

Utah State University

DigitalCommons@USU

All Graduate Theses and Dissertations

Graduate Studies

5-1965

An Analysis of Parental Attitudes Toward the Instrumental Music Program in the High Schools of Bingham County, Idaho

Clark R. Gardner
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>

 Part of the [Education Commons](#)

Recommended Citation

Gardner, Clark R., "An Analysis of Parental Attitudes Toward the Instrumental Music Program in the High Schools of Bingham County, Idaho" (1965). *All Graduate Theses and Dissertations*. 2861.

<https://digitalcommons.usu.edu/etd/2861>

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



AN ANALYSIS OF PARENTAL ATTITUDES TOWARD THE
INSTRUMENTAL MUSIC PROGRAM IN THE HIGH
SCHOOLS OF BINGHAM COUNTY, IDAHO

by

Clark R. Gardner

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Music Education

UTAH STATE UNIVERSITY

Logan, Utah

1965

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the problem	1
Importance of the study	2
Limitations of the study	6
Definition of terms	6
II. MUSIC AS AN EDUCATIONAL MOTIVATION	7
III. METHOD OF PROCEDURE	15
IV. ANALYSIS OF DATA	21
General information	21
Response of the parents to the objectives of self- realization	23
Response of the parents to the objectives of human relationship	32
Response of the parents to the objectives of economic efficiency	38
Response of the parents to the objectives of civic responsibility	41
Response of the parents to the objectives of rationality	49
Summary of parents' response to the Educational Policies Commission objectives of education	52
Parents response to miscellaneous questions	56
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	65
Summary of findings	65
Conclusions	69
Recommendations	70
LITERATURE CITED	71
APPENDIX	73

LIST OF TABLES

Table	Page
1. Number of questionnaires distributed and percentage of return . . .	19
2. Parents who have had past experience in instrumental music . . .	22
3. Parents' opinions in relation to the contribution of instrumental music to the attainment of self-realization	24
4. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of self realization	30
5. Parents' opinions in relation to the contribution of instrumental music to the attainment of human relationship	33
6. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of human relationship	37
7. Parents' opinions in relation to the contribution of instrumental music to the attainment of economic efficiency	39
8. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of economic efficiency	40
9. Parents' opinions in relation to the contribution of instrumental music activity to the attainment of civic responsibility	42
10. The mean rating of parents' opinions as to the contribution on instrumental music activity to the attainment of civic responsibility	47
11. Parents' opinions in relation to the contribution of instrumental music activity to the attainment of rationality	50
12. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of rationality	51
13. Summary of parents' opinions in relation to the contribution of instrumental music activity to the attainment of the objectives of education as outlined by the Educational Policies Commission	53

Table	Page
14. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of the objectives of education	55
15. Parents' opinions concerning specific problems related to the instrumental music program in the high school	57
16. Amount of daily individual practice, as recommended by parents that a student should do outside of class	60
17. Statements as to what parents expect from the instrumental music classes for their children	61
18. Parents' statements in favor of the instrumental music program .	63
19. Parents' statements against the instrumental music program or some phase of it	64

CHAPTER I
INTRODUCTION

Since the end of World War I instrumental music has become an important and accepted part of the secondary school curriculum (17, pp. 56-59). According to a recent report published by the American Music Conference, Chicago, Illinois (19, p. 3), there were in 1963 eleven million students studying music in the schools of America.

There have been numerous studies conducted to determine the purpose and objectives of instrumental music. Many studies have also been made to ascertain what the parents' feelings are toward their schools. Yet there has been very little research or study accomplished concerning the feelings or attitudes of parents toward instrumental music in the high school.

Statement of the problem

This study aims to:

1. Investigate parents' attitudes toward the instrumental music program in the high schools of Bingham County, Idaho.
2. Compare the attitudes of fathers with those of mothers.

Parents have been asked to evaluate the potential of the instrumental music experience in contributing to the objectives of education as outlined by the Educational Policies Commission of the National Education Association (5, p. 47). Those objectives are:

1. The objectives of self-realization.
2. The objectives of human relationship.
3. The objectives of economic efficiency.

4. The objectives of civic responsibility.
5. Rationality.

Importance of the study

Music education today is receiving more emphasis than ever before as an integral part of education and as an important facet in the lives of American people.

In an address given before the biennial convention of the Music Educators National Conference in 1954, Benjamin C. Willis, General Superintendent of Schools, Chicago, Illinois, stated that music offers an opportunity to build moral and spiritual values, and to satisfy aesthetic needs (15, p. 3).

Francis Elliot Clark in speaking to the same convention said:

The hour of music education has struck, not music for fun nor entertainment, nor as a pastime or accomplishment, nor yet an art of standing alone, although at times it may be any or all of these, but as one of the great vital forces of education. (15, p. 3).

Karl D. Ernst, Chairman, Division of Fine Arts, San Jose State College, San Jose, California, declares that we should bring the art of music in its broadest sense into all music classes with a stress on musical understanding and growth (16, p. 99). Ralph E. Rush, Chairman of Music Education, University of Southern California, says that music has something to say that no other art or science can express (16, p. 163).

Richard Franko Goldman, in his book, The Wind Band, has pointed out that the values which are derived from participation in a wind band are not those of group participation but are those which are inherent in the music as an activity in itself and that the importance of band music is

that it conveys to the participant some sense of music as an art (10, p. 17).

Earl Enyeart Harper, Director of the School of Fine Arts, University of Iowa, says there is, in fact, no work more naturally adapted to the realization, proclamation, and development of moral and spiritual values than that of music educators (9, p. 21).

Ira C. Singleton, author of the book, Music in Secondary Schools, states that, through almost any line of reasoning, we soon reach the conclusion that music should be made available to every pupil, for eventually these pupils will be enthusiastic participants or discriminate listeners who react according to what they have been taught (20, pp. 386-387).

Indeed music does justify itself in education on the basis of aesthetic values or benefits which are associated with music and education, some of which have been previously pointed out. In view of all of these things it was decided by the writer that the objectives of education as outlined by the Educational Policies Commission will be utilized in this study. These objectives might be the determinants of every school's curriculum. They aid in evaluating the worth of the school as a whole, along with determining the value of each subject taught. Every teacher regardless of his subjects, should consider the value of these objectives in helping each student to become a better individual.

The Educational Policies Commission has outlined four aspects of educational purpose. These four general areas are each related to certain objectives and are thus defined:

1. The objectives of Self-Realization.
2. The objectives of Human Relationship.
3. The objectives of Economic Efficiency.

4. The objectives of Civic Responsibility.

The responsibility of the school extends into all of these areas (3, p. 48).

In a more recent report the Educational Policies Commission has reaffirmed the importance of these objectives, but has included another which is stated as the central purpose of education, that is Rationality. Rationality, or rational power, is established as being the utilization through educational processes which are oriented toward this purpose, of one's capacity to think, which is to increase the individual's ability to perceive and to be discriminative in making value judgments (5, pp. 1-5).

Arden N. Frandsen, psychologist, Utah State University, Logan, Utah, in discussing children and rational development in his book, How Children Learn, says that children learn through simultaneous application of certain conditions which include the following: Teacher guidance, practice, perception of effects, transfer of learning, motivation, and freedom from emotional disturbance in learning (4, p. 286).

Frandsen also states:

Learning results from reacting purposefully to problem situations and involves change in or a reorganization of an individual's perceptual, cognitive, and motivational-emotional structure which may be utilized as a guide to more adequate adjustment both to original and to related situations. (7, pp. 286-87)

The Educational Policies Commission states further that rational powers are developed gradually and continuously and that no evidence exists which demonstrates that they are developed in any other way; however, the learner must be encouraged and directed to confront himself with problems that engage his rational abilities at their current level of development, and he must experience some success in these efforts (5, p. 17).

The educator then has the important role of enabling the student to achieve this success by selecting problems which are within the student's grasp, providing clues to their solution, suggesting alternate ways to think about them, and continuously assessing the progress of the student and the magnitude of the problems before him. Good teaching can aid students to learn to think clearly (5, p. 17).

In as much as music education is considered so important, there should be a concerted effort on the part of music educators to provide a program which will satisfy and meet the needs of the people.

In order to determine the extent to which the needs and desires of the people were being met, the writer initiated this study to analyze existing parental attitudes toward instrumental music in the high schools of Bingham County, Idaho.

Limitations of the study

This study is limited to the high schools of Bingham County, Idaho, and includes opinions from parents who had children enrolled in the instrumental music program in these schools.

The attitudes analyzed in this thesis are an indication only of the parental attitudes toward instrumental music at the time this study was made.

Definition of terms

To clarify the terms as they are used in this study, the following definitions will apply:

Attitude. A feeling either for or against instrumental music or any phase of the instrumental music program in the high school.

Curriculum. Any course for which credit is given, which may apply toward high school graduation.

Instrumental music. Any instrumental music classes which are offered in the high school curriculum.

Objective. Desired outcome or goal of the instrumental music program in the high school

The objectives as defined in this study are those which contribute to the attainment of self-realization, human relationships,¹ economic efficiency, civic responsibility, and rationality.

Parent. Any person whose children are enrolled in the instrumental music program in the high school.

¹The writer interprets this to mean that the individual learns to respect the rights of others, his family, his home, and to accept majority rule.

CHAPTER II
MUSIC AS AN EDUCATIONAL MOTIVATION

In his book, The Wind Band, Richard Franko Goldman states that the organization of the wind band as we know it today took place in 1789 with the formation of the band of the National Guard in Paris, France. Various kinds of wind ensembles, dating back to the twelfth century preceded this time, but none of these groups performed in an organized manner nor did they possess a repertoire which could be used by any other group (10, p. 20).

As may be surmised the first wind bands to appear in America were from Europe or patterned after the European band of the eighteenth century. Unfortunately, there is very little valid information available concerning bands in America before 1800 (10, pp. 34-35).

During the time from 1800 to 1900 the band movement in America gained in impetus and began to attract considerable attention. It was men like Patrick S. Gilmore, John Philip Sousa, Edwin Franko Goldman, and others who brought about the development of the wind band to the place of importance it has today (10, pp. 38-97).

Under the influence of the military and professional band near the beginning of the twentieth century, instrumental music was introduced into the public schools of America. The first successful efforts to organize an instrumental music program in the schools were those of Earl Earhart in Richmond, Indiana, around the year 1900. The time was finally approaching and the movement for instrumental music in the schools gathered momentum rapidly.

