the faculty.

TABLE 13

Through the study of music, a student improves academically.

	NUMBER	SD	D	NO	A	SA
Students	69	1%	13	35%	35%	16%
Parents	66	3%	17%	32%	32%	16%
Faculty	32	0%	0%	19%	41%	41%
Total	167	2%	12%	31%	35%	21%

An examination of Table 14 indicates that the students, parents and faculty felt that the music program was bringing a feeling of successful achievement to its students. This is evident when noting the total score of 53% in the agree column and 40% in the strongly agree column. The parents marked disagree more often than the other groups. However, the scoring of these three groups indicates that they were fairly close in how they perceived the goal as being accomplished.

TABLE 14

The music program brings a feeling of successful achievement to its students.

	NUMBER	SD	D	NO	A	SA
Students	69	0%	1%	6%	59%	33%
Parents	66	0%	5%	6%	45%	44%
Faculty	32	0%	0%	3%	53%	44%
Total	167	0%	2%	5%	53%	40%

Table 15 shows that the students, parents and faculty marked agree 45% of the time and strongly agree 43% of the time. The scores in the other categories are fairly close.

TABLE 15

The music program improves the school spirit.

	NUMBER	SD	D	NO	A	SA
Students	69	0%	3%	10%	52%	35%
Parents	66	0%	3%	8%	39%	50%
Faculty	32	0%	0%	13%	41%	47%
Total	167	0%	2%	10%	45%	43%

According to Table 16, the students marked strongly agree 67% of the time. This is more often than either the parents or faculty. The faculty were in less agreement than the other groups, but they still scored 50% for agree and 38% for strongly agree.

TABLE 16

The music program provides a refreshing break from the routine of academic school life.

	NUMBER	SD	D	NO	A	SA
Students	69	0%	0%	3%	30%	67%
Parents	66	0%	0%	2%	55%	44%
Faculty	32	3%	3%	6%	50%	38%
Total	167	0%	0%	3%	44%	52%

After examining the scores of the students, parents and faculty, it should be noted that for the 15 items on the survey, at least 50% or more of the respondents marked agree or strongly agree than any of the other choices. It was hypothesized that there would be no difference between the mean scores of students, parents and faculty. In order to determine the mean scores of each group, the responses were given a numerical value from 0 to 4 with 0 representing strongly disagree and 4 representing strongly agree. Each respondent's score was

calculated by adding the numbers representing the responses for all 15 items. A t-test was performed comparing the groups (Tables 17-25).

Table 17 shows there was a statistically significant difference at the .05 level between the mean score of parents and students because $p = .0064$.

TABLE 17

t-Test Comparing Means of Parents and Students

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Parents	66	46.62	5.59	2.77	.0064
Students	69	43.73	6.46		

The means of the responses of students and faculty proved to be significantly different ($p < .05$). In this table p is .0058.

TABLE 18

t-Test Comparing Means of Students and Faculty

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Students	69	43.73	6.46	2.08	.0058
Faculty	32	46.73	7.51		

The result (Table 19) of the t-test comparing the means of faculty and parents was not significant at the .05 level.

TABLE 19

t-Test Comparing Means of Faculty and Parents

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Faculty	32	46.73	7.51	0.75	.94
Parents	66	46.62	5.59		

The first hypothesis stated that there would be no difference between the mean scores of parents, students and faculty. Considering the results of the t-test concerning the first hypothesis, the null hypothesis was rejected because there was a significant difference between the mean responses of students and parents and between students and faculty.

The second hypothesis stated that there would be no difference between the mean scores of each grade level of students. Again the t -test was used to find if the difference were significant at the .05 level.

Table 20 shows that p is at .077. The difference was not significant at the .05 level for ninth and tenth grade means although close.

TABLE 20

t-Test for Means of 9th and 10th Grade Students

Group	Number	Mean	SD.	t	p
Ninth	9	46.67	5.29	1.48	.077
Tenth	21	43.43	5.96		

An examination of Table 21 shows that there is no significant difference at $p < .05$ for students in the ninth and eleventh grade. In this table p is at .103 which shows that the means are fairly close but still not significant.

TABLE 21

t-Test for Means of 9th and 11th Grade Students

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Ninth	9	46.67	5.29	1.30	.103
Eleventh	22	43.68	6.91		

According to the data shown on Table 22, there is no significant difference between the means for 9th and 12th grades at the .05 level. In this table p is at .053 which is greater than .05.

