A Descriptive Summary of Various Band Booster Groups in Southeastern Idaho and a Study of Their Benefits to the Schools

Melborne Roberts
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A DESCRIPTIVE SUMMARY OF VARIOUS BAND BOOSTER GROUPS
IN SOUTHEASTERN IDAHO AND A STUDY OF THEIR
BENEFITS TO THE SCHOOLS

by

Nelborne Roberts

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
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Approved:

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Logan, Utah

1961
ACKNOWLEDGMENT

My sincere appreciation is expressed to the many community leaders in Southeastern Idaho for their help in securing data for this thesis. I am also grateful to the band mothers' organization of the O. E. Bell Junior High School, and many various band instructors for their help. I wish to extend a very special thanks to my fine wife, Althea, without whose encouragement and help this thesis would not have been written.

Melborne Roberts
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INTRODUCTION

Within the last 30 years the music departments in the schools of the Southeastern Idaho areas have grown tremendously. With the mushrooming of the band programs within these music departments many problems appear. They arise primarily from inadequate funds.

In order for the band systems in this area to function properly, the problem of finances must be met by some means other than entirely through the funds allocated by local school boards.

Local boards of education frequently do not have sufficient funds to meet such needs as transportation for band tours and trips to the district and state festivals. Large amounts of money are needed to buy the instruments necessary for proper instrumentation. The same expensive situation arises when uniforms are needed.

Lay participation has been a key source in the solution of educational problems throughout the history of the educational system. One phase of this study is a history of lay participation in the schools. With this in view, it is apparent why band booster organizations have been established.

The results of these groups cannot be limited to finances. They have apparent results in civic betterment, social adjustments, parent, teacher, and student relationships, and music appreciation and growth.
With this in mind, the aim of this study is to determine the effectiveness of these groups, and summarize the benefits given to the schools through them.

Personal interviews have been made on eight different communities. These interviews included various civic laymen, band directors, school superintendents, board of education members, and band parent officers. Reports on each community have been submitted and the results of the findings are established.
"The whole people must take upon themselves the education of the whole people." This was quoted from John Adams some 300 years ago. However, this statement did not indicate the beginning of general outside influence, or even outside interest upon education itself. Even in Greek history, although the educational system was controlled directly by the state, family units held great influence in the nature of the swinging of the pendulum of education. Aristotle, as well as other Greek leaders generally were recorded as discouraging such movements, and frowned on the family unit in this particular aspect. However, in order to endeavor to establish a focal point for the beginning of public outside influence upon education and educational needs of the times, we must then go back as far as the ancient Greeks, and their related lay systems.

In England, whose early school systems naturally tended to greatly influence our own attitudes, strides were made as early as 1906. They established an act which included among many other things, provisions for educational authorities to aid local voluntary agencies in the provisions of meals for children attending public elementary schools, and to help defray food costs. (Encyclopaedia Britannica, p. 985). This might be classified as a helping
hand for the then local hot lunch program which was being carried on by interested outside parties.

Again in 1918, perhaps influenced by the war, an education act was passed which determined to attempt to improve the state of things in England and Wales altogether. It aimed at establishing a national system of public education available for all persons capable of profiting thereby, and local organizations were called upon to help local authorities to prepare schemes of setting out the provisions which had been proposed to bring about this end. (Encyclopaedia Britannica, p. 987).

For nearly a generation in our own culture, lay groups have been developing throughout our nation in a serious endeavor to realize that public education is public. The public pays the cost of education, and should be vitally interested in seeing that the schools serve the entire public, and also in lending a helping hand to the general problems that arise in any particular group concerned with education. (Hamlin, 1952, p. 2).

This is the crying and ultimate reason why band parent groups as well as any lay groups in the entire educational system were organized. It is still the reason why they are functioning now, and will continue to function throughout the nation’s educational system for a future time which cannot be determined.

School leaders in the present era realize that if they want people to support any program, it stems from those
people first understanding the values that can be derived from it. Then the participation will bring a shared feeling of personal satisfaction in the planning and developing of the program. (Jensen, 1955, p. 77).

In order to establish an accurate history of band parent organizations in this particular district, or any other general area, one must be cognizant of the general history of education. The basic same motivating interest brought about spirited public participation in early Greek times, in England's educational growth, and in our systems today. The controls and grounds upon which these groups were able to function vary extensively with the mores of the communities and the established laws of the times. But establishing these early facets of history will indeed introduce the history of the band parent program in general.

The American public school system developed in an atmosphere of public interest and concern. Laymen have had a large part in its development. Our earliest public school buildings were often built by the local people. Patrons boarded the teacher. Members of the boards of education and parents supervised the teachers and examined the pupils. The limited funds for schools were voted upon at town and school meetings which were open for all to attend, and were very well attended. (Hamlin, 1952, p. 2).

Prior to the modern day participation of P.T.A., Band Parent, Sports Organization, Drama City Functions, and various other lay groups, our educational system underwent a
period of trial and error upon which many of our modern concepts and attitudes were permanently foundationed. Lay groups were, for a serious number of formative years, practically outlawed in our school systems. (Ramsseyer, 1955, p. 204).

Lay participation in public education declined rapidly. The development of large cities and large school districts made it more difficult for individuals to influence school policies. Colleges acquired and long maintained controls over the secondary schools. Powerful state departments of education, buttressed with large state school funds were developed, and state officials assumed some of the responsibilities formerly held by local laymen. A teaching profession arose with conceptions of "academic freedom", and a sense of professional expertness came about which separated the professionals from the amateurs in education. Professional school administrators were employed, and the boards delegated many of their functions to these administrators. Administrators were commonly expected to organize the schools from top down and to assume the principle responsibility for public relations. (Hamlin, 1952, p. 2).

Thus we developed many school systems which were largely managed by professional administrators. Tremendous difficulties were brought about as soon as public participation declined. They are too numerous to list, but in general the teachers were inclined toward impractical and unrealistic theorizing because of their limited contacts with the every day out of school life of people. The public became afraid that
the schools were substituting new value systems for those the public had held, and many laymen felt simply left out, in that they had no way of influencing effectively any of the programs of the learning.

The nation, having lived through this whole series of undesirable results has been able to now set up a new era of lay participation in which students, teachers, the administration, the board, and the public can share in policy making. All groups can participate in appropriating ways in which their representatives can have systematic face to face contacts with the policies essential in the harmonious development of all, and seeing that they are fair. (Hamlin, 1952, p. 2).

The trend away from lay participation in public education has been arrested, and in most cases it has been completely turned back. In many instances it has been painfully discovered that the public pays the bill for public schools, and that the public want something to say about the kind of schools it gets for its money. Voters who were left out of the school planning finally refused to vote adequate funds for school support.

Failures in securing school funds was crucial in bringing back laymen into participation in public school affairs, but there are many other factors also. The public had been indicating a greater and greater appreciation than it had previously shown in the importance of public education not only to the individuals educated, but to all. This may be due to the tremendous pressure brought about by the
propaganda of nations, the tying together of the educational standards of competitive nations, and national security. This, along with the probable fact that more people have now attained enough background in education themselves, enables them to feel adequate in voicing an opinion about the factors which should influence the growth of our security, as well as the growth of each pupil, child and adult.

The schools have gone through a series of emergencies and others are in prospect. It has been necessary to adjust to war, depression, to postwar conditions, and to our latest national emergencies. The schools have been made more and more conscious of their relations to this out of school world. They have required a good deal of help from citizen committees in weathering these emergencies. (Jensen, 1955, p. 78).

Attention is focused on lay citizen school participation in these emergencies because its results show that through them, schools will always serve America best. Public participation is needed on all levels--national, state, county, school district, school building, and even the classrooms. (Ramseyer, Campbell, 1954, p. 2015).

The public has seemingly become, once again, very articulate about school affairs. Groups that once accepted schools that did not serve them well, now demand appropriate services. Strong minority pressure groups even harass boards of education, administrators, and teachers.

This recent growth of participation is not the earliest recorded. Actually, school initiated citizen committees
have participated in public education for a long time. Prior to the trend away from this activity, committees had been traced back to 1911 in this country. (Hamlin, 1952, p. 4).

Under modern educational leadership, the schools are truly public. Neither the board nor the employees have anything to hide. Now those responsible for running the schools will ask parents and patrons to investigate areas of school activity and also to recommend improvements. (Thomas, 1950, pp. 1-4).

Public relations have grown tremendously since they had their start in the American School. Beginning with James G. Carter and Horace Mann in 1837, the first state board of education was created in Massachusetts. They were organized to have campaigns to explain the importance of education to the public. (Jones, 1955, p. 229). Now the committees receive help from the citizens as well as to inform them as to the existing problems.

No public school has ever operated in a social vacuum, apart from the society which it served. In every school and community, thousands of opportunities arise for affecting public relations in some degree. Even the most casual contacts tend to influence the public toward the school either favorably or unfavorably. Every school activity and contact between members of the school personnel and the children as well as their parents in the community has dynamic potentialities. (Jensen, 1955, p. 229).

These potentialities lie often secluded in social rewards, in civic betterment, and in growth and development
of each individual concerned.

If there were any records of lay committees for any direct subjects formed as early as the 1800s, we have no history. The earliest records indicate the 1900s and thereafter for anything headed "Band Booster" etc. (Stenberg, 1959, p. 2). As far as their early history goes we must only relate to the other lay organizations and their accomplishments, assuming that their participation included music whenever needed. Music itself was not an inaugurated program within the school curriculum until 1900, consequently existing groups to help with this department's problems were not of necessity.

Music received only slight attention in the public schools at first. It received no recognition for a considerable length of time. The program actually began in 1837 with Lowell Mason's work in public school singing. (Encyclopaedia Britannica, 1950, p. 21).

The whole of music, the needs of music and the results of music in the lives of people have only played an important part in education in the 20th century. So it seems that since music, as an integral part of education on this continent, has been so relatively new compared to education itself, that band parent groups, or any lay participating group in this field can be limited in history to some 31 years ago.
The following five short reports on band booster organizations are an accumulation by the Encyclopaedia Britannica reference library to supply a history, if possible, of the earliest actual band boosters where records were published. This reference library service was used to make certain all facets of information regarding this history be exhausted. This is the total of the information available.