In 1912 A. R. McAllister of Joliet, Illinois, developed a high school band which was one of the most outstanding achievements in public school music and in 1918 Joseph E. Maddy was made the instrumental music supervisor in the public schools of Rochester, New York. He was the first educator to hold such a position. (10, pp. 94-99).

Indeed it was during the first fifteen years of this century that the secondary music program became a reality and since that time has gained and maintained a prominent place in the school curriculum.

In the words of Philip Greeley Clapp, head of the music department at Iowa State University (11, p. 22):

Consider the qualities which participation in a well organized orchestra, chorus, or band develops. The individual member must cultivate a high type of responsibility and cooperation. He must be punctual and faithful; he must be alert; he must respect authority, and yet he must not suppress his individuality but rather develop it within the legitimate scope of a rational concerted plan. He must strive for accuracy, but if he falls short of perfection he will be so corrected as to aid his improvement. He must adapt himself to the initiative of a leader without losing his own initiative. He must be courteous and develop enthusiasm; but his enthusiasm must not degenerate into gush or preoccupation with fads, and if he is sulky or selfish he will become very unpopular. His pride must be in his organization rather than in his individual prowess; if he is exceptionally efficient, he may legitimately be proud of the fact, but vain glory will not help him to meet the special responsibility of a first chair. In a word, the very qualities which he must cultivate to improve his skill also develop in him some of the fundamental qualities of good citizenship.

The fact that the band program can do these things for the development of the student warrants the interest and willingness of parents to lend their support and develop positive attitudes toward instrumental music.

Joseph A. Leeder, professor of music at Ohio State University, and William S. Haynie, past state music supervisor of Mississippi, say that the objectives of instrumental music should be (i) to give the student an

opportunity to enjoy music through participation; (ii) to provide a foundation which may lead to a career in music; (iii) to provide a means of recreation, pleasure, and worthy use of leisure time; (iv) to develop skill and technique, leading to increased facility; (v) to acquaint the student with a comprehensive repertoire of good music literature; (vi) to serve and represent the school in public concerts; (vii) to help develop morale and improve school spirits; and (viii) to bring out the personal traits of leadership, equanimity, and dependability of each student (13, pp. 107-108).

Indeed, bands do play an important part in the schools today. According to a report in the National Education Association Journal, prepared by the Research Division of the National Education Association (19, p. 58), music holds a solid place in the school curriculum. Over 80 percent of the public schools have bands. About 70 percent of the elementary schools give potential bandmen an opportunity to receive instruction on musical instruments, beginning in the fourth or fifth grade.

James L. Mursell in his book Human Values in Music Education (17, p. 7), points out that music exists to serve human values and to exemplify human life. The purpose of education is to bring subject matter to life; it exists solely for the sake of life. Music exists to serve these human values and the greatest blight upon music in America is an excess of spectatorship, instead of participation (17, p. 16).

To be valuable for the purpose of education, an experience must be active, diversified, and culturally significant. One of the chief claims of music to a place of honor in the plan of education is the phenomenal way in which it fulfills all of these conditions (17, pp. 31-33). Mursell also states that from the standpoint of history and sociology, music ex-

perience and activity is an important element in our culture, from which people derive much pleasure. Furthermore; music can provide an astonishing means for mental growth, personal development, and is a desirable means in the search for worthy use of leisure time (17, pp. 255-257). Music can illustrate what education should be at its highest degree, and it can fulfill the mission of education which is to raise the level of human quality (17, p. 382).

Jacob Kwalwasser declares that music education should have two primary objectives, which are (i) to develop in each student the pleasure in hearing music, that is, to be enjoyable, and (ii) to provide knowledge of the elements which contribute to the pleasure obtainable through listening (12, pp. 137-159). Music when rated in terms of the foregoing objectives will contribute to the over-all education of the child.

Clif Robinson, president of the National Association of Secondary School Principals, says that music is as much an intellectual discipline as are the academic subjects, and that an adequate amount of music instruction should be provided for students of the junior and senior high schools (15, p. 2).

In a study conducted by the Music Educators National Conference for the National Association of Secondary School Principals, the purposes of music education were found to include the following aspects:

1. Dissemination of the cultural aspects of music as an art.
2. To help students develop an understanding of other people through acquaintances with their music.
3. To develop in each child a knowledge, appreciation, and skill in music.
4. To educate the children concerning the value of music in the home, church, and community.
5. To encourage the use of music as a recreation, avocation, or hobby.
6. To emphasize the use of music as a cultural experience, and also as a means of relaxation and release from

every day tensions.

7. To identify the musically gifted child and guide the development of this child to his full potential.

8. To evolve social relationships, desirable conduct, feeling of responsibility and group cooperation. (15, pp. 5-6)

Indeed there will be many communities and community organizations which will on some occasion request the use or service of school music personnel and facilities (11, p. 21).

In the book Music Education in Action, Earl Enyeart Harper, Director of the School of Fine Arts at the University of Iowa, points out that there is no work more naturally adapted to the realization, declaration, and advancement of moral and spiritual values than that of musicians, especially music educators. Furthermore, if professional musicians will accept and carry out the responsibilities which rest upon them, they will bring moral awakening to the people of this land, which will impart happiness and permanence to the social life of America and strengthen our democracy to meet the forces which threaten it (9, p. 23).

In fact, Ira C. Singleton declares that music should be available and offered to every student who desires it, for without beauty, man's life would be lacking in an important ingredient: he would be reduced to an animal-like existence in which his only concern would be the sustenance of life. Although the task of reaching an entire school population may be difficult, the music educator should regard it as a duty and an opportunity to perpetuate the musical art to which he is dedicated (20, pp. 386-387).

In 1938 the Educational Policies Commission conducted a study which identified four aspects of the purpose of education (3, p. 154). These aspects concern the individual person, his relationship to others in home and community, the accumulation and use of material wealth, and

sociocivic activities. Each of these areas is related to the others and capable of being further sub-divided.¹

This classification will be meaningful if we think of it as a series of four points from which the purposes of education may be evaluated, the result being an extensive view of the whole.

In a more recent report the Educational Policies Commission states that the American people have generally accepted education as a means of improving themselves and society. American schools should develop the individual capacity to enable each person to become the best person he is capable of being, and to help the individual to attain self-realization, human relationship, economic efficiency, and civic responsibility (4, pp. 1-2).

The Educational Policies Commission also states that freedom is the primary goal of democracy and education should provide the basis for the achievement of freedom. In order to achieve the goal, the individual needs to develop his rational powers, or his ability to think. It then becomes the primary purpose of education to help and encourage each individual to realize his full potential of rationality. Rationality is central to individual dignity, human progress, and national survival (5, p. 11).

According to Keith D. Snyder, music educator and author, citizens who have children in school will probably be the most interested in school activities. It is this group from which the music teacher may expect to draw the greatest amount of community support. Since no program can prosper without a sizeable and local group of sponsors, the

¹These objectives have been previously listed. Supra, Chap. I, p. 2.

prudent music educator will do all he can to involve parents in school music activities. People are most interested in and will support the program in which they have a chance to participate (21, pp. 151-157).

In relation to this matter of lay participation, Beatrice M. Gudridge, in the National Education Association Journal (8, pp. 35-36), says that parents have a pretty clear notion that they are expected to be participants and in fact want to know how they can become involved in the activities of the schools.

Indeed, the average parent is anxious to know what is expected of him, and his attitudes will reflect the way he feels concerning his associations with the schools. In discussing parent attitudes, W. Clyde Duvall, Director of music education in the Norfolk County Schools, Norfolk, Virginia, states that the parent's attitudes toward the music director and the band are usually a reflection of the student's attitudes. However there are things a director can do to promote better parent attitudes. Parents should be informed in regard to plans, regulations, requirements, and student expenditures. Student expenses should be kept as low as possible. When evening rehearsals are scheduled, parents' feelings should be considered. In dealing with parents the director should be polite and cooperative, with students always fair and impartial. The director should become acquainted with the parents of the students he teaches. These are some of the prerequisites to the development of a favorable parent attitude (1, pp. 179-188).

H. H. Remmers, professor of educational psychology at Purdue University, and N. L. Gage, associate professor of education at the University of Illinois, say that attitudes derive their importance in terms of mental hygiene. The individual's own evaluation of his conduct and desires

in relation to the system of social values as he understands them constitutes the basis for social emotional adjustment leading to either a happy, effective individual or to a complete disintegration of the personality. They also define attitude as a feeling for or against something, and point out that attitudes affect fitness for education or learning, fitness for various occupational goals, and fitness for eventual desirable participation in a democratic society (18, pp. 85-87).

In the construction of an attitude questionnaire, Allan L. Edwards indicates that the statements should be short, simply stated, and should express only one complete thought. He also defines attitude as being a personal like or dislike for any psychological object (6, p. 14).

R. A. Likert in writing for the Archives of Psychology declares that in constructing an attitude scale, one should be sure that each statement is of such a nature that persons with different points of view, so far as the particular attitude is concerned, will respond to it differently and that each statement in the questionnaire should be in the simplest possible vocabulary (14, pp. 44-45).

CHAPTER III
METHOD OF PROCEDURE

A questionnaire will be the tool of evaluation in this study. After a comprehensive review of the material in the Utah State University Library and the Library at Idaho State University, the questionnaire was formulated. It consisted of 44 statements which pertain to the values or benefits a student might obtain through participation in instrumental music activity. The statements were devised on the basis of and in relation to the objectives of education as stated by the Educational Policies Commission.

The first 15 statements in the questionnaire were based upon the objectives of self-realization. Ten of the statements were related to the objectives of human relationship, four were concerned with the objectives of economic efficiency, 12 were associated with civic responsibility, and three statements were related to the development of one's rational powers.

These five areas of objectives are closely related; therefore some of the statements may appear to apply to more than the specific area for which they were intended. The writer was aware of the implications but listed the statement in relation to the area to which it appeared to contribute the most. The Educational Policies Commission objectives were not mentioned in the questionnaire; therefore, parents were not aware that the statements had been classified or that they had been based upon previously identified objectives.

The method which was used in evaluating each statement was similar to the method which is recommended by R. A. Likert (14, p. 44), in which

there are five degrees of feeling:

1. Strongly agree
2. Agree
3. Neutral or indifferent
4. Disagree
5. Strongly disagree

The parent expressed his opinion by circling the corresponding letter preceding each statement. In addition to the statements concerning the objectives of education as they were interpreted to apply to instrumental music, each parent was asked six other pertinent questions concerning related phases of the instrumental program. Finally, the parents were given the opportunity to make one or two statements as to what they expect from instrumental music for their children. In conclusion they could state an opinion either for or against any specific part of the instrumental music program in the high school.