TABLE 22

t-Test for Means of Students in the Ninth and Twelfth Grade

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Ninth	9	46.67	5.29	1.66	.053
Twelfth	17	42.59	2.05		

Table 23 shows that the difference between the means of the tenth and eleventh grade students is not significant at the .05 level. In this table p is shown at .895 which is much greater than the .05 level.

TABLE 23

t-Test for Means of Students in the Tenth and Eleventh Grades

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Tenth	21	43.43	5.96	.127	.895
Eleventh	22	43.68	6.91		

An examination of Table 24 shows p at .695 so there is not a significant difference at the .05 level between the means of 10th and 12th grades.

TABLE 24

t-Test for Means of Students in the Tenth and Twelfth Grades

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Tenth	21	43.44	5.96	.398	.695
Twelfth	17	42.59	7.05		

Table 25 shows p at .636. There is therefore, no statistically significant difference between the means of eleventh and twelfth grade students.

TABLE 25

t-Test for Means of Students in the Eleventh and Twelfth Grades

Group	Number	Mean	SD.	<u>t</u>	<u>p</u>
Eleventh	22	43.68	6.91	.484	.636
Twelfth	17	42.59	7.05		

The second hypothesis stated that there would be no difference between the mean scores of students in grades 9th through 12th. Considering the results of the test of the mean of each grade level of students, it was found that there was no statistically significant difference at the .05 level.

Therefore, the results support the second hypothesis.

The third research hypothesis stated that there would be no statistically significant difference between the mean scores of the groups of subjects concerning each item on the questionnaire. To determine this, a test of one-way analysis of variance was utilized. (A copy can be found in Appendix C.) It was determined through this test that items two, four, six, seven and eleven were significantly different according to their means. Tables 26 through 30 will examine each of these five items separately.

Table 26 indicates that the mean scores of the students was 2.95 as compared to the higher scores of the parents, 3.39 and the faculty, 3.37. In this table, the students disagreed with parents and faculty regarding the way the music program was accomplishing this item.

TABLE 26

Students are led to a means of recreation now and in later life.

Group	Number	Mean	SD
Students	69	2.96	.78
Parents	66	3.39	.58
Faculty	32	3.38	.61

$F = 8.34$ $p = .006$

According to Table 27, a fairly large difference occurred between the mean scores of the students and the parents. The parents' mean score indicates that they felt more strongly than the students that the music program was accomplishing this goal. The faculty response was higher than that of the students.

TABLE 27

The study of music here instills self-discipline.

Group	Number	Mean	SD
Students	69	2.70	1.05
Parents	66	3.27	.66
Faculty	32	2.72	.92
		$F = 8.17$	$p = .0007$

Table 28 indicates that the students did not agree as often as the faculty or parents that the students were provided a channel of self-expression through the music program. The faculty scored the highest mean followed by the parents and students.

TABLE 28

Students are provided a channel for self-expression.

Group	Number	Mean	SD
Students	69	2.71	.89
Parents	66	3.18	.70
Faculty	32	3.31	.69
		$F = 9.01$	$p = .0004$

Table 29 shows a difference between the student mean of 2.76 and the faculty mean of 3.15. The student mean is considerably lower than the means of the parents and faculty. In this table, the students were less impressed than the parents and faculty, by the way the music program offered opportunities to develop rewarding personal and social lives.

TABLE 29

Students are offered an opportunity to develop a rewarding personal and social life.

Group	Number	Mean	SD
Students	69	2.77	.84
Parents	66	3.11	.50
Faculty	32	3.16	.77

$F = 5.09$ $p = .0074$

An examination of Table 30 shows that the students had lowest mean score. In considering item 11, it was found that a higher percentage of faculty responses were agree and strongly agree than were the responses of parents or students. In each of Tables 26 through 30, the students scored the lowest means.

TABLE 30

The music program provides an effective way of preserving culture.

Group	Number	Mean	SD
Students	69	2.61	.86
Parents	66	3.12	.54
Faculty	32	3.22	.75

$F = 11.51$ $p = .0001$

Hypotheses

1. There would be no difference between the mean score of parents, students and faculty. Rejected.
2. There would be no difference between the mean score of students in grades 9th through 12th. Accepted.
3. There would be no difference between the mean scores of the parents, students and faculty concerning each item of the questionnaire. Rejected.