The earliest recorded report of existing organizations is in 1929, when Mr. R. B. Burton, band director in Cadott, Wisconsin brought this activity into print.

The Music Parent's Club of Cadott, Wisconsin is an organization made up of the mothers of all students taking part in the vocal and instrumental music in the Cadott Public School. The aims of the organization, as stated in its constitution are: 1. To arouse and maintain enthusiastic interest in the various phases of the Music Department of Cadott Public School; 2. To lend all possible support, both moral and financial, to the general music program of the school; 3. To cooperate with those in charge of the music department and with the Board of Education to the end that this department may be brought to, and kept at the highest possible degree of efficiency and; 4. To further the interests of those students in the school musical organizations, i.e., chorus, orchestra, and band.

The Music Parent's Club started out as an outgrowth of the old Cadott Parent-Teacher's Association, shortly after the first high school band was organized in Cadott. As early as 1929 some band students were started at the high school by a member of the old Cadott American Legion Band, Mr. George Lindgren. In January of 1932 the school board was persuaded to have a band organized and
to hire a regular instructor. A committee of mothers of band members was appointed within the P.T.A. to find new ways of raising money to finance the new project. In 1950, the year when the name was officially changed to Music Parents, they financed the purchase of fifty-five brand new chorus robes for the mixed chorus.

This group of mothers has accomplished what few other similar groups have done: They have furnished all but one of the so called school owned instruments used by the band. These instruments have been secured little by little through the years until at present the school has thirty instruments, made up largely of the larger ones, such as French horns, also horns, baritones, basses, drums, and the larger woodwind instruments.

Other things they have done have benefited the school tremendously; they paid for the acoustical treatment of the band room in 1939; they have completely furnished a kitchen in the school building which is used by many other organizations; they pay the bills for all the letter awards given to band and chorus members, and nearly every year they buy one or more instruments for band. (Burton, 1952, pp. 48-50).

Although this activity from the group seems within the last 20 years, the actual organization was established, under another name in the year 1929.

The next recorded report was from Bismarck, North-Dakota in 1937. It is submitted as follows.

A 45 piece high school band of championship caliber, and there were no funds to send it to the state high school music contest nearly 300 miles away at the University of North Dakota at Grand Forks!

This was the situation in April 1937 at Bismark High School, Bismarck, North Dakota, which brought into being an organization unique in school circles, the Bismark Band Mother's Club. As a result the band went to the university and was topped only by the Grand Forks musicians, who placed first for the sixteenth consecutive year.

Officially known as the Bismark Band Boosters,
the object of the organization as set forth in its constitution is "To promote the bands of the Bismark public schools and encourage their activities". The membership consists of parents of band members whether grade school, junior or senior high school. They meet once a month at 4 O'clock. There are more than 200 children taking band work in the schools and the present membership in the Band Boosters is about 150.

There is dual control of the Bismark band. The board of education has no authority over it, although it pays part of the director's salary. Funds are allocated for the support of the band from the Community Chest Fund and the administration is in the hands of a committee from the Association of Commerce. The band is called upon to play at numerous civic enterprises and to boost the city in neighboring communities. However, the band rehearses in the school building during school hours, wears the school colors and is subject to school discipline and scholastic requirements.

The energetic band mothers have held rummage sales, benefit bridge parties and candy sales to raise money. They have sponsored movies at local theaters and concerts by visiting college bands. They have sold ice cream and hot dogs at public gatherings. They even staged Bismark's first dog show and made a success of it.

The working set up consists of a committee appointed for each month of the year. Each committee sponsors a money raising project. They have financed the annual trip to the state contest, bought several instruments for the band and this year hope to interest other clubs in the city in helping to buy uniforms to replace the present maroon sweaters and white trousers.

Instead of sending such a large group of young people across the state in automobiles with the ever present danger of highway accidents, the spring trip is made in a special railroad car. For many of the players, accustomed to vacation trips in the family car, this is their first train ride. As only the most proficient and mature players comprise the contest band, there are about 30 young musicians who cannot make the trip. To reward them for their faithfulness, the band mothers annually arrange to treat the stay at
homes to a motion picture show with ice cream afterward.

The increased interest in music and the improved morale and performance of the band have been ample justification and reward for the Bismark Band Boosters. (Murphy, 1941, p. 62).

In 1938 La Crosse, Kansas recorded a report of Band Booster activities.

It was in 1938 that the La Crosse High School Band (La Crosse, Kansas) was organized with an initial membership of nine players, five of whom had never played a band instrument before. In spite of this meager beginning the growth of the band was rapid and within a short time the band director called a meeting of the mothers of band members to consider organizing a Band Mother's Club. The response was enthusiastic in favor of such an organization and shortly thereafter another meeting was called at which time officers were elected and a program of work for the organization was outlined.

For a period of time after the Band Mother's Club was organized the only constitution the club had was one which developed as the need for some sort of regulations was seen, but it was not satisfactory. When the School Musician published a constitution several years ago the club decided to adopt it with minor changes to fit our particular local situations and it has proved entirely satisfactory.

The first project of the Band Mother's Club was to assist in raising money to purchase band uniforms; and the second project was the Band Carnival which became an annual affair. The money raised through the presentation of the carnival has been used since primarily as follows: (a) for the purchase of new band uniforms, (b) for cleaning, repair and altering of band uniforms, (c) purchase of new school instruments and other equipment, and (d) repair of school owned instruments.

The Band Mothers' Club has an enviable reputation in this community as an organization that gets things done and it is only natural for the mothers are working to improve the opportunities of the children they are most interested
In spite of the efficiency of the organization of the Band Mother's Club the club is ever alert to improvement and recently the club made a survey of 30 schools in Kansas in which there is an enrollment of approximately the same number of students as in our own school. In this survey the mothers were interested in knowing how other Band Mother's Clubs raised money, what charges were made as rental on the use of school-owned instruments, how often other clubs met, what instruments were owned by schools, etc.

The Band Mother's Club is always alert toward improving the good-will of other school organizations and community clubs through assisting with and participating in programs of these organizations.

In looking back over the last 14 years we have found a few very important reasons why our Band Mother's Club has been so active over the entire period since it was organized. The most important reason is that we have been fortunate in the election of good presidents. The band director, to keep harmony in the Band Mother's Club must always work directly with the president and, after a policy is established, should keep hands off all business that is the responsibility of the Band Mother's Club. (Anonymous, 1953, p. 43).

The fourth report submitted for publication was from Erwin, Tennessee which shows an organization formed in 1939.

It is as follows:

Erwin Band Booster Club, Erwin, Tennessee like the majority of band parent clubs and band booster clubs, was born out of necessity. The necessity of providing funds for the general support of the band program and the necessity for developing spirit within the organization and promoting interest within the homes from which the students come.

Although the overall purpose of the club has not changed the function and the government has progressed through three distinct phases since its founding as the Erwin Band Mothers' Club in 1939.
The fifth and last report was submitted in 1949 from a town called Boardman. No state name is given and none is mentioned in the body of the report.

Boardman High is a Class A School and in the fall of 1948, I inherited a high school band of 28 and a junior high band of 12. After one year of getting my feet on the ground in the school, I organized a band mothers' club in the fall of 1949, after getting permission from my superintendent. Notices were sent home through all of the band members and telephone calls were made to insure a good attendance. I presented problems, mostly finance, to the group. I presided over the meeting until a president was elected, stepped out of the picture, and from there on it has been their band mothers' club boosting their children and my band. Fathers are invited to meetings several times a year.

The first problem to present itself to the club was the purchasing of new uniforms. The club did many of the various well known things to raise funds. They had cake sales, sold Christmas candy, and when the fund didn't build up fast enough, they organized a house to house campaign and covered the entire Boardman School District which had a population of about 15,000 at that time and raised a grand total of $3,500.00 from November 1949 to April, 1950.

The community never had a large band and could not realize the problems that face the director in financing these things that cannot be purchased by the board of education because of the state laws. These laws were publicized during the house to house campaign so that the people could know why we were campaigning. In the spring of the second year, they gave a banquet to the Senior Band to show their appreciation.

Plans for the coming fourth year are well laid and under way. Plans for the band include the Senior Band Banquet again, the Junior Band picnic, and they are discussing the possibility of sending the two outstanding members of the Senior Band, sophomores or juniors, to one of the summer workshops, as a type of music scholarship for two weeks. (Bame, 1952, pp. 55-57).

Perhaps the tie-in between those national histories and
the present day lay participation of band parent groups in Idaho's sixth district can only be lightly related. However, much of the development in the past 10 years in this area has been similar in purpose and achievement within the same type of existing groups. The general attitudes of the people, along with the general public school programs now in effect received its hard fought for status from many of this type of group which was formed and not recorded.

From the five reports submitted the following graph was established. It shows the aims of all the groups, and how they felt that aim should be accomplished. Out of the five organizations, the majority wanted as their primary aim, to establish general band interest. Two groups organized for the specific purpose of furnishing band uniforms.

After organization, the projects of the various groups were put into effect. Three first projects obtained finances for the purchase of uniforms. Two first projects were to finance band tours. Two second projects were to obtain some of the large instruments for general band balance, one to purchase uniforms, one to establish a scholarship fund, and one to sponsor a band carnival.

Summarization of the graph shows that the general band interest which was sought for through these groups of band parents has been realized and maintained nearly 100 per cent by aiding financially to the band program.
FIGURE 1

BAND PARENT ORGANIZATIONS AIMS AND PROJECTS
FIGURE 2

AIM AND PROJECTS OF FIVE BAND BOOSTER ORGANIZATIONS
Idaho has six school districts. This thesis takes into account the formation and results of various band parent organizations in the sixth district. The sixth district is composed of 20 secondary schools. Some of these schools do not have band programs within themselves, but are participating groups with other schools.