The questionnaire consisted of three major divisions. Division one included general information--whether the father or mother was completing the form, location of the high school the children attended, occupation of the father, and instrumental music activities in which the parent has participated.

Division two consists of 44 statements pertaining to instrumental music activity based upon the objectives of education as outlined by the Educational Policies Commission. Division three is composed of miscellaneous questions about the instrumental music program in the high school.

The original questionnaire was submitted to the students in Education 601, Research and Writing, at Idaho State University, Pocatello, Idaho, during the 1963 summer session, so that it might be standardized. It was

also submitted to Dr. John J. Mirich of Idaho State University. From the suggestions and recommendations of these students and Dr. Mirich, revisions were made and a revised questionnaire was constructed. The revised questionnaire was then presented to all of the professors of the writer's advisory committee at Utah State University, Logan, Utah, for additional comments and suggestions. Upon completion of this revision, the questionnaire was mimeographed and prepared for distribution.

The writer made a personal visit to each of the following schools, which were included in this study:

1. Aberdeen High School, Aberdeen, Idaho
2. Blackfoot High School, Blackfoot, Idaho
3. Firth High School, Firth, Idaho
4. Shelley High School, Shelley, Idaho
5. Snake River High School, Moreland, Idaho

The principals and instrumental instructors were personally interviewed so that their full cooperation might be obtained in the completion of this study. Each student enrolled in instrumental music was given a questionnaire to take home. Extra questionnaires were available in case a student happened to lose one. An explanation of the questionnaire and the intent of this study was given to the students and they were requested to return the questionnaire to their music instructors within one week. Half of the students were asked to have their fathers complete the questionnaire; the remaining half were asked to have their mothers fill out the form. This was done so that fathers and mothers would be equally represented and to determine if there were any difference in the attitude, in general, between fathers and mothers regarding the values of instrumental music.

Several return visits were made to each of the high schools to encourage the students to return the questionnaires and to answer any questions which the students might ask.

In scoring the questionnaire each statement was considered and the number of responses to each of the five choices recorded by number and percent. Then to further clarify the results each of the five choices was evaluated; one point for strongly agree, two points for agree, three points for neutral, four points for disagree, and five points for strongly disagree. From this information the mean rating for each statement was calculated. This method of scoring an attitude questionnaire was recommended by R. A. Likert, Psychologist, in an article which was published in the Archives of Psychology (14, p. 40).

These calculations were divided into three sections:

1. Responses of fathers
2. Responses of mothers
3. Combined total responses of fathers and mothers

This procedure made it possible to compare the differences of opinion concerning the same statement or question asked in the questionnaire.

Table 1 is an analysis of the number of questionnaires distributed to each school, the number and percentage of return, and the number and percentage of return by fathers and mothers.

Table 1. Number of questionnaires distributed and percentage of return

Name of High School	Number distributed	Total No. ret'd.	Total ret'd. %	No. of fathers	Return %	No. of mothers	Return %
Aberdeen	31	28	90	13	87	15	23
Blackfoot	51	50	98	25	100	25	96
Firth	33	31	94	15	93	16	94
Shelley	54	48	89	23	85	25	92
Snake River	75	59	79	24	64	35	92
Total	244	216	89	100	83	116	94

The total number of questionnaires distributed was 244. The number returned to the writer was 216. One hundred, or 83 percent of the fathers returned their questionnaires, and 116 or 94 percent of the mothers completed and returned their questionnaires.

In all of the schools except one the mothers returned more of the questionnaires than the fathers returned. Of the total returned, 216, the mothers returned 116 (54 percent). The fathers returned 100 questionnaires (46 percent). There were replies from parents residing in 23 different communities.

By comparison, according to the number of students enrolled in instrumental music, the parents of Blackfoot High School students returned the most questionnaires for a total of 98 percent, the fathers returning 96 percent and the mothers making a 100 percent return. Snake River High School returned the smallest amount with 79 percent, the fathers return-

ing 64 percent and the mothers making a return of 92 percent.

The unusually high rate of return of the questionnaires was attributed to the close association and cooperation which existed between the writer and the instrumental music instructors in the high schools selected for this study.

CHAPTER IV
ANALYSIS OF DATA

General information

There were 216 parents who completed and returned the questionnaires. Ninety-seven of the respondents (45 percent) listed the occupation of the father as farming. Other occupations were listed as follows: skilled labor (19 percent), self-employed (17 percent), unskilled labor (7 percent), civil and military service (5 percent), public school teacher (5 percent), medicine, law and related fields (2 percent).

Families varied in size from one to 11 children. Ages of children in these families ranged from a few months to 38 years.

Table 2 shows the number and percent of parents who have had past experience in instrumental music.

Table 2. Parents who have had past experience in instrumental music

Type of experience	Total participants	Percent of total	Fathers		Mothers	
			No.	Percent	No.	Percent
High school band	87	39	39	39	48	41
High school orchestra	19	9	3	3	16	14
College band	11	5	4	4	7	6
Dance band	22	10	11	11	11	9
Other instrumental music activities	15	7	6	6	9	8
Total of participants in all instrumental music activities	114	53	48	48	66	57

The information contained in Table 2 indicates that mothers were comparatively more active in instrumental music than were the fathers. In dance band participation the fathers and mothers are equal in number with 11 each. However, due to the difference in the number of respondents, the fathers have been more active in this area by a margin of two percent. The activity in which both parents were most active was high school band with 39 percent of the fathers and 41 percent of the mothers participating.

It is interesting to note some of the instrumental music activities not specifically listed in the questionnaire but written in by the parents. There were too few in each case to itemize, thus they are listed in Table 2 as other instrumental music activities. These instrumental music activities not previously classified are college orchestra, piano and accordion groups, string and wind chamber groups, church pianist or

organist, and community or civic band and orchestra. Although in Bing-ham County groups such as these are not common, there are areas where such organizations do exist and offer continued opportunity for high school graduates and others to cultivate and enjoy participation in instrumental music activities.

Forty-eight fathers and 66 mothers have had past experience in instrumental music activity of some kind. The combined number of parents who have had some past experience in instrumental music is 114 or slightly more than half of the respondents (53 percent). One will immediately be cognizant of the fact that the total number of parents who reported being participants in an instrumental music activity does not equal the total as found by computing the number of participants in each category. This is due to the fact that some parents have been participants in more than one activity.

Response of the parents to the objectives of self-realization

Table 3 is an analysis of the parent's response to the statements in the questionnaire which were based upon the objectives which contribute to the attainment of self-realization. The number of respondents was one hundred fathers and one hundred sixteen mothers. The first and second columns show the response of the fathers and mothers respectively. The third column is the total combined response of the parents to each statement.

Table 3. Parents' opinions in relation to the contribution of instrumental music to the attainment of self-realization

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
1. Participation in the instrumental music gives enjoyment to participants in the activity						
Strongly agree	75	75	95	82	170	79
Agree	25	25	21	18	46	21
Neutral	0	0	0	0	0	0
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0
2. In adult life, children follow many of the goals formulated through music training given in their youth						
Strongly agree	52	52	60	52	112	52
Agree	41	41	48	41	89	41
Neutral	6	6	7	7	13	6
Disagree	1	1	1	1	2	1
Strongly disagree	0	0	0	0	0	0
3. Through participation in instrumental music activity one is aided in developing character and personality						
Strongly agree	55	55	68	59	123	57
Agree	42	42	47	40	89	41
Neutral	1	1	1	1	2	1
Disagree	2	2	0	0	2	1
Strongly disagree	0	0	0	0	0	0

Table 3. Continued

Parent's choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
4. Through participation in instrumental music activity new skills are mastered						
Strongly agree	49	49	72	62	121	56
Agree	45	45	40	37	85	39
Neutral	6	6	4	3	10	5
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0
5. Participation in instrumental music activity helps develop self-confidence						
Strongly agree	64	64	78	67	142	66
Agree	32	32	37	32	66	32
Neutral	3	3	1	1	4	2
Disagree	1	1	0	0	1	0
Strongly disagree	0	0	0	0	0	0
6. Participation in instrumental music activity trains most individuals to profit from criticism						
Strongly agree	53	53	53	46	106	94
Agree	39	39	55	47	94	44
Neutral	7	7	7	6	14	6
Disagree	1	1	1	1	2	1
Strongly disagree	0	0	0	0	0	0

Table 3. Continued

7. Participation in instrumental music activity gives an individual the ability to be at ease before the public

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	58	58	65	56	123	56
Agree	38	38	46	40	84	40
Neutral	3	3	1	1	4	2
Disagree	1	1	4	3	5	2
Strongly disagree	0	0	0	0	0	0

8. Participation in instrumental music activity helps an individual to gain a high degree of self-respect

Strongly agree	55	55	57	48	112	52
Agree	35	35	58	50	93	43
Neutral	8	8	0	0	8	1
Disagree	2	2	1	1	3	1
Strongly disagree	0	0	0	0	0	0

9. Participation in instrumental music activity helps an individual to set goals and work toward them

Strongly agree	50	50	49	42	99	46
Agree	41	41	56	48	97	45
Neutral	9	9	9	8	18	8
Disagree	0	0	2	2	2	1
Strongly disagree	0	0	0	0	0	0

Table 3. Continued

10. Utilization of one's intellectual ability is improved through participation of instrumental music activity

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	46	46	52	45	98	46
Agree	44	44	53	45	97	45
Neutral	10	10	10	9	20	9
Disagree	0	0	1	1	1	0
Strongly disagree	0	0	0	0	0	0

11. Through participation in instrumental music activity individuals learn to develop self-control

Strongly agree	53	53	59	51	112	53
Agree	36	36	49	42	85	39
Neutral	10	10	8	7	18	8
Disagree	1	1	0	0	1	0
Strongly disagree	0	0	0	0	0	0

12. Participation in instrumental music activity helps to train individuals to overcome obstacles and disappointments

Strongly agree	48	48	45	39	93	44
Agree	40	40	60	52	100	46
Neutral	9	9	5	4	14	6
Disagree	3	3	6	5	9	4
Strongly disagree	0	0	0	0	0	0

Table 3. Continued

13. Participation in instrumental music activity helps students to develop characteristics of leadership

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	38	38	42	36	80	48
Agree	41	41	61	53	102	48
Neutral	13	13	11	9	24	11
Disagree	7	7	2	2	9	4
Strongly disagree	1	1	0	0	1	0

14. Participation in instrumental music activity helps the individual to develop better study habits

Strongly agree	38	38	34	29	72	34
Agree	43	43	48	41	91	42
Neutral	15	15	24	21	39	18
Disagree	3	3	10	9	13	6
Strongly disagree	1	1	0	0	1	0

15. Participation in instrumental music activity helps to develop an appreciation for artistic accomplishment

Strongly agree	54	54	65	56	119	55
Agree	42	42	44	38	86	40
Neutral	4	4	6	5	10	5
Disagree	0	0	1	1	1	0
Strongly disagree	0	0	0	0	0	0

In the book The Purpose of Education in American Democracy, the Educational Policies Commission says that no child should go through school without having the opportunity to hear good music and to be able to participate in producing it. Participation in instrumental music activity gives the student a better understanding of his own ability and skill, thus helping him to attain self-realization and, furthermore, that success in achieving self-realization conditions one to be successful in every other phase of life's endeavors (4, pp. 66-68).