CHAPTER V

Conclusion and Recommendation

The findings of the survey generally reflected an overall positive attitude by the respondents concerning the way the Christian Brothers College High School music department was meeting the goals as stated on the questionnaire. The results indicated that 80% of the respondents felt either in agreement or strongly in agreement with the items, while 69% of the students, and 85% of both the students' parents and the faculty scored agree or strongly agree on each item of the survey. There was a significant difference at the .05 level among five of the items dealing with the comparisons between groups. The level of agreement on all five items was lower for students than for either the parents or faculty. These items were number two, four, six, seven and eleven.

Item two stated that, "Students are led to a means of recreation now and in later life." The result indicated that 76% of the students, 98% of their parents and 93% of the faculty scored agree or strongly agree on this item. This could have been a weak aspect of Christian Brothers College High School music program because the program consisted mostly of performance classes. According to Joyce Bolden (1982), the obsession with performance has checked the growth of music education. Bolden thought that music for the masses needed to

be reexamined. She felt that music classes should develop the nonperformers and lead them to enjoy music as a listening recreation. In discussion of the survey with students at Christian Brothers College High School, it was noted from a show of hands that many of them only considered item two from a performance point of view. This could have been why their level of agreement was lower than that of the parents and faculty.

Item four was concerned with whether, "the program instilled self-discipline." The results showed that 65% of the students, 93% of their parents, and 87% of the faculty scored agree or strongly agree on this item. This, again, could have been a question that was misunderstood by the students. In questioning the students, it was found that they felt that the discipline in the music classes was not the same as it was in other classes. This feeling led some of them to interpret this difference as a negative aspect. Differences mentioned in discussion were noise level, freedom to move about while organizing for small group activities and occasional casual moments between the director and students. However, the goal while including classroom behavior, primarily concerns a willingness on the part of each student to do what is necessary on his own and with the group in order to produce excellent performances.

Item six stated that, "the program provided a channel for self-expression." The findings showed that 70% of the students, 93% of their parents and 87% of the faculty scored agree or

strongly agree on this item. The students expressed confusion over the meaning of self-expression. Some felt it meant total freedom to improvise. Others felt that it simply meant performing in front of an audience. Parents and faculty were asked, said they also thought the question concerned the performing of the students in front of an audience.

Item seven on the questionnaire stated that, "students are offered an opportunity for a rewarding personal and social life." The results indicated that 65% of the students, 92% of their parents and 78% of the faculty scored agree or strongly agree on item seven. By a show of hands, most of the students in the music classes indicated that they wanted to have more concerts at girls' schools. They also felt that combining the Christian Brother College High School chorus with a girls' chorus would improve the social aspects of the music program. Item number eleven concerned the preserving of culture by the music program. The findings showed that 60% of the students, 90% of their parents, and 81% of the faculty scored agree or strongly agree for this item. Many of the students indicated that they did not understand it and chose agree or no opinion on the questionnaire without much thought as to what it meant. This is reflected in the scores as follows: 1% strongly disagree, 9% disagree, 29% no opinion, 49% agree and 12% strongly agree.

The results of this study did not fully support the hypotheses. Considering the analysis of the data, the first and

third hypotheses were rejected. The three hypotheses were:

1. There would be no difference between the mean scores of the parents, students and faculty for the total questionnaire.

Although all three groups' responses averaged agree or strongly agree, there were differences in the level of agreement between students and either parents or faculty.

2. There would be no difference between the mean scores of students in grade 9th through 12th.

There was not a significant difference among the responses of any of the grade levels of students.

3. There would be no difference between the mean scores of the parents, students and faculty concerning each item of the questionnaire.

The data indicated that there was a significant difference at the .05 level for five of the items. Because of this difference, the third hypothesis was rejected.

Limitation

1. One limitation of this study may be the fact that it was initiated to better understand why some schools were suffering declining enrollment in music classes. Christian Brothers College High School had steadily grown in enrollment for the past five years. The positive attitudes expressed for the items on the survey could mean that Christian Brothers

College High School was fulfilling the goals of a successful program at a level for continued growth. This could be why the enrollment was increasing.

2. The Christian Brothers College High School music program was primarily a performance program. Again, if the survey were administered to a group of subjects involved in a less performance orientated program, maybe the results would be different. Perhaps more students would become involved if Christian Brothers College High School were to offer more nonperformance classes.

3. Christian Brother College High School was an all-boy private, Catholic school. Interpretations and responses could differ on the questionnaire when administered to co-ed and/or public school students.