From the list of schools who do maintain, or have maintained active band groups in the past, there are those whose activities are not recorded or compared here. This is due to numerous circumstances. Some do not have bands at the present time. Others do not have adequate records. In many instances band directors change as frequently as every year. Small schools are a preparatory step for new teachers to develop and move on. Because of this, accurate records are not kept. Often new band instructors have no system or place to keep records if any are recorded. The result is, that records are distributed in homes of interested people, and their names move into obscurity when another new director moves into that particular area. (Merrill, 1952).

Some band directors did not respond to questionnaires which were sent to them. Therefore it was impossible to follow any program in their respective school. However, some information on these is included.
The Pocatello High School is the only school outside the sixth district to be compared here. It is in the fifth district, and has been included in this report due to its nearness in locality, and the familiarity of the author to its band parent organization and activities.

The list of schools which are included in this summary is as follows:

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<td>3.</td>
<td>Butte High School</td>
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<td>4.</td>
<td>Rigby High School</td>
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<td>5.</td>
<td>Roberts High School</td>
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<td>6.</td>
<td>Ririe High School</td>
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<td>7.</td>
<td>O. E. Bell Jr. High School</td>
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<td>8.</td>
<td>Pocatello High School</td>
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| II |   |
|    |   |
| 9. | Challis High School | Challis, Idaho |
| 10. | Salmon High School | Salmon, Idaho |
| 11. | Sugar Salem High School | Sugar City, Idaho |
| 12. | Teton High School | Driggs, Idaho |

| III |   |
|    |   |
| 13. | Shelley High School | Shelley, Idaho |
| 14. | Madison High School | Rexburg, Idaho |
| 15. | South Fremont High School | St. Anthony, Idaho |
| 16. | North Fremont High School | Ashton, Idaho |
| 17. | Firth High School | Firth, Idaho |
| 18. | Bonneville High School | Idaho Falls, Idaho |

| IV |   |
|    |   |
| 20. | West Jefferson High School | Terreton, Idaho |
| 21. | Clark County High School | Dubois, Idaho |

These schools are divided into four groups. The first group, which consists of schools one through eight, are written into projects and recorded in this thesis. The
second group, which includes schools nine through 12, did not respond to questionnaires. The third group, which includes schools 13 through 18, have no band booster organizations active at the present time. The fourth group, which includes schools 19 through 21, have band programs included with other schools. School 19 is included in the O. E. Bell Jr. High band program. School 20 is included in the Roberts High School band program, and school 21 has no band program at all.

A short synopsis of some of the schools in group II and group III is included at the end of the project reports in the following section of this thesis.

Two schools, Bonneville High School and Firth High School have undoubtedly some history of lay participation along band lines, however no records have been kept and no response to the correspondence was received.
FIGURE 3
RESULTS OF RESPONSE TO CORRESPONDENCE
REPORTS ON INDIVIDUAL BAND PARENT GROUPS

Idaho Falls High School

Idaho has had musical program growth steadily since 1930. Idaho Falls is the largest community in the sixth district. Because of this fact, it spearheaded the development of the present day community interest in music in this area. The lay participation, however, does not lie in band booster organizations for the high school music department in the beginning, or now. Lay participation created this music department in the beginning, and partially because of this, the department has achieved its unthwarted community approval. This, of course leads to the possibility of the now present band parent organization participation for the O. E. Bell Jr. High School.

Prior to 1930, Idaho Falls, had developed a community band which played at the several civic events demanding its participation. The band's beginning was in 1906 under the leadership of Mr. O. P. Faire. It began with groups of local interested parties meeting in the Chesbro Music Building once a week to rehearse, and they did so enough to play a few Sousa marches. (Keefer, 1960).

School participation was literally unknown with the exception of singing. This was included in the main body of the classwork done. Mrs. Winifred Aupperlie was the supervisor of all the classwork singing in all the various
schools at that time. (Aupperlie, 1960). As to there being any band or orchestra work even outlined in school curriculum, there was none. The civic organization carried the entire body of the program by itself. With this civic group sprang the first lay participation to confront the problems then existing. This lay group was never called or organized as a band or music booster group, although that is what it would be referred to today. It consisted only as a civic band. Its government consisted only of the band leader. The first three leaders were, Mr. John Van Foskie, Mr. Paul Heimburger, and Professor Ralph Schade. Mr. Van Foskie was a German Austrian brass teacher. He actually started the band. The second leader took over the band in 1916. Mr. Paul Heimburger was leader when the music program was initiated into the schools. (Keefer, 1960). The band itself at this time consisted of 22 men. They are listed as follows:

Frank Weiriman, M. F. Gill, Jim Pastial, C. C.
Camel, Ralph Gill, Tom Gearheart, Low Mason, Arnond
Snow, D. B. Smith, Sam Dennis, Bert Payne, J. R.
Mason, L. P. Lee, Cliff Hayes, Clarence Owen,
Forest Briggs, Phil Keefer, Vince McMullen, O. J.
Ellis, W. L. Brink, Lee Suxon, Charles Shirley.

They were all enthusiastic civic minded men who had the foresight to know that music would be a demanding influence in Idaho Falls if correct public emphasis were posed in the right places and at the right time. At the present time there are only four of this original band living. (Keefer, 1960).

Forseeing the importance of the music program, caused
these men to contact a man who could work both musically and politically in bringing about their desired results. Mr. A. L. Gifford, who is the present day high school band director, was brought into the area in 1930 to begin a band and orchestra program. It consisted of rehearsals during lunch hours and after school. It included the community band which was already in existence, and slowly some school age people were integrated into it. At that time, with Mr. W. L. Crawford as Supt. of schools, Mr. Gifford began to actively engage in trying to establish a program in the school. He wanted school time allotted to develop a band and orchestra and basic music program. Along with the other music teachers throughout the area a fight was posed. Principals, having curriculum scheduling problems even then tried to discourage the idea. At first they wouldn't even acknowledge the possibility. (Gifford, 1958).

The city officials, consisting of Mayor Barzilla W. Clark, Harry H. Payne, city clerk, and the following councilmen; F. A. Randall, Harry Rhule, J. A. Coy, Axel B. Anderson, R. B. Ewart, W. P. Holmes, Joseph Brandl, and Parley E. Rigby were in favor of the action. (Rogers, 1960). Mr. Gifford's efforts had brought them into close contact and knowledge with his plan and its anticipated results.

In about a year, a band period was given to him. The civic band disbanned in order for Mr. Gifford to develop a school participating group. This band was to then carry on the activities which had previously been done by the commun-
ity. The civic group stayed together only as an aid to influence, aid financially, and to help out any other way in which they could improve the conditions. (Johnson, 1960).

The school itself allotted no money to this newly formed music department. There were no school instruments purchased and no money set aside for music or other needed supplies. During the civic band days, the city council consisting of these previously mentioned 10 men including the mayor, had agreed to finance some of the activities of the existing band and to defray expenses. They bought white coats for the band uniforms and payed each man the sum of $4.00 for concerts which were presented each Sunday. (Keef er, 1960). An exact fund, and its distribution was never actually recorded in the by-laws of the city government. However, the money was appropriated upon request from the band, with approval of the membership of the city officials. (Johnson, 1960).

Mr. Gifford, went to the city government, and with some debate, the same situation was granted for the school music department. To this day the city council appropriates money for the high school band to cover tours, and other expenses which are not covered by funds appropriated from the school board. This has been one of the main reasons why band parent organizations were never organized for Idaho-Falls High School Band. (Gifford, 1958).

The prime reason that the lay group, in this particular case, organized was to inaugurate a music program into the
schools. This was accomplished by creating enough interest to bring pressure upon the opposing forces. Some of this original lay group still exists along with new members who have joined at a later date. They have aided surrounding areas also in furthering band programs. When some small schools were entirely without music, these people financed a local man to cover the area in question and teach until an authorized teacher could be hired. (Johnson, 1960).

The second aim of this particular lay group was to help secure the needed funds to give the newly formed school band a footing for security and to help it into solid growth.

After achieving these two aims, which were getting music into the schools and making funds available for the group, these band enthusiasts then tried to develop public interest and awareness as well as a public esthetic growth. They did this by bringing into the area local and outside artists as clinicians and performers. This was often accomplished with funds from their own personal donations. One of the most frequent artists to appear here was Mr. Hugh McCallister, who, at that time, was a leading band director at the Brigham Young University. He helped tremendously in bringing public awareness to the newly formed school band program. (Gifford, 1958).

Although there are many outlying reasons why interested parents and other citizens and groups organize to help the bands and music departments in general, it is apparent that finances are at the source of nearly every existing lay group
in the music department. This is deplorable when the participation of such groups and their endeavors are of such aid, and show such remarkable results in the social attitudes and adjustments of the students. However, one should be grateful for the social, civic, and personality rewards brought about by the necessity of money.

Of the eight different projects outlined here, this is the only one whose prime purpose was not financial. This is due to two factors. The first factor is the early establishment of this particular lay group in comparison to the other projects outlined, and secondly, the financial aid through the city was already taken care of basically when the group was organized.

The following pictures on the next pages show the first Idaho Falls civic band in 1911 and again in 1915. The second picture shows the student bands of the earliest origin in this area. They were the beginning of any student participation in these groups. The first picture is in 1926 and the second in 1929. This was before Mr. Gifford came into this area. The third picture is the Idaho Falls High School band at the present time.

This shows what has resulted from the enthusiasm of the civic minded men in the first picture. It was through them that the band came into existence. They were the source of the establishment of the band program of today.
Mackay, Idaho

The next project outlined is more recent in origin.

Mackay, Idaho has a population of 760. (Lambson, 1959). It established its band parent organization in 1949 after World War II. Mr. William Ellett was band director there. The town itself is small and isolated from the larger Idaho communities. The school has an enrollment of 186, and the band generally runs about 60 pieces. The band had, at the time of the organization of the band parent group, outstanding abilities and always received very high ratings at the district and state competition festivals.

The band parent organization was established because of the need for financial aid to help the band on the trips to festival and other band tours when the money could not be met by the school board. The membership of the group has been maintained at approximately 100 since its beginning. There have been three band directors since the time Mr. Ellett left. He has been gone since 1953, and the band parent group still maintains its interest and membership. This shows a tremendous part on the local leaders and band directors. Mr. Ellett is held in high esteem with the group because it was established with his influence. It received its aims and principles through his interest. (Jarvis, 1959).