The majority of parents either strongly agree or agree with the statements contained in Table 3. From a possible total response to these statements of 3,240, there were 36 (1 percent) of the respondents who disagreed and two (less than 1 percent) who strongly disagreed with any of the statements in Table 3. One hundred ninety eight (6 percent) voiced opinions of neutrality.

Table 4 is a computation of the mean rating for fathers, mothers, and a combination of the two for each of the statements related to self-realization. The respondents were classified as follows: fathers, 100; mothers, 116; total, 216.

Table 4. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of self-realization

Specific contribution to self-realization	Mean ratings of parents ^a		
	Father	Mother	Total
1. Participation in instrumental music gives enjoyment to participants in the activity	1.25	1.18	1.22
2. In adult life, children follow many of the goals formulated through music training given in their youth	1.56	1.56	1.56
3. Through participation in instrumental music activity one is aided in developing character and personality	1.50	1.42	1.46
4. Through participation in instrumental music activity new skills are mastered	1.57	1.41	1.49
5. Participation in instrumental music activity helps develop self-confidence	1.41	1.34	1.38
6. Participation in instrumental music activity trains most individuals to profit from criticism	1.56	1.62	1.59
7. Participation in instrumental music activity gives an individual the ability to be at ease before the public	1.47	1.52	1.50
8. Participation in instrumental music activity helps an individual to gain a high degree of self-respect	1.57	1.53	1.55
9. Participation in instrumental music activity helps an individual to set goals and work toward them	1.59	1.69	1.64
10. Utilization of one's intellectual ability is improved through participation in instrumental music activity	1.64	1.66	1.65
11. Through participation in instrumental music activity individuals learn to develop self-control	1.59	1.63	1.61

Table 4. Continued

Specific contribution to self-realization	Mean ratings of parents ^a		
	Father	Mother	Total
12. Participation in instrumental music activity helps to train individuals to overcome obstacles and disappointments	1.67	1.76	1.72
13. Participation in instrumental music activity helps students to develop characteristics of leadership	1.92	1.77	1.85
14. Participation in instrumental music activity helps the individual to develop better study habits	1.86	2.09	1.98
15. Participation in instrumental music activity helps to develop an appreciation for artistic accomplishment	1.50	1.51	1.51
Total	1.58	1.58	1.58

^aRating scale: Strongly agree = 1.00, agree = 2.00, neutral = 3.00, disagree = 4.00, strongly disagree = 5.00.

The total mean rating of the fathers and mothers was 1.58. There was no difference in attitude between the two sexes; both are in agreement that the objectives as stated in Table 4 contribute to the attainment of self-realization. "Participation in instrumental music gives enjoyment to participants in the activity" was rated the highest by fathers (1.25) and mothers (1.18) as contributing to self-realization. Both parents strongly agree with this statement. "Participation in instrumental music activity helps the individual to develop better study habits" was rated the lowest in this group of statements by both fathers (1.86) and mothers (2.09). This statement also shows the widest range of thinking between the fathers and mothers, yet it should be observed that they both agree that it contributes to the attainment of self-realization.

Response of the parents to the objectives
of human relationship

Human relationship is concerned with the more intimate association of the individual with members of his family, his friends, his neighbors, and others with whom he may have personal contact, according to the Educational Policies Commission study (4, p. 73).

Educators are aware that a good citizen and a well adjusted person must have appreciation and respect for his home and fellow men. However, before one can realize the importance of his home and family he must be aware of the needs and aspiration of his family and associates.

Through participation in instrumental music activity students are encouraged and taught to cooperate, to accept the decisions of others, and to place the needs of the group above their own desires. They develop an appreciation and respect for their associates and artistic accomplishment.

Table 5 is an analysis of the parents response to the statements in the questionnaire which were based upon the objectives which contribute to the attainment of human relationship.

Table 5. Parents opinions in relation to the contribution of instrumental music to the attainment of human relationship

1. Participation in instrumental music activity gives an individual a sense of good sportsmanship and teaches him to cooperate with others

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	43	43	57	49	100	47
Agree	47	47	53	45	99	46
Neutral	9	9	7	6	16	7
Disagree	1	1	0	0	1	0
Strongly disagree	0	0	0	0	0	0

2. Participants in instrumental music activity learn to respect any individual who demonstrates skill

Strongly agree	42	42	56	47	98	45
Agree	48	48	51	44	99	46
Neutral	9	9	9	8	18	8
Disagree	1	1	1	1	2	1
Strongly disagree	0	0	0	0	0	0

3. Participation in instrumental music activity helps to train individuals in accepting majority rule

Strongly agree	28	28	43	37	71	33
Agree	55	55	48	42	103	48
Neutral	13	13	19	16	32	15
Disagree	4	4	5	4	9	4
Strongly disagree	0	0	0	0	0	0

Table 5. Continued

4. Participation in instrumental music activity improves one's ability to meet and get acquainted with new people

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	45	45	54	47	99	46
Agree	45	45	56	48	101	47
Neutral	10	10	5	4	15	7
Disagree	0	0	1	1	1	0
Strongly disagree	0	0	0	0	0	0

5. Participation in instrumental music activity teaches the individual to respect the rights of others

Strongly agree	43	43	46	40	89	41
Agree	44	44	59	51	103	48
Neutral	11	11	7	6	18	8
Disagree	2	2	4	3	6	3
Strongly disagree	0	0	0	0	0	0

6. Because participation in instrumental music requires cooperation, it helps students to see democracy in action

Strongly agree	50	50	48	41	98	45
Agree	44	44	41	36	85	40
Neutral	4	4	23	20	27	12
Disagree	2	2	4	3	6	3
Strongly disagree	0	0	0	0	0	0

Table 5. Continued

7. High moral and ethical standards are encouraged through participation in instrumental music activity

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	40	40	43	37	83	38
Agree	45	45	56	49	101	47
Neutral	11	11	13	11	24	24
Disagree	2	2	4	3	6	3
Strongly disagree	2	2	0	0	2	1

8. Participants in instrumental music are happier and better adjusted than non-participants

Strongly agree	32	32	46	39	78	36
Agree	46	46	44	38	90	42
Neutral	13	13	18	16	31	14
Disagree	7	7	8	7	15	7
Strongly disagree	2	2	0	0	2	1

9. Participation in instrumental music activity helps the individual to acquire good manners which carry over into phases of every day life

Strongly agree	45	45	36	31	81	37
Agree	42	42	59	51	101	47
Neutral	11	11	16	14	27	13
Disagree	2	2	4	3	6	3
Strongly disagree	0	0	1	1	1	0

Table 5. Continued

10. Participation in instrumental music activity helps make people feel that they are accepted by society

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	45	45	49	42	94	44
Agree	41	41	53	46	94	44
Neutral	13	13	10	9	23	10
Disagree	1	1	4	3	5	2

According to the information contained in Table 5 the majority of parents strongly agree that the conditions mentioned therein do contribute to the attainment of the objectives of human relationship. Of the total possible responses in Table 5 (2160), 104 fathers (10 percent) and 127 mothers (11 percent) were neutral. Twenty two fathers (2 percent) and 35 mothers (3 percent) disagreed while four fathers and two mothers (less than 1 percent each) strongly disagreed with some of the statements.

Table 6 is a computation of the mean rating for fathers, mothers, and a total for each of the statements related to human relationship. The respondents were classified as follows: fathers, 100; mothers, 116; total, 216.

Table 6. Mean rating of parents opinions as to the contribution of instrumental music activity to the attainment of human relationship

Specific contribution to human relationship	Mean ratings of parents ^a		
	Father	Mother	Total
1. Participation in instrumental music activity gives an individual a sense of good sportsmanship and teaches him to cooperate with others	1.68	1.57	1.63
2. Participants in instrumental music activity learn to respect any individual who demonstrates skill	1.69	1.54	1.62
3. Participation in instrumental music activity helps to train individuals in accepting majority rule	1.93	1.91	1.92
4. Participation in instrumental music activity improves one's ability to meet and get acquainted with new people	1.65	1.59	1.62
5. Participation in instrumental music activity teaches the individual to respect the rights of others	1.72	1.73	1.73
6. Because participation in instrumental activity requires cooperation, it helps students see democracy in action	1.58	1.85	1.72
7. High moral and ethical standards are encouraged through participation in instrumental music activity	1.81	1.81	1.81
8. Participants in instrumental music are happier and better adjusted than non-participants	2.01	1.90	1.96
9. Participation in instrumental music activity helps the individual to acquire good manners which carry over into phases of everyday life	1.70	1.92	1.81
10. Participation in instrumental music activity helps make people feel that they are accepted by society	1.70	1.73	1.72
Total	1.75	1.76	1.76

^aRating scale: Strongly agree = 1.00, agree = 2.00, Neutral = 3.00, disagree = 4.00, strongly disagree = 5.00

The total mean of fathers and mothers was 1.76. The range was 1.75 to 1.76, which is an indication that both parents very closely agree with all of the statements in Table 6 regarding the attainment of human relationship. The fathers agree slightly more than do the mothers.

"Because participation in instrumental music activity requires cooperation, it helps students to see democracy in action" was scored the highest by the fathers (1.58) and showed the largest range between fathers (1.58) and mothers (1.85). "Participants in instrumental music activity learn to respect any individual who demonstrates skill" was scored the highest by mothers (1.54) and when combined with the fathers (1.69) was tied with one other statement, "Participation in instrumental music activity improves one's ability to meet and get acquainted with new people," for the high score (1.62) in this group of statements.

"Participants in instrumental music are happier and better adjusted persons than non-participants" was scored the lowest by fathers (2.01) and mothers (1.92).