It was expected that the results of this study could be used as a guide and a measurement device against which other music programs might compare the opinions of their students, parents and faculty. It would be interesting to pursue this to see if there would be less agreement on the items by programs experiencing declining enrollment. By doing this, the survey could be further tested to determine its relevance in isolating weaker areas. In dealing with the five weaker areas of the Christian Brothers College High School program, as pointed out by the survey, Christian Brothers College High School consulted with students, parents and faculty to determine why these areas were weaker and worked toward restructuring the program

accordingly.

Department of Education
for the State of Maryland

Please rate each of the following:

- Student - Grade 9 10 11 12
- Parent - No one in the school 9 10 11 12
- Faculty

Please rate your response to the following statements regarding this school's music program by circling one of the numbers 1, 2, 3, 4, 5 found after each statement below.

- 0 means Strongly Disagree
- 1 means Disagree
- 2 means No opinion
- 3 means Agree
- 4 means Strongly Agree

APPENDIX A

Sample Survey

The following statements concern the music program at Christian Brothers College High School.

- 1.) Music classes lead students to the discovery of previously unutilized talent. (0, 1, 2, 3, 4, 5)
- 2.) Students involved in a variety of recreational and leisure activities. (0, 1, 2, 3, 4, 5)
- 3.) All students are encouraged to join the music program. (0, 1, 2, 3, 4, 5)

An Assessment of Accepted Goals
for the Study of Music

Please circle one of the following:

Student - Grade 9 10 11 12

Parent - My son is in grade 9 10 11 12

Faculty

Please rate your responses to the following statements
regarding this school's music program by circling one of
the numbers (0, 1, 2, 3, 4) found after each question below.

0 means Strongly Disagree

1 means Disagree

2 means No Opinion

3 means Agree

4 means Strongly Agree

The following statements describe the music program
at Christian Brothers College High School.

- 1.) Music classes lead students to the discovery of heretofore unrealized talent. (0, 1, 2, 3, 4)
- 2.) Students are led to a means of recreation now and in later life. (0, 1, 2, 3, 4)
- 3.) All students are encouraged to join the music program. (0, 1, 2, 3, 4)

- 4.) The study of music here instills self-discipline. (0, 1, 2, 3, 4)
- 5.) Students are led to develop self-confidence. (0, 1, 2, 3, 4)
- 6.) Students are provided a channel for self-expression. (0, 1, 2, 3, 4)
- 7.) Students are offered an opportunity to develop a rewarding personal and social life. (0, 1, 2, 3, 4)
- 8.) The music program provides a good variety of experiences in music for its students' enjoyment. (0, 1, 2, 3, 4)
- 9.) The music program centers around student interest. (0, 1, 2, 3, 4)
- 10.) Students are led to the development of greater powers of concentration. (0, 1, 2, 3, 4)
- 11.) The music program provides an effective way of preserving culture. (0, 1, 2, 3, 4)
- 12.) Through the study of music, a student improves academically. (0, 1, 2, 3, 4)
- 13.) The music program brings a feeling of successful achievement to its students. (0, 1, 2, 3, 4)
- 14.) The music program improves the students' school spirit. (0, 1, 2, 3, 4)
- 15.) The music program provides a refreshing break from the routines of academic school life. (0, 1, 2, 3, 4)

TABLE 2

TABLE 2. Survey Percent Tables

Grade	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Elementary						
1st	1	2	3	4	5	6
2nd	2	3	4	5	6	7
3rd	3	4	5	6	7	8
4th	4	5	6	7	8	9
5th	5	6	7	8	9	10
6th	6	7	8	9	10	11
7th	7	8	9	10	11	12
8th	8	9	10	11	12	13
9th	9	10	11	12	13	14
10th	10	11	12	13	14	15
11th	11	12	13	14	15	16
12th	12	13	14	15	16	17
Total	13	14	15	16	17	18
Elementary	1	2	3	4	5	6
High School	12	12	12	12	12	12
Total	13	14	15	16	17	18
Elementary	1	2	3	4	5	6
High School	12	12	12	12	12	12
Total	13	14	15	16	17	18
Elementary	1	2	3	4	5	6
High School	12	12	12	12	12	12
Total	13	14	15	16	17	18

APPENDIX B

Survey Percent Tables

TABLE 31

Music classes lead students to the discovery of
heretofore unrealized talent.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	0	7	2	9
10th	0	0	5	14	2	21
11th	0	0	1	16	5	22
12th	1	1	3	8	4	17
Subtotal	1	1	9	45	13	69
Percent	0%	0%	1%	65%	19%	
Parents						
9th	0	0	0	4	3	7
10th	0	1	3	12	4	20
11th	0	0	1	13	8	22
12th	0	0	3	10	4	17
Subtotal	0	1	7	39	19	66
Percent	0%	0%	11%	59%	29%	
Faculty						
Subtotal	0	1	3	14	14	32
Percent	0%	3%	9%	44%	44%	
Total	1	3	19	98	46	167
Percent	0	2%	11%	59%	28%	100%