The objectives of this group are basic objectives for aid to the school. It covers financial aid, interest development, and an effort to create opportunities for the development of the band itself. The group does not carry the
name "Band Boosters" because it encompasses many other subjects within the school also. It meets once a month at regular intervals to work out local and school problems, and to establish methods of combating them. For example, part of the desire of the group is to enhance the appearance of the school. Each year it plants one tree on the school grounds and has to date helped tremendously with the landscaping problems there. The group also purchased athletic suits for the school basketball team.

Whenever it endeavors to complete a project which does not deal primarily with the band, it solicits the help of the P.T.A. group. This is why membership is held so high in number. This group, of course, has many members which are included in both organizations. However it does bring in some of the parents of the younger students and helps to stimulate interest of other people to the band parent group and the band. (Lambson, 1959).

Money has been the chief contribution to the band program. During the time when Mr. Ellett was director, the group financed the entirety of the band tours and paid the expenses of the band students to the district and state festivals. (Ellett, 1958). They do not, at the present time supply all the needed funds for the tours. Some of this expense has been met by the board and other local and civic groups. The group has accumulated a fund which is being held in abeyance for future use. The amount now is $400.00. This fund is to be added to whenever possible to
defray costs of new uniforms when they are needed. The chief source of revenue for this fund comes from the annual birthday calendar sale. It is earmarked for the band department and its betterment.

Since this annual calendar sale is the main ways and means project for the band itself, and the annual intake is approximately $400.00, the total money contributed to the Mackay band in the last 11 years is near $4,400.00. (Jarvis, 1959).

The president of this organization is Mrs. Vivian Jarvis who submitted the information available. Mr. Don Lambson, who is the president of the P.T.A. and past president of the band parent group also helped with information. No records or minutes are kept of the activities of this group. The entire script was taken from memory, which indicates the possibility of error in both financial figures and dates established.
Arco, Idaho

A small community, with a large capacity for the spirit of accomplishment, is Arco, Idaho. The total population is only 961 people.

The town had been void of any band program at all for 12 years. School instruments and equipment had depreciated and disappeared until only a single drum remained. When the news that the Atomic Reactor Testing Station would be established there for the United States government, the town could see great possibilities for economic growth and advancement not known before in this vicinity. This event, of national interest, and tremendous invitation for civic response and pride, found the lone drum the sole instrument with which to respond. Perhaps this was the reason for the people of Arco to feel the need for reestablishment of a band program in the area. The public feeling for a need to establish this band program in the school responded by a drive to find a suitable music teacher who could be brought into their community.

Mr. D. M. Welch, the first band man to be hired, was only there one year. He paved the way to further band developments by introducing band to the students, orienting them to what was expected of them, and preparing the parents and school administration as to what was needed in building a band. He did not stay, however, due to an opportunity to join a college faculty. He did leave the knowledge with some, as to where they should begin. (Covington, 1959).
Brent Covington in his first year of teaching challenged Arco with his enthusiasm in establishing a music program there. He was immediately greeted with a citizen of equal enthusiasm. Margaret Gaffner, a local cafe proprietor and parent of a prospective band student, talked to Mr. Covington while he lunched at her cafe. She asked what possibilities were there for a band parent group, and what such a group could do to help him begin his activities.

The band parent organization did not come about as a direct request from the band director, but grew from a community need, and a community willingness to aid the new department. Primarily they intended to help in moral support, and to establish funds for the department to operate. Their first goal was to raise money for uniforms, and the second was to replenish the depleted supply of school owned instruments. This is an interesting note that the uniforms should come first.

This came about in the fall of 1950. Mrs. Gaffner and Mr. Covington secured the names of all the parents of the music students. The total number was 40 people. From these, 10 leaders were selected to spearhead all of their projects. No regular meetings were ever held. No accurate records were kept. Three months completed their two major goals. (Gaffner, 1959).

Each band member was immediately measured for a new uniform. The uniforms were selected and ordered without hesitation. The director's uniform, the drum major's
uniform, and a drum majorette's uniform were included in the order.

Mrs. Gaffner, the elected president turned then upon the community for aid in securing the necessary funds. First, she divided the city into 16 sections. Citizens from the new band parent organization were assigned to each section. A complete canvass of the city was made for donations. The response was overwhelming. One reason for the unusual success of this canvass was that the drive was carried on immediately after the beginning of school. This is a farming community, and with a recently harvested crop, they felt the free hand of giving. Many local citizens contributed from $75.00 to $100.00.

The next project was to contact the different civic organizations and create the needed desire in each to help financially in this endeavor. Lion's Club members sold the annual birthday calendars throughout the community, and gave the amount of $300.00. Rotary Club held its annual car wash, and also held a community dinner. This dinner was a sell-out, with over 300 people in attendance in the gymnasium of the school. Since one of the local restaurants had furnished the food at cost, the entire profit went to the band parents as a gift from Rotary Club. (Boyer, 1959).

Even the Future Farmers of America donated substantially from their treasury.

The Chamber of Commerce decided upon a perpetual fund to be given to the band yearly. This was done because the
Chamber would no longer have to hire the Idaho State College Band from Pocatello to open the "Craters of the Moon National Monument" which is located 15 miles west of Arco. This event draws annually anywhere from three to four thousand people. There is always a need for a good band at this opening, and funds were allocated to pay transportation along with a fee to the visiting band. With Arco's newly formed band, this was no longer necessary. Even though the band was immature musically, they took over the job and have adequately performed for the last several years. Because of this, the fund was given to the local band. The band received money from the Chamber of Commerce at the offset of their organization and is still receiving its annual gift.

The band students themselves worked toward their goal. They sold tooth brushes and plastic license plate frames. They brought several leading artists in the field of music into Arco, and sponsored them. The group prepared food for clinic groups which were meeting in Arco, and did likewise for other visiting organizations, including some governmental groups.

The school board allocated some $500.00 to help the depleted band fund and improve the instrumentation of the group.

Within three months the uniforms were paid in full. The uniform is black with white epilets and red braid. There is an attached vestee which is white with the school emblem, a pirate, on the white field.

A small high school of 230 students now boasts of a band
of 60 members. This does not include the other feeder bands in the school system. The band has been supplied with $1,000.00 in instruments which aid greatly in helping to give the band a good concert band sound.

The financial aid given through this band parent organization to the school is secondary to what it has given the town itself. The attitude throughout the city shows approval of the band and of the director. This attitude reflects on each student in the school, and with pride, they acclaim their own band. (Gaffner, 1959).
Rigby, Idaho

Rigby, Idaho has a population of 1826. It lies in the heart of farming country and has many rural areas feeding into its high school. The enrollment of the school itself is 400 students to date.

Rigby has had some past history of help to the band through band parent organizations. This dates back as far as 1935.

At that time the school had lost five band instructors in four years. The department was not in a sound situation with equipment, finances or morale. There were no uniforms and very few school owned instruments.

Mr. William Brady came to Rigby in 1939, and helped to form an organization of parents to build the band program. Even then, the primary aim was to uniform the band and in that way create enthusiasm and interest in the potential students.

This band parent organization did not meet regularly nor record minutes of any kind. The school enrollment was only half what it is today, however, Mr. Brady encouraged 50 students to enroll in the band. This created a solid footing for others to follow.

The band parents raised half enough money which was $1,000.00 to uniform this group. The school board paid the other half. The methods used to raise this money were not recorded and no one involved can remember any exact projects. (Brady, 1960).
The uniforms purchased at this time sufficed until the year 1960. A new project was embarked upon at this time under the supervision of Mr. Byron Peart who is band director at the present time. His band is 60 pieces. The old uniforms had been supplemented in past years, but were in poor condition when Mr. Peart came to Rigby in 1959. He went to the school board, and was told that again they would pay half the needed amounts. He moved, with their permission and ordered uniforms before creating any money raising projects. The bill for the band department came to $2,500.00 and they had three years in which to raise this amount.

Mr. Peart then contacted all the parents for help in securing this needed money.

The parents, 30 in all, responded. They organized and elected officers. They met with some opposition because they were not allowed to solicit help from local business firms in Rigby. The reason for this is that the school board does not always keep its business in Rigby due to high financial costs there. Consequently, they hesitate to ask for help from these same business establishments.

The band parents decided to feature, as a project, two guest artists in order to raise some of the needed finances. Mr. Don Jacoby, a trumpet virtuoso and Mr. Bill Page, a woodwind artist from Lawrence Welk's orchestra were brought to Rigby. From these two artists a total of $623.00 was raised.

The band itself joined in the projects to sell Hershey
bars at all school functions.

A total of $900.00 was accumulated by various local money raising projects and by money allocated through the student body fund. This had been a fund previously set aside for emergency needs of various departments.
Roberts, Idaho

Statistically, Roberts, Idaho will indicate only a small percentage of the citizens who are represented in this thesis. It is, however, the first band parent program where material was collected for these reports. It gives some indication of what stimulates the people of a community into action along any lay participating field.

The town itself is 341 people as to this date. The school had 152 students in the year 1952-53. This is the year the band parent program was established.

Roberts’ music department has been an off and on situation since its beginning. It is a small community, primarily farming, with some definite split city and civic factions. Music had been going for two years under a steady hand when Mr. Mel Roberts came to the school. It was Mr. Roberts’ first year of teaching.

Two of the parents of students in the junior band worked in the hot lunch program of the school. Since band was held during the lunch hour, these people saved lunch for Mr. Roberts and had personal contact every day with his band problems when his lunch was served to him.

Early in the spring of 1953, at the high school district festival held in Rexburg, Idaho it was noticed how poorly this small and relatively new group was uniformed. Their uniforms consisted of white shirts and pants, and were a poor comparison to elaborate uniforms of many surrounding schools. This was mentioned to the mothers at the hot lunch
table, they immediately felt a need to create an interest in the citizens of Roberts to support their school band. They contacted 9 interested women, who put forth a real united effort to build a band parent group. They were: Mrs. Roy Barrett, Mrs. R. T. Barzee, Mrs. Earl French, Mrs. W. E. Love, Mrs. John VanLeuvin, Mrs. Rollo Dutson, Mrs. Lowell C. Moore, Mrs. Don C. Merrill, and Mrs. Sarah Chehey.