Response of the parents to the objectives
of economic efficiency

Economic efficiency is concerned primarily with the choosing of an occupation and the efficient pursuit of that occupation. When interests and abilities have been discovered in any field of endeavor, opportunities should be provided for their exploration and development without excluding opportunity for inquiry into other areas; The Central Purpose of Education (4, p. 98).

Those students who are capable and interested in music should be encouraged to examine further the opportunities afforded through a career in some phase of music.

Table 7 is an analysis of the parents' response to the statements in the questionnaire which were based upon the objectives which contribute to the attainment of economic efficiency.

Table 7. Parents' opinions in relation to the contribution of instrumental music to the attainment of economic efficiency

1. Through participation in instrumental music activity a student is aided in deciding whether to go on in the field of music in later life

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	50	50	61	53	111	52
Agree	44	44	52	45	96	44
Neutral	6	6	3	2	9	4
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0

2. Participation in instrumental music activity gives individuals an appreciation for a job well done

Strongly agree	34	34	55	47	89	52
Agree	60	60	58	50	118	55
Neutral	6	6	3	3	9	4
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0

3. Participation in instrumental music activity provides a means to attain economic efficiency

Strongly agree	33	33	28	24	61	29
Agree	44	44	51	44	95	44
Neutral	18	18	28	24	46	21
Disagree	5	5	9	8	14	6
Strongly disagree	0	0	0	0	0	0

4. Participation in instrumental music activity teaches a student the value of time well spent

Strongly agree	47	47	44	38	91	42
Agree	46	46	63	54	109	51
Neutral	6	6	9	8	15	7
Disagree	1	1	0	0	1	0
Strongly disagree	0	0	0	0	0	0

The majority of parents have strongly agreed with each of the statements which indicate a contribution to the attainment of economic efficiency. Thirty-six fathers (4 percent) and 43 mothers (5 percent) have stated opinions of neutrality in regard to these statements. Six fathers (less than 1 percent) and nine mothers (1 percent) disagree with two of the statements in Table 7. None of the parents strongly disagreed with any of these statements.

Table 8 is a computation of the mean ratings for fathers and mothers and a total mean for each of the statements related to economic efficiency.

Table 8. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of economic efficiency

Specific contribution to economic efficiency	Mean ratings of parents ^a		
	Father	Mother	Total
1. Through participation in instrumental music activity a student is aided in deciding whether to go on in the field of music later in life	1.56	1.50	1.53
2. Participation in instrumental music activity gives individuals and appreciation for a job well done.	1.72	1.55	1.64
3. Participation in instrumental music activity provides a means to attaining economic efficiency	1.95	2.16	2.06
4. Participation in instrumental music activity teaches a student the value of time well spent	1.61	1.70	1.66
Total	1.71	1.73	1.72

^aRating scale: Strongly agree = 1.00, agree = 2.00, neutral = 3.00, disagree = 4.00, strongly disagree = 5.00.

Both the fathers (1.71 and mothers (1.73) agreed that participation in instrumental music activity helps a student to attain economic efficiency.

"Through participation in instrumental music activity a student is aided in deciding whether to go on in the field of music in later life" was rated the highest by fathers (1.56) and mothers (1.50) for a total mean of 1.53 which is about midway between strongly agree and agree.

"Participation in instrumental music activity provides a means to attain economic efficiency" was rated the lowest by both parents, fathers (1.95), mothers (2.16), total (2.06). This same statement shows the widest range of opinion between fathers and mothers.

Response of the parents to the objectives of civic responsibility

As a nation of free people we have come to take civic privileges too much for granted. We have a very limited concept of how we would be individually affected if our heritage of personal freedom were lost. Indeed we need to be more aware of what would happen to each of us if American democracy were destroyed. It is a responsibility of all educators to provide the youth of today with a full understanding and realization of what democracy means, of the privileges it affords, and how to successfully achieve it; Educational Policies Commission (4, p. 121).

Through participation in instrumental music activity students may be made aware of their civic responsibility by learning tolerance for others, by giving of themselves that others might have joy, and by developing a loyalty to the principles of democracy.

The Educational Policies Commission states that an ignorant people who do not know the facts and have no opinion concerning important issues, are perhaps the greatest danger we have to democracy (4, p. 123).

Table 9 is an analysis of the parents' response to the statements in the questionnaire which are based upon the objectives which contribute to the attainment of Civic Responsibility.

Table 9. Parents' opinions in relation to the contribution of instrumental music activity to the attainment of civic responsibility

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
1. Children need the social experience that can be gained through association with other children in the high school band						
Strongly agree	45	45	56	49	101	47
Agree	47	47	49	42	96	45
Neutral	7	7	7	6	14	6
Disagree	1	1	4	3	5	2
Strongly disagree	0	0	0	0	0	0
2. Through participation in instrumental music activity one learns that he must live up to the ideals of the group						
Strongly agree	37	37	45	39	82	38
Agree	55	55	61	53	116	54
Neutral	7	7	7	6	14	6
Disagree	1	1	3	2	4	2
Strongly disagree	0	0	0	0	0	0
3. Participation in instrumental music activity gives one a respect for difference of opinion						
Strongly agree	36	36	35	30	71	33
Agree	48	* 48	64	56	112	52
Neutral	14	14	13	11	27	12
Disagree	2	2	4	3	6	3
Strongly disagree	0	0	0	0	0	0

Table 9. Continued

4. Participation in instrumental music activity contributes to the development of law abiding citizens

Parent's choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	39	39	41	35	80	37
Agree	48	48	52	45	100	47
Neutral	9	9	21	18	30	14
Disagree	3	3	2	2	5	2
Strongly disagree	1	1	0	0	1	0

5. Through participation in instrumental music activity, one learns to respect the social rights of others

Strongly agree	41	41	38	33	79	37
Agree	46	46	56	48	102	47
Neutral	10	10	18	16	28	13
Disagree	2	2	3	3	5	2
Strongly disagree	1	1	1	1	2	1

6. Participation in instrumental music activity gives the participant the opportunity to learn tolerance for his fellow men

Strongly agree	45	45	46	40	91	43
Agree	48	48	59	51	107	50
Neutral	6	6	10	9	16	7
Disagree	1	1	0	0	1	0
Strongly disagree	0	0	1	1	1	0

Table 9. Continued

7. Participation in instrumental music activity helps to fulfill the need or desire of belonging to a group

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	38	38	59	52	97	45
Agree	57	57	54	46	111	52
Neutral	5	5	2	2	7	3
Disagree	0	0	1	1	1	0
Strongly disagree	0	0	0	0	0	0

8. Through instrumental music, band participation and performance offers an opportunity for rich social experience

Strongly agree	34	34	56	48	90	42
Agree	55	55	56	48	111	51
Neutral	10	10	3	3	13	6
Disagree	1	1	1	1	2	1
Strongly disagree	0	0	0	0	0	0

9. Participation in instrumental music activity offers a natural laboratory for accepted social experiences

Strongly agree	36	36	37	32	73	34
Agree	44	44	55	47	99	46
Neutral	20	20	22	19	42	19
Disagree	0	0	2	2	2	1
Strongly disagree	0	0	0	0	0	0

Table 9. Continued

10. Participation in instrumental music activity teaches individuals to understand their civic responsibility

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	36	36	28	24	64	30
Agree	40	40	45	39	85	39
Neutral	18	18	38	32	55	25
Disagree	6	6	6	5	12	6
Strongly disagree	0	0	0	0	0	0

11. Participation in instrumental music activity teaches students the value of service to others and to the community

Strongly agree	36	36	34	30	70	32
Agree	52	52	66	57	118	55
Neutral	9	9	11	9	20	9
Disagree	3	3	5	4	8	4
Strongly agree	0	0	0	0	0	0

12. The high school band provides a situation where students may learn to appreciate and better understand democracy

Strongly agree	39	39	39	34	78	36
Agree	44	44	55	47	99	46
Neutral	15	15	17	15	32	15
Disagree	2	2	4	3	6	3
Strongly disagree	0	0	1	1	1	0

In Table 9 there is a possible total of 2,592 responses. One-hundred-thirty fathers (5 percent) and 169 mothers (7 percent) expressed opinions of neutrality in relation to the statements in Table 9. Twenty-two fathers (less than 1 percent) and 35 mothers (1 percent) expressed opinions of disagreement while two fathers and three mothers (each less than 1 percent) strongly disagree with the statements related to civic responsibility. The majority of respondents either strongly agreed or agreed with all of the statements in Table 9.

Table 10 is a computation of the mean rating for fathers, mothers, and a total mean for each of the statements related to civic responsibility. The respondents were classified as follows: fathers, 100; mothers 116; total 216.

Table 10. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of civic responsibility

	Specific contribution to civic responsibility	Mean ratings of parents ^a		
		Father	Mother	Total
1.	Children need the social experience that can be gained through association with other children in the high school band	1.64	1.65	1.64
2.	Through participation in instrumental music activity one learns that he must live up to the ideals of the group	1.72	1.72	1.72
3.	Participation in instrumental music activity gives one a respect for difference of opinion	1.82	1.79	1.81
4.	Participation in instrumental music activity contributes to the development of law abiding citizens	1.79	1.86	1.83
5.	Through participation in instrumental music activity, one learns to respect the social rights of others	1.76	1.91	1.87
6.	Participation in instrumental music activity gives the participant the opportunity to learn tolerance for his fellow men	1.63	1.72	1.68
7.	Participation in instrumental music activity helps to fulfill the need or desire of belonging to a group	1.67	1.53	1.60
8.	Through instrumental music, band participation and performance offers an opportunity for rich social experience	1.78	1.56	1.67
9.	Participation in instrumental music activity offers a natural laboratory for accepted social experiences	1.54	1.89	1.72
10.	Participation in instrumental music activity teaches individuals to understand their civic responsibility	1.94	2.21	2.08
11.	Participation in instrumental music activity teaches students the value of service to the community and others	1.79	1.89	1.84

Table 10. Continued

	Specific contribution to civic responsibility	Mean ratings of parents ^a		
		Father	Mother	Total
12.	The high school band provides a situation in which students may learn to appreciate and better understand democracy	1.80	1.91	1.86
Total		1.74	1.80	1.77

^aRating scale: Strongly agree = 1.00, agree = 2.00, neutral = 3.00, disagree = 4.00, strongly disagree = 5.00

Both fathers (1.74) and mothers (1.80) were between strongly agreeing and agreeing with the statements which are related to civic responsibility. "Participation in instrumental music activity offers a natural laboratory for accepted social experiences" was rated the highest in this group by the fathers (1.54) and also indicates the widest range of opinion between fathers (1.54) and mothers (1.89).