TABLE 32

Students are led to a means of recreation now and
in later life.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	2	2	4	1	9
10th	0	0	1	15	5	21
11th	0	1	5	11	5	22
12th	1	0	5	7	5	17
Subtotal	1	3	13	37	16	69
Percent	1%	4%	19%	54%	23%	
Parents						
9th	0	0	0	3	4	7
10th	0	1	0	9	10	20
11th	0	0	0	15	7	22
12th	0	0	0	10	7	17
Subtotal	0	1	0	37	28	66
Percent	0%	2%	0%	56%	42%	
Faculty						
Subtotal	0	0	2	16	14	32
Percent	0%	0%	6%	50%	44%	100%
Total	1	4	15	90	58	167
Percent	0%	2%	9%	54%	35%	100%

TABLE 33

All students are encouraged to join the music program.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	2	5	2	9
10th	2	1	6	9	3	21
11th	0	1	5	11	5	22
12th	1	4	2	9	1	17
Subtotal	3	6	15	34	11	69
Percent	4%	9%	22%	49%	16%	
Parents						
9th	0	0	0	4	3	7
10th	1	0	11	8	0	20
11th	0	1	9	9	3	22
12th	0	0	7	8	2	17
Subtotal	1	1	27	29	8	66
Percent	2%	2%	41%	44%	12%	
Faculty						
Subtotal	0	2	13	9	8	32
Percent	0%	6%	41%	28%	25%	
Total	4	9	55	72	27	167
Percent	2%	5%	33%	44%	16%	100%

TABLE 34

The study of music here instills self-discipline.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	2	2	5	9
10th	2	1	5	9	4	21
11th	1	0	8	9	4	22
12th	2	0	3	11	1	17
Subtotal	5	1	18	31	14	69
Percent	7%	1%	26%	45%	20%	
Parents						
9th	0	0	0	4	3	7
10th	0	2	0	11	7	20
11th	0	0	1	15	6	22
12th	0	0	1	9	7	17
Subtotal	0	2	2	39	23	66
Percent	0%	3%	3%	59%	35%	
Faculty						
Subtotal	0	1	3	14	14	32
Percent	0%	3%	9%	44%	44%	
Total	5	4	23	84	51	167
Percent	3%	2%	14%	50%	31%	100%

TABLE 35

Students are led to develop self-confidence.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	2	4	3	9
10th	0	0	4	14	3	21
11th	0	2	2	9	9	22
12th	0	0	3	9	5	17
Subtotal	0	2	11	36	20	69
Percent	0%	3%	16%	52%	29%	
Parents						
9th	0	0	1	2	4	7
10th	0	1	1	13	5	20
11th	0	0	1	15	6	22
12th	0	0	0	11	6	17
Subtotal	0	1	3	41	21	66
Percent	0%	2%	5%	62%	32%	
Faculty						
Subtotal	0	1	4	14	13	32
Percent	0%	3%	13%	44%	41%	
Total	0	4	18	91	54	167
Percent	0%	2%	11%	54%	32%	100%

TABLE 36

Students are provided a channel for self-expression.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	4	0	5	9
10th	1	1	3	13	3	21
11th	1	0	7	11	3	22
12th	0	3	1	9	4	17
Subtotal	2	4	15	33	15	69
Percent	3%	6%	22%	48%	22%	
Parents						
9th	0	0	1	3	3	7
10th	0	1	0	13	6	20
11th	0	2	0	15	5	22
12th	0	0	1	10	6	17
Subtotal	0	3	2	41	20	66
Percent	0%	5%	3%	62%	30%	
Faculty						
Subtotal	0	0	4	14	14	32
Percent	0%	0%	13%	44%	44%	
Total	2	7	21	88	49	167
Percent	1%	4%	13%	53%	29%	100%

TABLE 37

Students are offered an opportunity to develop a rewarding personal and social life.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	3	3	3	9
10th	0	0	8	9	4	21
11th	0	3	5	10	4	22
12th	0	2	3	10	2	17
Subtotal	0	5	19	32	13	69
Percent	0%	7%	28%	46%	19%	
Parents						
9th	0	0	0	5	2	7
10th	0	0	5	11	4	20
11th	0	0	0	19	3	22
12th	0	0	0	14	3	17
Subtotal	0	0	5	49	12	66
Percent	0%	0%	8%	74%	18%	
Faculty						
Subtotal	0	0	7	13	12	32
Percent	0%	0%	22%	41%	38%	
Total	0	5	31	94	37	167
Percent	0%	3%	19%	56%	22%	100%