The husbands of these women worked also, and together they organized and held weekly meetings for two months to determine any possibility for raising enough money for uniforms. They met eight times as an entire group. They held three main money making projects. The first was a cooked food sale. The second was a square dance, and the third was a canvass for local donations. The school board was approached for help, and they agreed that if half the money could be accumulated by the band parent group, the board would supply the other half.

The first spring, $50.00 was raised toward the goal. It was put aside as band uniform money and was to be added to in future projects.

This is one area where the entire public was not behind the band parent organization. This is the result of civic differences. It is not a personal thing against the schools, but it shows with similar results in any church activity, any school activity, and any civic activity upon which the area embarks. (Merrill, 1952).

To raise money for any project is particularly difficult
under circumstances such as this.

Mr. Roberts left this community in 1953-54, and Mr. Scott Williams replaced him. He remained two years, however no record of further activity of the band parent organization was noted. No more money raising projects were embarked upon after the first $50.00 was raised.

The band is still very small. It contains 35 pieces in all. The town is divided in its interests in regard to the school and other organizations. Because of this fact not much success in money raising projects is ever realized. Any lay group must have a great deal of enthusiasm to function, and without the constant interest of a band director it is hard to stimulate the community.

Some of the students come from 60 miles or more away to attend school at Roberts. Activities under circumstances such as this limit teachers and are seldom successful. The band includes two other schools, both Terrerton, and Hamer, and the band instructor travels to these schools each day. The groups are seldom able to perform together.

The band performance at community affairs, annual band concerts, and individual student interest dwindles as quickly as band instructors leave the town, and the school is without a director for any period of time. This is one area where it is truly evident what the band director himself can do to encourage the town toward the needs of his group.

Many communities, once developed, continue in sponsoring the band, however in this particular area the fight is difficult
without the proper leadership of a good band director.

The effort on the part of a few interested citizens shows only that there is a desire in even the smallest and most obstinate community toward progress in the development of their youth through a good band program.
Ririe, Idaho

In strong comparison to the previous report of Roberts, Idaho is Ririe, Idaho. Not more than 50 miles to the east, this community ranks among the highest in music potential among the students and also in the enthusiasm of the public toward their band. Ririe has only 527 people. The school enrollment was 125 in 1953 when Mr. Mel Roberts came as band instructor there.

The band parent program began many years prior to this date. It originated when music first came into their school.

In 1932 Mr. Ed Brady, the second band master of the area began his teaching career there. He was an energetic and enthusiastic leader and although he carried both coaching and music, his primary concern was in the band. He boarded at the home of Mrs. John Davis and ate his lunch later than the other boarders there. He always did much of his correspondence and business during lunch, and Mrs. Davis, who had three children in school at that time, was eager to help and to listen to his problems.

Mr. Brady had about 50 students in his band the first year. It was a good band and the town was proud of it. When the district festival arrived, Mrs. Davis contacted six band mothers besides herself and they decided to make hats for the entire band to wear to this festival. These women were Bye Bennion, Ivy Summers, Sarah Stitt, Mrs. John Parkes, Anna Rowan, Maude Reed, and Effie Davis.

They made white hats with a large red "R" attached
at the front of each. They were pleased with their efforts and the entire group of mothers went along with the band to see it perform in its new hats.

Upon arrival they were dumbfounded to see many of the high school bands uniformed. The hats were a sorry substitute. So they decided even though it was depression time, to raise enough money to uniform their group. They needed $500.00. At that time $500.00 was as difficult to raise as some of our larger amounts recorded in more recent reports.

The projects these women endeavored to carry out are unique in these reports. Perhaps this is because of the early date of its establishment. The first thing they did was organize and create a band made from the band mothers themselves. They used wash tubs, and combs and whistles and sticks. They paraded through the town every time they wanted to advertise a project which was being considered. They created such a spectacle that everyone knew there was soon to be a band mothers' project to which support was expected.

The community was building a large community hall at this time. Government officials under the W.P.A. had been contacted to help with funds to support it. The band mothers' first project was to donate two days labor from each band father on the community hall. The wages of each husband went into the band fund. Not one criticism was issued by the band fathers.
The second project was a civic basketball game between band fathers and town business men. At that time only three men knew any basketball rules, and reports indicate a tremendous havoc on the floor. Almost the entire town was present.

The third project was a large dinosaur, which was built over a school bus. School buses were smaller then. The tail of the dinosaur moved up and down. The bus seated 10 children. The band mothers built a hot dog stand in the heart of town, and placed this dinosaur by the side of the stand. For days they fed town people and gave rides to the children. They realized more money on this particular project than any other.

They also sponsored a food stand at the local county fair. They had talent shows and dances. The local county fair is held in Ririe, and the band mothers utilized it for money raising. The church donated its hall for the band cause and several different dances were given there. The theatre gave half of the proceeds of one night each week if the band mothers would usher, sell, and take tickets. They did this for several months. They prepared food for the "Reed Hardware and Implement Co. Day", which brought farmers from all surrounding areas into town. They had cake raffles and cooked food sales.

By the next year at festival time $500.00 had been collected. Capes were purchased at $10.00 each. The band parent group was proud. (Davis, 1960).
Mr. Brady died with a ruptured appendix before he ever saw his band uniformed. His father, who came into the area when this death occurred, took over the band and remained in Ririe many years.

It was while he was band director at Ririe that the second active band parent organization came into existence. The second group uniformed a band of 60 students. The board of education stood half the expense on uniforms costing $50.00 each. This group raised approximately $1,500.00. However, due to the fact that some officers of the organization have moved to other localities, and the fact that Mr. Brady also moved to take another position, no definite amount is established for this phase of the band mothers' activity. (Davis, 1960).

The third active group started in 1953. Several enthusiastic women, whose sons were in the band knew that the uniforms were not complete. Hats were missing, trousers were worn and gone. Many coats and belts were not to be found. Also school music and school owned instruments were missing. What was there was in poor condition. This was due to several factors. The school music program had lapsed for two or three years previous to this date.

The third group organized to correct the entire situation if possible. They elected Mrs. Mildred Sleuter as president. They met one hour before every scheduled P.T.A.

By this time the cost of uniforms had greatly increased. There were now 13 complete uniforms needed, each of them
costing $90.00. The band parents solicited help from the local Lions Club and received the annual calendar sale money for the band. It amounted to $400.00. The band parents held several cooked food sales, fed clinic band students, had hot dog stands at the county fair, and sold magazines. They then contacted the board of education for financial aid. Again the board offered to pay half of the costs.

Within a year's time, this group purchased the 13 uniforms, four French Horns, music stands for the entire group, a tympani set, had new closets built for the uniform storage, and completely redecorated the entire band room. The band mothers themselves painted the room, made new drapes for the windows, cleaned and waxed the floors and gave a new atmosphere to the entire room.

This group raised $2,200.00 in a period of two years for the improvement of the band. (Wesley Davis, 1960).
The following report was compiled and written by the O. E. Bell band director and the officers of the band parent association. It was completed in order to enter a national community-school betterment contest. The project received an honorable mention in the contest, and its sponsors awarded a plaque to the Mayor of Idaho Falls.

"Here comes the band!" When Idaho Falls residents hear that phrase the men stand a little taller and the women all seem to be wearing a secret smile. And it's because they are justly proud of the 70 fast stepping youngsters who make up the rank of the O. E. Bell Junior High School band, and doubly proud of the smart blue and white uniforms they wear.

There is a story behind those 70 bright blue uniforms. A story which was written by hard work, untiring efforts and the faith of a few in a thing called "community spirit".

Back in November of 1956, Mel Roberts, director of the junior high band, wistfully wished aloud that his concert and marching band had uniforms. A small group of parents seemed interested. "Why shouldn't our band have uniforms? Other junior high bands have them," they reasoned. So, Mrs. E. W. Colson and Mrs. W. T. Michener volunteered to look into the matter.

It is interesting to note that the beginning of nearly all of the band booster organizations in this area result not from the director himself but by his enthusiasm for his band.

Principal Richard Bigelow and the school board heard the case of the uniformless band presented by the two mothers and they agreed it would be nice for the band to have uniforms, wonderful for school spirit and all that, BUT, the school board members sadly shook their heads and said the funds had not been allotted in their budget and so it was impossible for them to do anything about it.
Then the persistent delegation of two asked, "Would it be OK for us to organize a band parents' group and try to raise the needed funds?"

"It would take a lot of money", they were warned, "but you can do it if you want to."

So the meeting adjourned and the work of "Operation Band Uniform" began. The women, along with others interested, began the initial task of mimeographing a letter to be sent to the parents of members of the band. The students carried home the letters inviting their parents to attend a meeting on November 27th in the O. E. Bell Junior High School to organize a band parent organization for the purpose of obtaining the money to buy uniforms.

The letters were received in homes by all band parents in the city. Heads were shaken, it was a large amount, but most of the parents went to the meeting to see what could be done. It seemed that everyone felt that perhaps this was a project which had been long neglected. Every other band in the Upper Snake River Valley had uniforms and had had them for years.

Most of the junior high school bands in the area are very small compared to the O. E. Bell Junior High School band. This school is large and the band program is fully established. It is the only junior high school in Idaho-Falls at the present time.

Officers of the new group were elected with Mrs. Colson heading up the slate as president. Mrs. Michener was vice president, Mrs. L. Merrill as secretary, and band director Mr. Roberts was chosen treasurer. Then the group took a deep breath and asked one another, "Where is the imposing $4,915 coming from?"

As a newspaper account later said, "The campaign was organized with all the precision of a Marine landing." A community birthday calendar was compiled with the picture of the uniformless band as the main attraction. There were 503 of these calendars sold by the band students at $1.00 each. Advertisements on the calendar were sold at $25.00 each to 18 business firms in the town. This netted another $450.00
Hot lunches were sold at the school and at other schools also. Band parents began flocking to basketball games to sell pop and candy. They sponsored a dance and sold refreshments. Then came the big project, a major benefit, a special band concert on March 13th, in the Idaho Falls Civic Auditorium. This, the band parents declared, would be IT! They would reach that goal and the concert would be the reward. The band would appear in uniform and the whole town would be pleased. But, first the whole town must be informed.