Mothers (1.56) rated "Participation in instrumental music activity helps to fulfill the need or desire of belonging to a group" the highest and in combining the fathers and mothers (1.60) this statement was rated the highest of the statements in Table 10. "Participation in instrumental music teaches students to understand their civic responsibility" was rated the lowest by both parents; fathers (1.94), mothers (2.21), total (2.08).

Response of the parents to the objectives
of rationality

According to the Educational Policies Commission as they have stated in The Central Purpose of Education, rationality is the development, through education of one's ability to think. This is brought about gradually through educational processes which have been oriented to the development of the individual's rational powers; for upon these powers depends the ability of the individual to achieve his personal goals and to fulfill his obligation to society (6, pp. 3-4).

It is also pointed out by the Educational Policies Commission that such areas as music challenge the listener and the performer to perceive elements of form within the abstract and that experiences in literature and the arts may make larger contributions to the development of rational powers than studies which are usually assumed to develop the ability to think. However, it is brought out that the ability to think cannot be developed or applied without the knowledge of subject matter as a prerequisite (6, pp. 18-19).

In conclusion the Educational Policies Commission says:

The society which best develops the rational potentials of its people, along with their intuitive capabilities and aesthetic capabilities, will have the best chance of flourishing in the future. (6, p. 11)

Table 11 is an analysis of the parents' response to the statements in the questionnaire which were based upon the objectives which contribute to the attainment of rationality.

Table 11. Parents' opinions in relation to the contribution of instrumental music activity to the attainment of rationality

1. Participation in instrumental music activity will help an individual to think in a positive manner

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	44	44	36	34	80	37
Agree	36	36	64	55	100	46
Neutral	18	18	12	10	30	14
Disagree	2	2	3	3	5	3
Strongly disagree	0	0	1	1	1	0

2. Through participation in instrumental music activity, individual creativity is developed

Strongly agree	52	52	57	49	109	51
Agree	43	43	53	46	96	44
Neutral	3	3	6	5	9	4
Disagree	2	2	0	0	2	1
Strongly disagree	0	0	0	0	0	0

3. Participation in the high school band helps the individual to develop an inquiring mind

Strongly agree	47	47	40	34	87	40
Agree	41	41	61	53	102	47
Neutral	9	9	10	9	19	9
Disagree	3	3	5	4	8	4
Strongly disagree	0	0	0	0	0	0

In Table 11 there are a possible 648 responses. There were 30 fathers (10 percent) and 28 mothers (8 percent) who expressed opinions of neutrality in regard to the statements in Table 11. Seven fathers (2 percent) and eight mothers (2 percent) disagreed with the statements while none of the fathers and one mother (less than 1 percent) strongly disagreed with one of the statements. The majority of fathers and mothers either strongly agreed or agreed with all of the statements that instrumental music activity contributes to the attainment of rationality.

Table 12 is the computation of the mean ratings for fathers, mothers, and a total mean for each of the statements related to rationality. The respondents were classified as follows: fathers, 100; mothers, 116; total, 216.

Table 12. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of rationality

Specific contribution to rationality	Mean ratings of parents ^a		
	Father	Mother	Total
1. Participation in instrumental music activity will help an individual to think in a positive manner	1.78	1.87	1.83
2. Through participation in instrumental music activity, individual creativity is developed	1.55	1.56	1.56
3. Participation in the high school band helps the individual to develop an inquiring mind	1.68	1.83	1.76
Total	1.67	1.75	1.72

^aRating scale: Strongly agree = 1.00, agree = 2.00, neutral = 3.00 disagree = 4.00, strongly disagree = 5.00

"Through participation in instrumental music activity individual creativity is developed" was rated the highest by both parents--fathers (1.55), mothers (1.56). "Participation in instrumental music activity will help an individual to think in a positive manner" was rated lowest by both fathers (1.78) and mothers' (1.83). "Participation in the high school band helps the individual to develop an inquiring mind" was the statement which had the widest range between fathers (1.68) and mothers (1.83). Both parents were in agreement with the statements which contribute to the attainment of rationality--fathers (1.67), mothers (1.75), combined (1.72).

Summary of parents' response to the Educational
Policies Commission objectives of education

Table 13 is a summary of the parents' response to the Educational Policies Commission objectives in relation to the specific area of contribution.

Table 13. Summary of parents' opinions in relation to the contribution of instrumental music activity to the attainment of the objectives of education as outlined by the Educational Policies Commission

1. Self-realization

Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	788	53	894	51	1682	52
Agree	584	39	723	43	1307	40
Neutral	104	7	94	5	198	6
Disagree	22	1	29	2	51	2
Strongly disagree	2	0	0	0	2	0

2. Human relationship

Strongly agree	413	41	478	41	891	41
Agree	457	46	519	45	976	45
Neutral	104	10	127	11	231	11
Disagree	22	3	35	3	57	3
Strongly disagree	4	0	1	0	5	0

3. Economic efficiency

Strongly agree	164	41	188	41	352	41
Agree	194	49	224	48	418	48
Neutral	36	9	43	9	79	9
Disagree	6	1	9	2	15	2
Strongly disagree	0	0	0	0	0	0

Table 13. Continued

4. Civic responsibility						
Parents' choice	Father		Mother		Total	
	No.	%	No.	%	No.	%
Strongly agree	462	39	514	37	976	38
Agree	584	48	672	48	1256	48
Neutral	130	11	168	12	298	11
Disagree	22	2	34	3	56	2
Strongly disagree	2	0	4	0	6	0
5. Rationality						
Strongly agree	143	48	133	38	276	43
Agree	120	40	178	51	298	46
Neutral	30	10	28	8	58	9
Disagree	7	2	9	3	16	2
Strongly disagree	0	0	0	0	0	0
6. Total						
Strongly agree	1970	45	2207	43	4177	44
Agree	1939	44	2316	45	4255	45
Neutral	404	9	460	9	864	9
Disagree	79	2	116	3	195	2
Strongly disagree	8	0	4	0	13	0

Forty-five percent of the fathers and 43 percent of the mothers strongly agreed, while 44 percent of the fathers and 45 percent of the mothers agreed with the statements which were based upon the objectives of education and their contribution to specific areas of attainment as outlined by the Educational Policies Commission.

Nine percent of the parents had no opinion or were neutral in their response to the statements. Two percent of the fathers and three percent of the mothers disagreed, and less than one percent of the parents strongly disagreed with the statements which were based upon the objectives of education as outlined by the Educational Policies Commission.

Table 14 is the mean rating of parents' response to the writer's statements which were based upon the objectives of education as outlined by the Educational Policies Commission.

Table 14. The mean rating of parents' opinions as to the contribution of instrumental music activity to the attainment of the objectives of education

Contribution to specific areas	Mean ratings of parents ^a		
	Father	Mother	Total
1. Objectives of self-realization	1.58	1.58	1.58
2. Objectives of human relationship	1.75	1.76	1.76
3. Objectives of economic efficiency	1.71	1.73	1.72
4. Objectives of civic responsibility	1.74	1.80	1.77
5. Objectives of rationality	1.67	1.75	1.72
Total	1.69	1.72	1.71

^aRating scale: Strongly agree = 1.00, agree = 2.00, neutral = 3.00
disagree = 4.00, strongly disagree = 5.00

The total mean response of the parents to the Educational Policies Commission's objectives was 1.71, which demonstrates that the parents agreed as to the contribution of instrumental music activity in the high school, toward the attainment of self-realization, human relationship, economic efficiency, civic responsibility, and rationality as outlined by the Educational Policies Commission of the National Education Association.

The total mean for the fathers was 1.69, and for the mothers was 1.72, which indicates a very close relationship of attitudes between fathers and mothers in regard to the contribution of instrumental music to the attainment of the objectives of education.

The objectives which contribute to self-realization were rated the highest by both fathers (1.58) and mothers (1.58). The objectives of human relationship were rated the lowest by the fathers (1.75) while the objectives of civic responsibility were rated the lowest by the mothers (1.80). The area which had the widest range of opinion was rationality--fathers (1.67), mothers (1.75).

Parents response to miscellaneous questions

Table 15 is an analysis of parents' response to the questions in the questionnaire which were related to specific problems pertinent to the instrumental music program.

Table 15. Parents' opinions concerning specific problems related to the instrumental music program in the high school

Specific problem	Father			
	Yes		No	
	No.	%	No.	%
1. Do you feel that the present instrumental music program fulfills the needs of your children?	80	80	20	20
2. Do you think that your children get adequate attention from their instructor during class?	84	84	16	16
3. Are the instrumental music instructors in your school competent for their positions?	97	97	3	3
4. Do you feel that instrumental music receives enough attention in relation to other school activities?	62	62	38	38
5. Do you feel that the instrumental music teacher expects too much from your children?	2	2	98	98

		Mother				Total			
		Yes		No		Yes		No	
No.	%	No.	%	No.	%	No.	%	No.	%
90	78	26	22	170	79	46	21		
109	94	7	6	193	89	23	11		
112	97	4	3	209	97	7	3		
70	60	46	40	132	61	84	39		
4	3	112	97	6	3	210	97		

Eighty percent of the fathers are of the opinion that the instrumental program fulfills the needs of their children. Ninety (78 percent) of the mothers feel that the needs of their children are being met. Combining the two gives a total of 170 (79 percent) of the parents who feel that the needs of their children are being fulfilled with the present instrumental music program. Eighty-four fathers (84 percent) and 109 (94 percent) mothers say that their children get adequate attention from their instructors during the class period. Together there are 193 (89 percent) parents who are satisfied that their children receive adequate attention during class. Both the fathers and mothers agree that the instrumental music teachers are competent; 97 fathers (97 percent), 112 mothers (97 percent), total 209 (97 percent), give a definite yes to this question. The question concerning instrumental music in relation to other school activities shows that 132 (61 percent) parents believe that instrumental music does receive enough attention, while 84 (39 percent) of the parents feel that instrumental music should receive more attention in relation to other school activities. Only three percent of the parents feel that the instrumental instructor expects too much of their children.

Table 16 is an analysis of parents' opinions concerning the amount of individual practice a student should do outside of class time.