TABLE 38

The music program provides a good variety of experiences in
 music for its students' enjoyment.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	0	3	6	9
10th	0	1	2	11	7	21
11th	0	3	3	12	4	22
12th	0	0	2	7	8	17
Subtotal	0	4	7	33	25	69
Percent	0%	6%	10%	48%	36%	
Parents						
9th	0	0	0	3	4	7
10th	0	0	0	11	9	20
11th	0	1	2	12	7	22
12th	0	0	3	16	8	17
Subtotal	0	1	5	32	28	66
Percent	0%	2%	8%	48%	42%	
Faculty						
Subtotal	0	1	2	13	16	32
Percent	0%	3%	6%	41%	5%	
Total	0	6	14	78	69	167
Percent	0%	4%	8%	47%	41%	100%

TABLE 39

The music program centers around student interest.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	4	0	5	9
10th	1	2	6	10	2	21
11th	0	2	5	13	2	22
12th	3	0	6	7	1	17
Subtotal	4	4	21	30	10	69
Percent	6%	6%	30%	43%	14%	
Parents						
9th	0	1	0	1	5	7
10th	1	1	3	14	1	20
11th	0	2	4	10	6	22
12th	0	0	3	12	2	17
Subtotal	1	4	10	37	14	66
Percent	2%	6%	15%	56%	21%	
Faculty						
Subtotal	0	1	2	13	16	32
Percent	0%	3%	6%	41%	50%	
Total	5	9	33	80	40	167
Percent	3%	5%	20%	48%	24%	100%

TABLE 40

Students are led to the development of greater powers of
concentration.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	4	1	4	9
10th	0	2	4	11	4	21
11th	0	0	6	13	3	22
12th	0	0	6	10	1	17
Subtotal	0	2	20	35	12	69
Percent	0%	2%	29%	51%	17%	
Parents						
9th	0	0	0	4	3	7
10th	0	1	1	16	2	20
11th	0	2	5	12	3	22
12th	0	0	3	12	2	17
Subtotal	0	3	9	44	10	66
Percent	0%	5%	14%	67%	15%	
Faculty						
Subtotal	0	0	5	19	8	32
Percent	0%	0%	16%	59%	25%	
Total	0	5	34	98	30	167
Percent	0%	3%	20%	59%	18%	100%

TABLE 41

The music program provides an effective way of preserving
culture.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	3	4	2	9
10th	0	1	6	12	2	21
11th	0	3	7	10	2	22
12th	1	2	4	8	2	17
Subtotal	1	6	20	34	8	69
Percent	1%	9%	29%	49%	12%	
Parents						
9th	0	0	0	4	3	7
10th	0	0	2	13	5	20
11th	0	0	3	17	2	22
12th	0	0	1	11	5	17
Subtotal	0	0	6	45	15	66
Percent	0%	0%	9%	68%	23%	
Faculty						
Subtotal	0	0	6	13	13	32
Percent	0%	0%	19%	40%	41%	
Total	1	6	32	92	36	167
Percent	0%	4%	19%	55%	22%	100%

TABLE 42

Through the study of music, a student improves academically.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	1	0	2	4	2	9
10th	0	3	9	6	3	21
11th	0	2	7	10	3	22
12th	0	4	6	4	3	17
Subtotal	1	9	24	24	11	69
Percent	1%	13%	35%	35%	16%	
Parents						
9th	0	0	1	2	4	7
10th	2	2	9	6	1	20
11th	0	4	6	8	4	22
12th	0	5	5	5	2	17
Subtotal	2	11	21	21	11	66
Percent	3%	17%	32%	32%	16%	
Faculty						
Subtotal	0	0	6	13	13	32
Percent	0%	0%	19%	41%	41%	
Total	3	20	51	58	35	167
Percent	2%	12%	31%	35%	21%	100%