In all successful band parent campaigns covered in this thesis publicity has been not only a supporting factor but a key factor in the success of the campaign. Public awareness and approval are necessary in order to expect any public participation.

A committee appointed Mrs. Karl Hale as ticket and publicity chairman and into her lap was planted a job that didn't allow time to sit down from then until concert time. Mrs. Hale's husband was employed by a daily newspaper, the Post Register, so publicity was practically assured in that medium. A visit to the leading radio and television stations resulted in a member of their staff, Mrs. Warren Bybee, being added to the committee.

Mrs. Hale and her committee mapped out a comprehensive publicity schedule, visited the newspaper editor and had the schedule approved and additional hints on what else to do. They then set out to inform everyone who could read, hear, or see what was going on, and how badly the junior high band needed uniforms.

Posters began appearing at the schools and in store windows. Tickets went on sale. Television sponsors were contacted by the band parents and soon band students began appearing in place of commercials about the sponsor's products. Hardly a day went by that there wasn't a story and a picture in the newspaper, even the Utah papers picked up the stories. Both radio stations began playing up the campaign in their newscasts. Disc jockeys made pleas, and the tickets began to sell.

Public meetings and service groups were contacted. Letters went out for donations to all of
the service clubs and in return for their support they found willing entertainers. Members of the band, under the direction of Mr. Roberts appeared on numerous programs, played musical numbers and made their plea.

Tickets were sold everywhere and every time the ticket committee took a count there were less tickets left to sell.

Whenever the project seemed long and dark, all the therapy workers needed was to shut one eye and visualize the splendor of the new uniforms while leaving the other eye open to see 70 shivering youngsters in limp, white shirts and trousers. Then came the momentous day. The band students were measured for the resplendent new uniforms. They are royal blue jackets with off-white trim and white belts and citation cords, brass buttons and emblems carrying the school's insignia. Off-white trousers and blue and white caps completed the uniforms. Also on order was an all white drum major uniform and a band director's uniform of blue and white.

From that day on in the band room of the O. E. Bell, students began practicing with renewed determination. They practiced loud and long to perfect the numbers the band would present at their concert. Mr. A. L. Gifford, director of the Idaho Falls Senior High School Band and music supervisor of Idaho Falls School District 91, offered to make the concert an even bigger event by having the senior high band on tap to play several selections.

As the March 13th date loomed nearer, and word came that the uniforms had been shipped, band parents began calling for progress on the ticket campaign. The donations from business firms were called in, and the band played an hour long rally downtown to spur on the then lagging ticket sales.

With the concert on tap for Wednesday night, Mrs. Colson, not to leave a stone unturned that might turn up another dollar, spent all day Sunday and Monday on the telephone soliciting 180 dozen cup cakes for yet another hot lunch sale.

Tuesday night a tired but jubilant group of band parents met to count pennies, and lo and behold, there were 230 pennies over the amount needed for the uniforms!

After the concert, money from late pledges
was added to that collected from tickets sold at the door and the band parents held a meeting. They instructed Mr. Roberts to use the $300.00 over the uniform price to purchase a new bassoon for the band and then they dissolved their organization.

Not all band parent groups remain organized after the pending problem, financial or otherwise, has been met. The majority keep active only when there is also an active problem confronting them.

Even while the vote was being taken to dissolve, now that they had accomplished their purpose, their minds kept going back to the night of March 13th when the curtain at the Civic Auditorium opened to reveal the band resplendent in their blue and white uniforms. No one heard the opening number because the applause for the youth and the uniform was thunderous, and, the BAND PLAYED ON!

The following pictures show the newspaper publicity used to create public awareness of the band parent activity. Other material dealing with this particular project appears in the appendix section.
FIGURE 9

FIRST PUBLICITY FOR NEW UNIFORMS
WHEN THE O.E. BELL Junior High School band marches smartly down the streets of Idaho Falls next spring in one of their many community promenades, the students are hoping they'll be lending colorful dignity to the festivities with new uniforms. A campaign to purchase the new uniforms has been undertaken by parents of the students. Pictured above are a few of the band students, looking over and modeling some of the new uniforms. From left to right, Dane Watkins, Dorothy Colson, DeAnne Brown, and Roger Wood — Roger showing how a military look can be achieved with the new uniform. (Post-Register Staff Photo)

FOR NEW UNIFORMS...

Parents On Th' March
For Junior High Band

The Junior High School Marching band will be promenading in smart new blue and white uniforms if a $3,000 fund raising campaign by their parents is successful.

Parents of the junior high school marching and concert band have organized to purchase new uniforms for the 70 students in the band. Actually 300 are in the various band programs of the school but only 70 are in the marching and concert bands.

The campaign is taking several different directions. Cooked food sales, cup cake sales and hot lunch sales are in the offing and

The campaign has been organized with the precision of a Marine landing. A week before the benefit concert, the residential district will be covered with a parolight campaign which will see the parents selling tickets for the concert to practically every home in the city.

The band student parents hope to have sufficient funds to give their band students a splendid new uniform which to regale local residents in their concerts and their many community marches.

Mrs E. W. Colson, president of the band parents organization is overseeing arrangements for the campaign. Melbourne Roberts is instructor for the school band.

December 9, 1955

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FIGURE 10
BAND MOTHERS' ORGANIZATION OFFICERS
MOTHERS TURN SALES WOMEN

EVERY BUSINESS firm and home in Idaho Falls will be offered the opportunity to buy tickets to the O. E. Bell Junior High School benefit concert March 13 in the Civic Auditorium. Among members of the band parents organization preparing for the ticket sale are left to right, standing, Mrs. Duke Reading, Mrs. Karl Hale, ticket chairman; seated, Mrs. E. W. Colson, president of the band parents; Mrs. LaMae Harris and Mrs. R. T. Michener, band mothers. (Post Register staff photo)

TICKET SALE BEGINS...

Band Uniform Drive Keyed To Concert Date

Band parents of the Otis E. Bell Junior High School Monday launched an intensive ticket sale drive for a benefit concert in the Civic Auditorium March 13.

Under the chairmanship of Mrs. Karl Hale, 34 parents are canvassing their neighborhoods and organizations to sell tickets for the concert. All proceeds will be used to purchase uniforms for the junior high school band.

The outstanding concert will include selections by the junior high school band directed by Melbourne Roberts and numbers by the high school band directed by A. L. Gifford.

"This is a community project," Mrs. Hale told her workers, "inasmuch as the city will be proud of these students in their new uniforms as they participate in city and valley activities." Working also on the ticket campaign with the band parents and the concert and varsity band students of the junior high school.

Reports Due

Band parents are asked to check in with their reports at the principal’s office in the junior high school Thursday and Friday, Feb. 14 and 15 and the following Thursday and Friday, between the hours of 2 and 5 p.m.

The Band Parents organization was set up last November to raise funds for the uniforms. Mrs. E. W. Colson is president; Mrs. R. T. Michener, vice president; Mrs. LaVau Merrill, secretary; Melbourne Roberts, treasurer.

To date approximately one-third of the estimated $4,800 needed for the uniforms has been raised in other projects.

Appointed to work on the ticket campaign have been the following: Mrs. Howard Andrews, Mrs. Paul Campbell, Mrs. Lester Anderson; Mrs. Jim Fornier, Mrs. Winston Soelberg; Mrs. Robert Humberger, Mrs. George Watkins, Mrs. Merril, Mrs. R. E. Lausch, Mrs. John Corless, Mrs. LaMae Harris, Mrs. Oneita Austin, Tabb George, Mrs. J. N. Dennis, Mrs. Gladys Collins, Mrs. Ray Goshert, Mrs. Quinton Tobbins, Mrs. Sherrill Crook, Mrs. W. T. Fitch, Mrs. E. R. Kempe, Mrs. Duke Reading, Mrs. Ray Coltes, Mrs. Ronald Graham, Mrs. Richard Hurley, Mrs. Bruce Lundgren, Mrs. Don B. Grover, Mrs. Ralph Gesas, Mrs. Michener, Mrs. Colson, Mrs. Hale, Mrs. Amos Clements, Mrs. E. F. Miller, Mrs. Roger Wood and Mrs. J. Floyd Porter. Ralph Gesas
FIGURE 11
MEASURING FOR NEW UNIFORMS
Band Uniforms Ride On Drive

Royal blue jackets with off white trim and off white trousers—that will be the garb of the O.E. Bell Junior High School this spring, if a current project goes well.

The Band Parents organization, which came into being last November, is now engaged in an intensive ticket selling campaign to raise funds to buy uniforms for the junior band.

The tickets will admit the purchasers to a benefit concert presented by the senior and junior high school bands in the Civic Auditorium March 13.

Members of the organization hope that the proceeds from the concert will be enough to put the campaign over the top. Already a third of the estimated $4,800 needed for the uniforms has been raised.

The quality of the uniforms which has been selected for the junior high band assures uniforms for 20 years, A. L. Gifford, senior high school band director, noted.

The well tailored royal blue jackets will be set off with white belts and citation cords, brass buttons and emblems carrying the school's insignia. The band caps and the drum major cap are also blue and white. Uniform of the director is all white.

Students at the school are being measured this week for the uniforms.
FIGURE 12
LOCAL NEWSPAPER PUBLICITY
March 7, 1957

Pep Band Rally Tied To Concert

Pep Band music will echo through downtown Idaho Falls Saturday noon when some 30 O. E. Bell Junior High School musicians gather for an hour-long rally.

To spur ticket sales for the band uniform benefit concert Wednesday at 8 p.m. in the Civic Auditorium, the students will play special numbers under direction of Melbourne Roberts, at the corner of A St. and Park Ave., from 12 noon until 1 p.m.

Rolfe Lines will act as master of ceremonies, making announcements concerning the concert as students offer tickets for sale on the streets and at tables in downtown stores.