Table 16. Amount of daily individual practice, as recommended by parents, that a student should do outside of class

Individual practice as recommended by parents	Father		Mother		Total	
	No.	%	No.	%	No.	%
3 hours	2	2	0	0	2	1
2 hours	6	6	8	7	14	6
1 hour	48	48	55	47	103	48
$\frac{1}{2}$ hour	36	36	45	40	81	38
$\frac{1}{4}$ hour	5	5	4	3	9	3
No extra practice	3	3	4	3	7	3

Seven of the parents (3 percent) feel that a student should not be expected to do any individual practice outside of class. Nine of the parents (4 percent) say that 15 minutes is adequate and 81 (38 percent) are of the opinion that one-half hour is sufficient. One hour of daily individual practice is recommended by 103 (48 percent) of the respondents. Two hours of individual practice is listed by 14 (6 percent) of the parents, and two fathers (1 percent) expect their children to practice for three hours daily.

Parents were asked to give one or two statements in relation to what they expect from the instrumental music classes for their children. Table 17 is a list of the statements which were made by the parents in response to this part of the questionnaire.

Table 17. Statements as to what parents expect from the instrumental music classes for their children

Parents' Statements	Father No.	Mother No.	Total No.
Children should learn music fundamentals in order that they might become proficient in playing an instrument	24	32	56
Children should learn to appreciate and understand good music	19	43	52
Children should learn to work together for the good of the group	17	18	35
Students should develop the ability to perform in public	13	15	28
Students should get personal satisfaction and enjoyment from instrumental music participation	7	14	21
Children should learn to accept discipline	5	12	17
Students should learn to develop good study habits	6	4	10
Children should develop a respect for the teacher and others	2	5	7
Students should find the desire to learn and improve	2	2	4
Students should receive good instruction	3	1	4
Students should develop in character	1	3	4
The teacher should instill within the students a desire to continue in music	3	1	4
Students should learn to accept competition	0	3	3
Students should learn to strive for excellence of performance	3	0	3
Students should be taught to render service	1	0	1

In response to this part of the questionnaire, statements were written by 75 (75 percent) fathers and 96 mothers (83 percent) for a total of 171 (79 percent). It should be noted that 45 parents (21 percent) did not choose to respond to this question.

The statements which parents made in regard to their expectations from instrumental music for their children may be summarized as follows: Children should learn fundamentals of music, develop an appreciation for good music, work together with others, learn to perform in public, and gain personal satisfaction from their experiences in instrumental music activity.

As may be observed in Table 17, there were additional statements made; however, the number of respondents was so few as to warrant no specific mention.

In concluding the questionnaire each parent was asked to state his opinion either for or against any phase of the instrumental music program. The statements which were in favor of the instrumental music program are listed in Table 18.

Table 18. Parents' statements in favor of the instrumental music program

Parents' statements	Father No.	Mother No.	Total No.
Parents voice general satisfaction with the instrumental music program as it is	63	81	144
Parents are pleased that the instrumental music teacher is competent	4	7	11
Parents appreciate the excellence of performance as demonstrated by the band	1	7	8
Parents appreciate individual recognition given to deserving students	1	0	1
Parents are pleased to see competition for positions within the band	1	0	1

There were 165 parents (76 percent who responded to this part of the questionnaire. The majority of those parents who made statements in favor of the instrumental music program (144 or 66 percent) stated that they were generally well satisfied with the instrumental music program in their school. Eleven of the parents indicated that they were personally well satisfied with the teacher, eight parents enjoy the excellence of performance which the band demonstrates, and one father appreciated the individual recognition given to deserving students, also stating that he was pleased to see competition for positions within the band.

Table 19 is a listing of the statements which parents made against the instrumental music program.

Table 19. Parents' statements against the instrumental music program or some phase of it

Parents' statements	Father No.	Mother No.	Total No.
Parents feel that there should be more administrative and community support for the instrumental music program	11	12	23
The program should be enlarged so as to include the stringed instruments	2	14	16
The teacher does not give enough individual instruction	4	5	9
The instrumental music teacher is incompetent or does not maintain discipline	4	3	7
The instrumental music teacher does not challenge the students	4	2	6
Instrumental music students are required to spend too much time before and after school	6	0	6
More awards and individual recognition should be given	2	0	2
The instrumental music teacher has too much to do	1	1	2
The instrumental music teacher grades too low	0	1	1
The school does not own enough equipment to support the present instrumental music program	1	0	1
The band does not play enough concerts	0	1	1
The band director is partial	0	1	1
The students in the instrumental music program should not be expected to participate in fund raising activities	0	1	1

There were 44 responses made stating dissatisfaction with the instrumental music program or some phase of it. Twenty-three statements were made requesting more administrative and community support and sixteen parents would like to see the instrumental program enlarged to include an orchestra.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of findings

In this study an attempt has been made to determine the existing attitude of parents towards the values of instrumental music activity in the high schools of Bingham County, Idaho. The study was initiated in the summer of 1963 and completed in the fall of 1964.

Information was obtained by means of a questionnaire. General information asked for included the following: occupation of father, number of children in the family, age range of children in the family, sex of person completing the questionnaire, high school the children attended, and previous instrumental music experience of the parents. Statements were formulated in relation to the Educational Policies Commission objectives which contribute to the attainment of self-realization, human relationship, economic efficiency, civic responsibility, and rationality, and to the contribution of instrumental music activity in each of these areas. The statements were tabulated by number and percent of response for each statement and then rated according to a weighted response (strongly agree, 1 point; agree, 2 points; neutral or indifferent, 3 points; disagree, 4 points; strongly disagree, 5 points) from which the mean score for both fathers and mothers and a total was computed. Some questions were also asked concerning parental attitude toward other pertinent areas of instrumental music. The answers to these questions were analyzed and compiled.

Questionnaires were distributed to all of the students enrolled in instrumental music in the high schools in Bingham County, Idaho, (Aberdeen, Blackfoot, Firth, Shelley, and Snake River) which were selected for this study. A total of 244 questionnaires were given to the students to take home for their parents to complete. Half of the students were advised to have their fathers fill out the questionnaire and the remaining half were to have their mothers fill out the questionnaire. This procedure was necessary in order to obtain response from both fathers and mothers.

The following results were found:

1. Farming was listed by 45 percent of the respondents as the occupation of the father. Families ranged in size from one to eleven children and age range of the children varied from less than one year to 38 years old. Fifty-three percent of the fathers and 48 percent of the mothers have had past instrumental music activity.

2. In computing the mean rating of the rating of the statements which contribute to the attainment of self-realization, it was found that both sexes were exactly the same (1.58) or that they agree with the statements that instrumental music activity does contribute to the attainment of self-realization. The highest mean score (1.18) and the lowest (2.09) were both given by the mothers.

3. Both fathers (1.75) and mothers (1.76) agree that instrumental music activity contributes to attainment of human relationships. As may be observed, the attitudes of fathers and mothers are very close to each other in this area. The lowest mean rating (2.01) was given by fathers and the highest (1.54) was given by the mothers.

4. According to the response of the fathers (1.71) and mothers

(1.73), instrumental music activity is a contribution factor in the attainment of economic efficiency. It is again obvious that parents react very nearly the same in this area. The lowest rating (2.16) and the highest (1.50) were given by mothers.

5. Fathers and mothers agree that participation in instrumental music contributes to the attainment of civic responsibility. The total mean for both parents is (1.77). The lowest mean rating (2.21) and the highest were given by the mothers. The fathers were more in agreement (1.74) with the statements in this area than were the mothers (1.80).

6. The parents both agree that instrumental music activity is a contributing factor in the attainment of rationality. However, it is apparent that the widest difference of opinion between the fathers (1.67) and mothers (1.75) occurs in this area (mean 1.72; range 1.67 to 1.75). The highest mean rating (1.55) was stated by the fathers and the lowest (1.83) by the mothers.

7. The total mean rating of all the statements in regard to the contribution of instrumental music to the attainment of the objectives of self-realization, human relationship, economic efficiency, civic responsibility, and rationality was (1.71), indicating that the parents who participated in this study agree that instrumental music does contribute to these objectives. The total mean for the fathers was 1.69 and for the mothers 1.72. This is a very close relationship of attitudes, between fathers and mothers, in regard to these objectives. Both fathers and mothers rated the contribution of instrumental music to self-realization the highest (1.58) and civic responsibility the lowest (1.77). It should be pointed out that in computing the mean rating for each statement, it was found that both fathers and mothers agree and in some cases tend to

strongly agree with all the statements in regard to the objectives of education as outlined by the Educational Policies Commission, which were included in this study.

8. Eighty fathers (80 percent) and 90 mothers (75 percent) feel that the present instrumental music program fulfills the needs of their children.

9. Eighty-four of the fathers (84 percent) and 109 of the mothers (94 percent) say that their children are getting adequate attention from their instructors.

10. Ninety-seven of the fathers (97 percent) and 112 mothers (97 percent) are of the opinion that the instrumental music instructors are competent.

11. Sixty-two of the fathers (62 percent) and 70 of the mothers (60 percent) feel that instrumental music receives enough attention in relation to other school activities. However, there are 84 parents (39 percent) who feel that instrumental music should receive more attention.

12. Ninety-eight fathers (98 percent) and 112 mothers (97 percent) feel that the instrumental music instructor does not expect too much of the students.

13. One-hundred three parents (48 percent) feel that instrumental music students should spend one hour each day on individual practice. Eighty-two parents (38 percent) would limit the outside practice to thirty minutes.

14. Seventy-five fathers (75 percent) and 96 mothers (83 percent) provided additional information in response to the write-in questions concerning what they expected from instrumental music for their children. Of those responding, most of them feel that children should learn music

fundamentals, develop an appreciation and understanding for good music, learn to cooperate with others, and develop the ability to perform in public.

15. Statements either for or against the instrumental music program were made by 165 parents (76 percent). Most of the parents, 144 (67 percent), are generally well satisfied with the instrumental music program in the high schools of Bingham County, Idaho. Those who actually oppose the program are so few as to be negligible.

Conclusions

Based upon the findings of this study, the following conclusions are presented:

1. Instrumental music is an important and vital part of the high school curriculum.
2. According to the opinions of fathers and mothers, instrumental music is a contributing factor in the attainment of self-realization, human relationships, economic efficiency, civic responsibility, and rationality.
3. Even though the attitudes of fathers and mothers were very closely related, the fathers were more favorable in their opinions concerning the values received by their children through participation in instrumental music activity.
4. Generally the attitudes of both parents are so nearly alike, there should be no cause for concern over the small differences which were present.
5. Generally, the parents feel that the present instrumental music program is meeting the needs of their children.