TABLE 43

The music program brings a feeling of successful achievement to its students.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	0	4	5	9
10th	0	0	1	17	3	21
11th	0	0	1	12	9	22
12th	0	1	2	8	6	17
Subtotal	0	1	4	41	23	69
Percent	0%	1%	6%	59%	33%	
Parents						
9th	0	0	1	2	4	7
10th	0	1	0	12	7	20
11th	0	0	2	9	10	22
12th	0	2	1	7	8	17
Subtotal	0	3	4	30	29	66
Percent	0%	5%	6%	45%	44%	
Faculty						
Subtotal	0	0	1	17	14	32
Percent	0%	0%	3%	53%	44%	
Total	0	4	9	88	66	167
Percent	0%	2%	5%	53%	40%	100%

TABLE 44

The music program improves the students' school spirit.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	2	6	1	9
10th	0	0	1	13	7	21
11th	0	1	3	11	7	22
12th	0	1	1	6	9	17
Subtotal	0	2	7	36	24	69
Percent	0%	3%	10%	52%	35%	
Parents						
9th	0	0	0	3	4	7
10th	0	1	2	9	8	20
11th	0	0	2	7	12	22
12th	0	1	1	7	9	17
Subtotal	0	2	5	26	33	66
Percent	0%	3%	8%	39%	50%	
Faculty						
Subtotal	0	0	4	13	15	32
Percent	0%	0%	13%	41%	47%	
Total	0	4	16	75	72	167
Percent	0%	2%	10%	45%	43%	100%

TABLE 45

The music program provides a refreshing break from the routines of academic school life.

Grade	0 Strongly Disagree	1 Disagree	2 No Opinion	3 Agree	4 Strongly Agree	Number
Students						
9th	0	0	0	1	8	9
10th	0	0	0	10	11	21
11th	0	0	2	4	16	22
12th	0	0	0	6	11	17
Subtotal	0	0	2	21	46	69
Percent	0%	0%	3%	30%	71%	
Parents						
9th	0	0	0	3	4	7
10th	0	0	0	10	10	20
11th	0	0	1	12	9	22
12th	0	0	0	11	6	17
Subtotal	0	0	1	36	29	66
Percent	0%	0%	2%	55%	44%	
Faculty						
Subtotal	1	1	2	16	12	32
Percent	3%	3%	6%	50%	38%	
Total						
Total	1	1	5	73	87	167
Percent	0%	0%	3%	44%	52%	100%

TABLE 17

Mean values of the 1000 responses for responses of individuals
 who had been in the field.

Response	Number	Mean	SD
Response 1	100	1.4500	0.300
Response 2	100	1.1500	0.250
Response 3	100	1.1100	0.250
Total			
Mean	1,000	1.1000	0.250
SD	1,000	0.250	0.250
Total	1,000	1.100	0.250

APPENDIX C

Survey Mean Tables

Mean values of the 1000 responses for responses of individuals who had been in the field.

Response	Number	Mean	SD
Response 1	100	1.4500	0.300
Response 2	100	1.1500	0.250
Response 3	100	1.1100	0.250
Total			
Mean	1,000	1.1000	0.250
SD	1,000	0.250	0.250
Total	1,000	1.100	0.250

$t = 0.2501$ $p = 0.000$

TABLE 46

Music classes lead students to discovery of heretofore
unrealized talent.

Group	Number	Mean	SD
Students	69	2.98552	.7173
Parents	66	3.1515	.662
Faculty	32	3.22187	.8701

Source	Sums of Square	d.f.	Mean Square
Between	1.5279	2	.764
Within	86.9391	164	.5301
Total	88.4671	166	

F = 1.4412 p = .2392

TABLE 47

Students are led to a means of recreation now and in
later life.

Group	Number	Mean	SD
Students	69	2.9565	.7753
Parents	66	3.3939	.5786
Faculty	32	3.375	.6091

Source	Sums of Square	d.f.	Mean Square
Between	7.5375	2	3.7688
Within	74.1271	164	.452
Total	81.6646	166	

F = 8.3381 p = .0006

TABLE 48

All students are encourages to join the music program.

Group	Number	Mean	SD
Students	69	2.6376	.9996
Parents	66	2.6363	.7773
Faculty	32	2.7187	.924

Source	Sums of Square	d.f.	Mean Square
Between	.1727	2	.0864
Within	133.6835	164	.8151
Total	133.8563	166	

$F = .106$ $p = .8987$

TABLE 49

The study of music here instills self-discipline.

Group	Number	Mean	SD
Students	69	2.6956	1.0475
Parents	66	3.2686	.6647
Faculty	32	2.7187	.924

Source	Sums of Square	d.f.	Mean Square
Between	12.9012	2	6.4506
Within	130.2416	164	.7893
Total	143.1428	166	

$F = 8.1721$ $p = .0007$

TABLE 50

Students are led to develop self-confidence.