Members of the Band Parents organization are sponsoring the concert in an all-out effort to raise the remainder of the funds needed to pay for the new junior high school band uniforms. It is hoped the entire 1,500 tickets will be sold before Wednesday.

March 8, 1957

Musical Program

Providing the musical entertainment were eight members of the Junior High School concert band, Donald Hansen, Bryce Thueson and David House, saxophones; Dick Jones and Janet Barrus, clarinets, and Karen George, Kathy Kunz and Susan Otto, piano accompanists. They furnished six instrumental numbers. Leading them were Mel Roberts, junior high school band instructor, and Mrs. E. W. Colson, band parent organization president.

Mrs. Colson also explained that parents of the students are on a current drive to raise money to buy uniforms for the students. She left tickets with members for the school concert Wednesday night at the Civic Auditorium and was told the club’s board of directors would consider approving $20 for the uniform project.

Guests included S. Forrest Fiesler, Richard Ulmer, C. A. Purkey, Rod Harris and Henry Link. Jesse Gisler, club second vice president, presided, and Ben J. Faw was in charge of the program.

Thirty-two gathered for the dinner session at the Rogers Hotel.

March 11, 1957

Band Parents To Serve Lunch

Hot lunches will be served by the women to students at both the Central Intermediate and the O. E. Bell Junior High School Tuesday noon with all proceeds going into the uniform fund. A total of 1,167 tickets had been sold Monday for the benefit concert Wednesday at 8 p.m. in the Civic Auditorium. Both junior and senior high school musicians are joining for the concert.

Goal of the organization is the sale of 1,500 tickets before Wednesday night.

March 8, 1957

FOR BAND UNIFORMS...

Rally To Spur Benefit Concert Ticket Sale

In an hour long rally in downtown Idaho Falls Saturday band students of the O. E. Bell Junior High School will gather for an all-out effort to sell the remainder of the tickets to the benefit concert.

The concert will be Wednesday at 8 p.m. in the Civic Auditorium with all proceeds being turned over to the band uniform fund.

To date $10 tickets have been sold but Band Parents hope that the entire 1,500 will be disposed of before the concert.

Band members are busy rehearsing their concert numbers, under direction of Melbourne Roberts, director. At that time they will make their first appearance in their new uniforms — royal blue jackets with off-white trim and trousers.

Neon Rally

The O. E. Bell Junior High School Pep Band will march and play during the rally from 12 noon until 1 p.m. Announcements concerning the concert will be made over a public address system and students will offer tickets for sale on the streets as well as at tables in downtown stores.

Posters made by Mrs. Mark Hoff have been placed in local stores and in schools. Tickets for children six years and older will be offered at half price.

The concert climaxes a series of fund raising projects sponsored by the Band Parents group since its organization last November.

Funds have been raised at hot lunches at the O. E. Bell and Central schools; by selling refreshments at basketball games; by sale of community birthday calendars and by donations from business firms and civic groups.

Tuesday band students presented a program for the Kiwanis club; Thursday they appear before the Russet Lions and the Junior Chamber of Commerce. Mrs. E. W. Colson, Band Parents president and Director Roberts appear with the students to explain their fund raising projects.
FIGURE 13
NEW UNIFORMS
These O. E. Bell Junior High School students show The Post-Register photographer how they'll look when they march for the community this spring and summer in their brand new uniforms. An intensive fund campaign conducted by parents realized $5099 to carry the purchase of the new uniforms. Pictured left to right, front row above, are David Bock, David Hale and Steve Lutzker. Back row are Keith Morgan, Georgia Hayes, Lloyd Barker and Dick Hymas. (Post-Register Staff Photo.)
FIGURE 14
SECOND LOCAL NEWSPAPER PUBLICITY
March 13, 1957

Benefit Concert To Be Tonight

Hours of diligent rehearsing will be climaxed tonight when the Idaho Falls Junior and Senior High School bands join for a benefit concert in the Civic Auditorium at 8 p.m.

Proceeds from the concert, sponsored by the Junior High Band Parents Organization, will be used to pay for the new royal blue and white uniforms which the 70 piece junior high band will wear for the first time tonight.

Up to Wednesday morning, 1,375 tickets had been sold in an intensive campaign conducted by the parents and students. Tickets will be available at the door.

Band parents and school officials hope that the benefit concert will put the drive for uniforms over the top.

Reports show that $70 was netted from the hot lunches served at the Central and Junior High schools Tuesday and $119 from the two concert matinees.

Officers reported Wednesday that if the concert nets more than is needed for the balance on the uniforms, the surplus will be used either to buy new instruments for the band or toward helping provide storage lockers for the uniforms.

March 14, 1957

Concert Puts Band Uniform Drive Over

The Civic Auditorium resounded with applause Wednesday night when the curtains were drawn on the 70 piece Junior High School concert band, resplendent in their new royal blue and white uniforms.

A near capacity audience acclaimed the outstanding concert which included numbers by five junior high school bands under direction of Mel Roberts and the Senior High School band directed by A. L. Gifford.

Reports showed a total of 1,395 tickets sold. Only 1,500 had to be sold to assure success of the project. With proceeds from the benefit concert, donations and funds from other projects, the Band Parents organization paid the bill of $1,915, for the uniforms in full Thursday.

Mrs. E. W. Colson, president of the group, explained that the $184 left over, together with late returns from ticket sales will be used to purchase band instruments or to help provide lockers for the uniforms.

Bill Paid

Of the $1,915 bill paid Thursday afternoon by Richard Bigelow, principal, and Director Roberts, $3,795 was raised by the Band Parents and $1,220 was paid by the students for their white trousers.

Perhaps the high spot of the evening was the final number in which the senior band of 80 joined with the 70 piece junior band in playing "Scottish Rhapsody," directed by Roberts and "The Stars and Stripes Forever," by Gifford.

The two bands, in alternate colors of blue and white and orange and black, with their instruments poised, brought a tremendous ovation from the audience.

Gifts Presented

During the evening gifts were presented to Director Roberts by both the varsity and concert bands. Mrs. Karl Hale, ticket chairman, introduced Mrs. Colson and presented her with a bouquet of red roses in behalf of the Band Parents organization.

Mrs. Colson made the formal presentation of the uniforms to Principals Siedel who explained how the band parents, in only four months, accomplished what would ordinarily be a two year project.

Soloists during the band numbers were by Janet Barrus, Karen George, Claudia Soellberg and Dick Jones. The saxophone quartet by David House, Richard Fluke, Bryce Thueson and Ronald Hansen won the plaudits of the audience.

Director Gifford who expressed appreciation for the success of the project, cautioned the students to take care of their uniforms so that they would last for 21 years as the senior band uniforms have.

Appreciation was expressed by Mrs. Colson to all band parents, students, teachers, business firms, civic groups and to all others contributing to the success of the project.
FIGURE 15
CONCERT PUBLICITY
Benefit Concert To

Dress Up Junior High Band

IT WON'T BE long now before the O. E. Bell Junior High School band is sporting new uniforms. Busy rehearsing for their public benefit concert in the Civic Auditorium Wednesday at 8 p.m. are hundreds of youthful musicians comprising the beginning, intermediate and junior high bands. The concert will climax five months of work by the Band Parents organization to raise funds for the new uniforms which the band will wear for the first time Wednesday night. The Idaho Falls High School Band will also present several numbers in a varied program which promises entertainment for all. Upper left two happy junior high band members, Claudia Suellberg, left, and Karen George, right, display one of the large posters advertising the concert; upper right shows a cross section of the band rehearsing under the baton of Melbonie Roberts, director. Lower left, four young saxophonists try for a better tone as they run through their number for the program. Left to right, standing, Richard Edler, Bravy Thorson and David House; sitting, Ronald Hansen. (Citi Register Staff Photos)
FIGURE 16

THIRD LOCAL NEWSPAPER PUBLICITY
Royal Blue Uniforms Ready
For Student Benefit Concert Here

Zero hour for the Junior High School Benefit Band Concert Wednesday at 8 p.m. in the Civic Auditorium will find 70 thrilled boys and girls decked out in their spanking new royal blue and off white uniforms.

The benefit concert climaxes months of work by the Band Parents' organization to raise the funds to buy the uniforms. With band tickets nearly sold out, contributions from civic groups and various other fund-raising projects, officials believe that the $1,800 needed is assured.

Matinees Monday afternoon in the O. E. Bell Junior High School Auditorium were well received by Junior High and Central High School students.

Varied Concert
An outstanding and varied program has been prepared by both junior and senior high school bands under direction of Mel Roberts and A. L. Gifford.

In the final numbers the senior high school band in their black and orange uniforms and the junior high band in their new regalia will join in "Scottish Rhapsody," William E. Rhoads and "Stars and Stripes Forever," Sousa.

Other program numbers will include "Challenger March" and "Cowboy Suite," Weber; Beginning Band No. 1; "Here Comes the Parade" March and "Waltz Festival," Weber, Beginning Band No. 2.

FIGURE 17
SALT LAKE CITY PAPER VALENTINE
MONDAY WASH LINE: No use trying to play bingo in the downtown doorways anymore, the Utah Power and Light Co. has increased the number of lights on all night in the business district. It used to be only one light on each business block burned all night, now 14 lights are on through the dark hours! ... Dan Valentine

Speaking of bingo, E. J. Helser says he knows a Salt Lake architect who is building a new house for a client—and the house features a secret, air-conditioned bingo closet, with sliding doors, and a radio-controlled door in case of a raid! ... Talk about odd first names for girls, how about 5-year-old Therolyn Whitlock of Crescent, Utah. She was named for the two doctors who brung her—one was first-named Theron, the other Lynwood! ... These Whitlins have an odd first name. (She was born in September, but who wants to be called SEPTEMBERELLA?) ... Well, spring is here, time to get the old snow shovel out and put anti-freeze in the car.

SPECIAL SERVICE: When it comes to birds, Charlie Lockerbie of the Utah Audubon Society is ready day or night to answer questions.

Late the other evening, Charlie was peacefully snoozing away in bed. The phone rang.

An anxious mother was on the other end of the line. She said she needed some questions answered about birds because her young son was taking a bird examination in school the next morning.