Recommendations

With due consideration to the findings of this study, the writer makes the following recommendations:

1. Instrumental music teachers should be prepared to give the students who are enrolled in instrumental music a thorough background in the fundamentals of music.

2. Instrumental music teachers should be aware that parents are interested in the instrumental music program and are generally anxious to lend their support.

3. A study should be made to determine the attitudes of the students in comparison with the attitudes of the parents toward instrumental music.

4. A study should be made to analyze the attitudes of school boards and school administrators toward the instrumental music programs.

LITERATURE CITED

- (1) Duvall, W. Clyde. The High School Directors' Handbook. Prentice-Hall Inc., Engelwood Cliffs, N. J. 1960.
- (2) Educational Policies Commission. An Essay on Quality in Public Education. National Education Association, Washington, D. C. 1959.
- (3) Educational Policies Commission. The Purpose of Education in American Democracy. National Education Association, Washington, D. C. 1938.
- (4) Educational Policies Commission. Education and Economic Well Being. National Education Association, Washington, D. C. 1940.
- (5) Educational Policies Commission. The Central Purpose of American Education. National Education Association, Washington, D. C. 1961.
- (6) Edwards, Allen L. Techniques of Attitude Scale Construction. Appleton Century-Crofts, Inc., New York. 1957.
- (7) Frandsen, Arden N. How Children Learn. McGraw-Hill Book Co. Inc., New York. 1957.
- (8) Gudridge, Beatrice M. Parents Ask About Schools. National Education Association Journal. October 1961. 35-36.
- (9) Harper, Early Enyeart. Moral and Spiritual Values in Music Education. Music Educators Journal. 40:13. 1954.
- (10) Goldham, Richard Franko. The Wind Band. Allyn and Bacon, Boston, Mass. 1961.
- (11) Jones, Archie N. Music Education in Action. Allyn and Bacon, Boston, Mass. 1960.
- (12) Kwalwasser, Jacob. Problems in Public School Music. M. Witmark and Sons, New York. 1932.
- (13) Leeder, Joseph A. and William S. Haynie. Music Education in The High Schools. Prentice-Hall, Inc., Englewood Cliffs, N. J. 1958.
- (14) Likert, R. A. A Technique for the Measurement of Attitudes. Archives of Psychology 22:44-45. 1932.

- (15) Music Educators National Conference. Music a Vital Force in Today's Secondary Schools. National Education Association, Washington, D. C. 1959.
- (16) Music Educators National Conference. Music in American Education. Source Book No. Two. Edited by Hazel Nohavec Morgan. Washington, D. C. 1955.
- (17) Mursell, James L. Human Values in Music Education. Silver Burdette and Co., New York. 1934.
- (18) Remmers, H. H. and N. L. Gage. Educational Measurement and Evaluation. Haroer and Brothers, New York. 1943.
- (19) Research Division. Music in the Public Schools. National Education Journal. 41(2):56-59. May, 1963.
- (20) Singleton, Ira C. Music in the Secondary Schools. Allyn and Bacon, Inc., Boston, Mass. 1963.
- (21) Snyder, Keith D. School Music Administration and Supervision. Allyn and Bacon, Boston, Mass. 1959.

APPENDIX

This questionnaire concerns itself with a survey being made in the high schools in Bingham County, Idaho, pertaining to parents' attitudes toward instrumental music and its objectives. It is important that every statement is answered to the best of your ability. The information that is obtained from this study will help those who are working with the instrumental program in our high schools. Since there are not orcestras in the high schools in Bingham County, the term "Instrumental Music" will apply to the activities which involve the high school band.

PLEASE FILL IN THE BLANKS BELOW

Person completing the questionnaire: Father _____ Mother _____

Occupation of father: _____

Number of children in family: _____

Age range of children: _____ to _____

High school your children attend: _____

• What instrumental music activities have you participated in?

High school band _____

High school orchestra _____

College band _____

Dance band _____

Other _____

INSTRUCTIONS

Listed below is a group of statements which indicates possible benefits obtainable through participation in instrumental music activities. For the purpose of this study, to participate in instrumental music means to be a member of a high school band. Please read the question or statement and circle the letter which corresponds to your feeling in relation to your own children.

a	b	c	d	e
Strongly agree	Agree	Neutral or indifferent	Disagree	Strongly disagree

DEFINITIONS

- Strongly Agree Indicates that you definitely agree with the statement.
- Agree Means that you agree somewhat with the statement.
- Neutral or indifferent You have no opinion or concern.
- Disagree Means you disagree in some respect with the statement.
- Strongly disagree Very definitely opposed to the statement.

- a b c d e Participation in instrumental music gives enjoyment to participants in the activity.
- a b c d e In adult life, children follow many of the goals formulated through music training received in their youth.
- a b c d e Through participation in instrumental music activities one is aided in developing character and personality.
- a b c d e Through participation in instrumental music activities new skills are mastered.
- a b c d e Participation in an instrumental music activity helps develop self-confidence.
- a b c d e Participation in an instrumental music activity trains most individuals to profit from criticism.
- a b c d e Participation in instrumental music activities gives an individual the ability to be at ease before the public.

- | | a | b | c | d | e | |
|-----|----------|-------|-------------|----------|----------|--|
| | Strongly | Agree | Neutral or | Disagree | Strongly | |
| | agree | | indifferent | | disagree | |
| 8. | a | b | c | d | e | Participation in instrumental music activities helps an individual to gain a high degree of self-respect. |
| 9. | a | b | c | d | e | Participation in instrumental music activities helps an individual to set goals and work toward them. |
| 10. | a | b | c | d | e | Utilization of one's intellectual ability is improved through participation in instrumental music activities. |
| 11. | a | b | c | d | e | Through participation in instrumental music activities, individuals learn to develop self-control. |
| 12. | a | b | c | d | e | Participation in instrumental music activities helps to train individuals to overcome obstacles and disappointments. |
| 13. | a | b | c | d | e | Participation in instrumental music activities helps students to develop characteristics of leadership. |
| 14. | a | b | c | d | e | Participation in instrumental music activities helps the individual to develop better study habits. |
| 15. | a | b | c | d | e | Participation in instrumental music activities helps to develop an appreciation for artistic accomplishment. |
| 16. | a | b | c | d | e | Participation in instrumental music activities gives an individual a sense of good sportsmanship and teaches him to cooperate with others. |
| 17. | a | b | c | d | e | Participants in instrumental music activities learn to respect any individual who demonstrates skill. |
| 18. | a | b | c | d | e | Participation in instrumental music activities helps to train individuals in accepting majority rule. |
| 19. | a | b | c | d | e | Participation in instrumental music activities improves one's ability to meet and get acquainted with new people. |
| 20. | a | b | c | d | e | Participation in instrumental music activities teaches the individual to respect the rights of others. |
| 21. | a | b | c | d | e | Because participation in instrumental music activities requires cooperation, it helps students to see democracy in action. |
| 22. | a | b | c | d | e | High moral and ethical standards are encouraged through participation in instrumental music activities. |

- | | a | b | c | d | e | |
|-----|----------|-------|-------------|----------|----------|---|
| | Strongly | Agree | Neutral or | Disagree | Strongly | |
| | agree | | indifferent | | disagree | |
| 23. | a | b | c | d | e | Participants in instrumental music activities are happier and better adjusted persons than non-participants. |
| 24. | a | b | c | d | e | Participation in instrumental music activities helps the individual to acquire good manners which carry over into phases of everyday life. |
| 25. | a | b | c | d | e | Participation in instrumental music activities helps make people feel that they are accepted by society. |
| 26. | a | b | c | d | e | Through participation in instrumental music activities a student is aided in deciding whether to go on in the field of music in later life. |
| 27. | a | b | c | d | e | Participation in instrumental music activities gives individuals an appreciation for a job well done. |
| 28. | a | b | c | d | e | Participation in instrumental music activities provides a means to attain economic efficiency. |
| 29. | a | b | c | d | e | Participation in instrumental music activities teaches a student the value of time well spent. |
| 30. | a | b | c | d | e | Children need the social experience that can be gained through association with other children in the high school band. |
| 31. | a | b | c | d | e | Through participation in instrumental music activities one learns that he must live up to the ideals of the group. |
| 32. | a | b | c | d | e | Participation in instrumental music activities gives one a respect for differences of opinion. |
| 33. | a | b | c | d | e | Participation in instrumental music activities contributes to the development of law abiding citizens. |
| 34. | a | b | c | d | e | Through participation in instrumental music activities one learns to respect the social rights of others. |
| 35. | a | b | c | d | e | Participation in instrumental music activities gives the participant the opportunity to learn tolerance for his fellow men. |
| 36. | a | b | c | d | e | Participation in an instrumental music activity helps to fulfill the need or desire of belonging to a group. |
| 37. | a | b | c | d | e | Through instrumental music activities, band performance offers an opportunity for rich social experiences. |

- | | a | b | c | d | e | |
|-----|----------|-------|-------------|----------|----------|---|
| | Strongly | Agree | Neutral or | Disagree | Strongly | |
| | agree | | indifferent | | disagree | |
| 38. | a | b | c | d | e | Participation in an instrumental music activity offers a natural laboratory for the accepted social experiences. |
| 39. | a | b | c | d | e | Participation in instrumental music activities teaches individuals to understand their civic responsibility. |
| 40. | a | b | c | d | e | Participation in an instrumental music activity teaches the students the value of service to others and to the community. |
| 41. | a | b | c | d | e | The high school band provides a situation where students may learn to appreciate and better understand democracy. |
| 42. | a | b | c | d | e | Participation in instrumental music activities will help an individual to think in a positive manner. |
| 43. | a | b | c | d | e | Through participation in instrumental music activities individual creativity is developed. |
| 44. | a | b | c | d | e | Participation in the high school band helps the individual to develop an inquiring mind. |

CIRCLE THE ANSWER "YES" OR "NO" OR FILL THE BLANKS IN THE FOLLOWING QUESTIONS

45. Do you feel that the present instrumental music program fulfills the needs of your children? YES NO
46. Do you think that your children get adequate attention from their instructors during their class periods? YES NO
47. Are the instrumental music instructors in your school competent for their positions? YES NO
48. Do you feel that instrumental music receives enough attention in relation to other school activities? YES NO
49. Do you feel that the instrumental music instructor expects too much from your children? YES NO
50. How much time, outside of class, should a student spend each day practising? _____
51. Be specific and give one or two statements as to what you expect from instrumental music classes for your children.

52. Give your opinion for or against any phase of the instrumental music program in your school.