Group	Number	Mean	SD
Students	69	3.0724	.7538
Parents	66	3.2424	.6092
Faculty	32	3.2813	.6833

Source	Sums of Square	d.f.	Mean Square
Between	1.3831	2	.6916
Within	77.2276	164	.4709
Total	78.6108	166	

F = 1.4686 p = .2327

TABLE 51

Students are provided a channel for self-expression.

Group	Number	Mean	SD
Students	69	2.7101	.8928
Parents	66	3.1818	.6997
Faculty	32	3.3125	.6927

Source	Sums of Square	d.f.	Mean Square
Between	11.0799	2	5.54
Within	100.8961	164	.6152
Total	111.9760	166	

F = 9.0049 p = .0004

TABLE 52

Students are offered an opportunity to develop a rewarding personal and social life.

Group	Number	Mean	SD
Students	69	2.7681	.8427
Parents	66	3.1060	.5001
Faculty	32	3.1562	.7666

Source	Sums of Square	d.f.	Mean Square
Between	5.1380	2	2.569
Within	82.7662	164	.5047
Total	87.904	166	

F = 5.0904 p = .0074

TABLE 53

The music program provides a good variety of experiences in music for its students.

Group	Number	Mean	SD
Students	69	3.1449	.8274
Parents	66	3.3181	.683
Faculty	32	3.375	.7513

Source	Sums of Square	d.f.	Mean Square
Between	1.5592	2	.7796
Within	94.3689	164	.5754
Total	95.9281	166	

F = 1.3549 p = .2608

TABLE 54

The music program centers around student interest.

Group	Number	Mean	SD
Students	69	2.5507	1.00079
Parents	66	2.8939	.8616
Faculty	32	2.9062	.8561

Source	Sums of Square	d.f.	Mean Square
Between	4.8853	2	2.4427
Within	140.0488	164	.854
Total	144.9341	166	

F = 2.8604 p = .0587

TABLE 55

Students are led to the development of greater powers of concentration.

Group	Number	Mean	SD
Students	69	2.8260	.7467
Parents	66	2.9242	.6864
Faculty	32	3.0937	.6405

Source	Sums of Square	d.f.	Mean Square
Between	1.5733	2	.7867
Within	81.2530	164	.4954
Total	82.8263	166	

F = 1.5878 p = .2065

TABLE 56

The music program provides an effective way of
preserving culture.

Group	Number	Mean	SD
Students	69	2.6087	.8612
Parents	66	3.1212	.5411
Faculty	32	3.2187	.7507

Source	Sums of Square	d.f.	Mean Square
Between	12.2039	2	6.1019
Within	86.9338	164	.5301
Total	99.1377	166	

$F = 11.5113$ $p = .0001$

TABLE 57

Through the study of music, a student improves
academically.

Group	Number	Mean	SD
Students	69	2.5072	.9644
Parents	66	2.4242	1.0534
Faculty	32	2.4062	1.0115

Source	Sums of Square	d.f.	Mean Square
Between	.3268	2	.1634
Within	167.0863	164	1.0188
Total	167.413	166	

$F = .1604$ $p = .8521$

TABLE 58

The music program brings a feeling of successful achievement to its students.

Group	Number	Mean	SD
Students	69	3.2463	.6279
Parents	66	3.3181	.7266
Faculty	32	3.4062	.5599

Source	Sums of Square	d.f.	Mean Square
Between	.5766	2	.2883
Within	70.8485	164	.432
Total	71.4251	166	

$F = .6674$ $p = .5172$

TABLE 59

The music program improves the students' school spirit.

Group	Number	Mean	SD
Students	69	3.1884	.7332
Parents	66	3.3939	.699
Faculty	32	3.3437	.7007

Source	Sums of Square	d.f.	Mean Square
Between	1.5029	2	.7514
Within	83.5277	164	.5093
Total	85.0299	166	

$F = 1.4754$ $p = .2311$

TABLE 60

The music program provides a refreshing break from the routines of academic school life.

Group	Number	Mean	SD
Students	69	3.6376	.5415
Parents	66	3.4242	.528
Faculty	32	3.2187	.9064

Source	Sums of Square	d.f.	Mean Square
Between	4.0967	2	2.0484
Within	63.5319	164	.3874
Total	67.6287	166	

F = 5.2876 p = .0062

In analyzing tables 26 through 40, it was found that there was significant difference of less than the .05 level between the responses of students, parents and faculty for questionnaire items two, four, six, seven and eleven.

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