Between yawns, Bird Expert Lockerbie obliged.

Nothing brings out the faults in a man faster than a pair of Bermuda shorts!

AROUND AND ABOUT: A leading child specialist said that when parents discipline their children they should be "democratic and firm." (Can't I be Republican and firm?) ... A recent survey in Dayton, Ohio, revealed that 75 per cent of the housewives in the city shoveled the snow off the walks. (Good little town, that Dayton!) ... Remember back in the good old days when every motion picture theater had an organist? (Anybody recall the names of the organists who used to play in the Salt Lake theaters?) ... A fellow back East says he can stand on the street corner and tell the folks from the farms from the city people. (I can too—the farmers are much better dressed!)

IT'S WONDERFUL: A man walked into a Salt Lake drug store the other day and asked for some medicine to cure laryngitis. The fellow talked all right, so the druggist asked, "Do you have laryngitis?"

The man shook his head. "No, my wife's got it. She hasn't been able to say a word for days."

The druggist said, "I'll make up something for it. Do you want to wait?"

"No," the customer said, "I'll pick it up in two or three days. Frankly, I'm enjoying the quiet around the house!"

TODAY'S VALENTINE

A Valentine today to a group of hard-working Idaho Falls parents who just completed a fast campaign to raise money to buy uniforms for the Idaho Falls junior high school band.

In less than four months, parents of the band members raised almost $5,000 for the uniforms—no mean feat, this.

Each parent did his or her share, and each deserves a public pat on the back.

And a couple of the women who spearheaded the campaign—Mrs. E. W. Calson and Mrs. R. T. Michener—deserve special Valentines for their untiring efforts.
FIGURE 18

IDAHO FALLS O. E. BELL JR. HIGH SCHOOL, BEFORE UNIFORMS
O. E. BELL JUNIOR HIGH SCHOOL

Community Birthday Calendar

SPONSORED BY THE PARENTS OF THE O. E. BELL JR. HIGH SCHOOL INSTRUMENTAL MUSIC DEPARTMENT
FIGURE 19

IDAHO FALLS O. E. BELL JR. HIGH SCHOOL BAND
AFTER UNIFORMS WERE PURCHASED
Pocatello, Idaho

"We live in a college town," was the first comment of the president of the Pocatello Band Booster's Organization. This fact in itself can present many problems in any high school band. Finances are, of course, always primary, but also in parallel is public interest in the high school. Community interest is centered more in the college than in the high school.

This is the principle reason why the Pocatello High School Band Booster's Organization was established.

In the Pocatello area, which has a population of 34,000 people, the high school has a unique problem. There is no specific fund upon which the band can operate. The school board issues annually, $1,200.00 which goes into a general fund. This is to be used for band, choir, orchestra, drama, and athletics. Each organization adds to the fund whenever possible with collections from their several individual performances, such as games, concerts, cantatas, school plays, etc. Each organization represented, has one person selected to serve on the budget committee. When any department needs money, this committee meets together with faculty and principal, to establish equal and fair distribution of these funds. (Kennard, 1959).

When one department faces a need for large sums of money, additional revenue must be obtained from outside help. For example, when new band uniforms were seriously needed, the athletic department came to the rescue of the
band. With the suggestion of the budget committee, proceeds from all games and other various athletic functions were loaned to the band with the understanding of a repayment into the fund as quickly as the band could obtain financial help. This repayment has never been made, as the band has not yet been financially sound.

Even if the funds in this instance met with an unbiased and equal distribution, each department would realize the returns of $220.00 each, for the entire year. This amount for a 90 piece high school band is ridiculously low since uniforms alone would run well into the thousands. New large instruments for school ownership, and necessary for good band balance cost into the hundreds each, and busses for a single long band trip would burn gas to eat up the entire allotment for any year.

Band teachers are often overwhelmed with financial problems such as this.

For many years, small groups of interested band parents had sponsored small benefits and projects to aid the financial problems and the interest of the high school band. There had never been any formal band booster organization established to really aid in problems of any kind.

When Mr. Ralph Kennard, the high school band teacher in Pocatello was unable to accept an invitation to the Rose Bowl Parade in 1957, it was because of this financial problem. With the refusal, and the disappointment of the students, came his desire for some real outside source of
help.

Mr. Kennard wrote to the parents of some 90 band students in the area early in the spring of 1958. An invitation from the Portland Rose Parade had been presented to his high school band, and he simply could not shake his desire to now find that hidden source of aid. The students could not again be sluffed aside without hurting the band through loss of morale and enthusiasm. College or no college, this time the high school band had to have community support in order to survive the gravity of another disappointment.

A meeting was called to discuss the problem, and the parents decided to organize and elect officers. Mrs. Roy Lundquist, the mother of a first chair clarinetist in the band was selected to be president of the newly formed organization. She is a soft spoken woman with organization ability mingled with charm.

She and the other parents decided to raise for the band a sum of $3,500.00 in six weeks. In order to do it all Pocatello would have to know what they were doing and the importance of the situation.

They first contacted Mr. Ralph Claycomb at the Mountain Stated Telephone and Telegraph Co. and gained permission to use 20 positions on the telephone switchboard in the telephone office for an entire evening. This, the telephone company granted freely. (Claycomb, 1959). Second, Jim Tyne, from the local television studio received permission
for the band to use one evening of television for a band telethon. This launched the first money making project. The band went on the air about 10:00 clock in the evening and gave a varied program of band music. It included ensembles, solos, twirling, marching techniques, etc. While this was going on, the announcers of the station would explain the difficulties of the band finances and the aim of the group. They pleaded for financial grants and pledges from every listening person in the audience. The calls started to drift in. The band mothers had taken over the 20 telephone positions and took all of the calls. The band played on. Requests for $1.00 from each listener continued and pledges continued to come in, and from places as far away as Montana. By the time the evening was over, the band had received pledges of $1,000.00 from interested people all over the area. The first project was a success.

The band worked hard. Each morning it would be out at 6:00 clock parading the streets. Along with the parade, students would carry loads of light bulbs from door to door to sell. All this would have been an imposition on the public had the publicity been lacking. For weeks the daily newspaper had carried the story of the needed money and the projects which were outlined. Everyone knew that when they heard the band playing in the morning in their vicinity, they should have their money ready for the light bulbs. People were enthusiastic and came to their doors and windows, sleepy eyed and smiling just to hear the band play.
There was a total of $500.00 raised in this manner.

The third project was a pancake sale and cake auction. A local building was allocated for the event. The building was in the heart of town where it was accessible to everyone. For days before the event, the radio stations mentioned the breakfast to be held, and asked everyone to participate. Miss Pocatello of 1957 and 1958 came to fry the pancakes. Her time was donated to the cause. The Intermountain Gas Company sent all the employees to work for one day at the pancake fry to help the band. Mr. Day, the manager of the Gas Company payed his employees as if they were in the office. Local grocery stores donated all of the pancake flour, bacon and eggs. Dance students from several dance studios presented floor shows every half hour. Radio announcers were present to cover the story and plead the cause. Many curious people dropped in and became customers.

This, indeed, was not all that was included in the money raising endeavors. Rummage sales, concerts, and contributions must of course be noted. The contributions included Chamber of Commerce $75.00, Kiwanis $75.00, Lions $200.00, J. C. $180.00, Dairy Association $100.00, Kraft Food $75.00, Idaho State Journal $50.00, McCartys $50.00, and many other smaller amounts from local establishments.

The maximum goal was $3,500.00 to be raised in six weeks time. However, in that period, $5,200.00 was raised and the students left Pocatello for their trip without any financial hazard.
Since this band represented the entire state of Idaho at the Portland Rose Parade, every resident of the Gem state salutes the endeavors of the band director, the band, and above all the band boosters of the Pocatello High School Band. (Lundquist, 1959).
Two Schools not Responding to Correspondence

Driggs, Idaho

Around the year 1946 a band parent group was active at Teton High School to help with the instrumentation of the band. Several groups of interested people secured color instruments. The desire to play these instruments was created by the director.

This band group is tremendously active, and has been for many years. Mr. Clarence Murdock has been band director there for nearly 30 years. According to Mrs. Delores Hibbert, a member of the band during this time mentioned, the band parent groups have functioned at many intervals during the life of the band. No response was received from the correspondence to the band director there.

Bonneville High School, Idaho Falls, Idaho

Bonneville High School has had three band instructors in the past four years. The band program only recently began to build. According to Mrs. Joe Wolf and Mrs. Robert Johnston, who are both active P.T.A. members and parents of band students, no band parent organization exists at the present time, and no records are available on any past activity of such a group if one was ever in existence.
FINANCIAL AID

Though similar in nature, each of the eight projects outlined and submitted here is distinctive in its own right. Each had its own problems to face, its own method of money raising, its own goal, and its own time element. Some had government and parliamentary organization, while others did not even keep records of amounts accumulated toward their goal.

The one main factor which was determined from the sum total of these reports is that finance was the underlying reason why each group came into existence. With the exception of one group, Idaho Falls, whose objective was to originate a music program into the schools, all others have been first finances, and secondly band interest.

The financial aid submitted by band parent groups in these eight reports, reveals a great deal of the possibility for development and growth through this medium. The financial aid given in the sixth district can be summarized only to the extent that the exact records were kept. However, approximate amounts must be considered since most band parent groups do not have adequate records. Because of this fact it is impossible to tally exact amounts. The approximate amounts derived from these eight reports are phenomenal. They are as follows:
Idaho Falls Sr. High School
Mackay High School---11 years activity---$4,400.00
Butte High School---3 months activity--- 3,500.00
Rigby High School
  first group----1 year activity--- 970.00
  second group----1 year activity--- 2,500.00
Roberts High School----1 year activity--- 50.00
Kirie High School
  first group----1 year activity--- 500.00
  second group----1 year activity--- 1,500.00
  third group----1 year activity--- 2,200.00
Idaho Falls Junior High-4 months activity 5,215.00
Pocatello High School---6 weeks activity $5,200.00

Total----26,035.00

This totals $26,035.00 which band booster groups
have contributed for band activities and needed instrumentation. This is not a conclusive figure because some
groups have been organized and actively functioning for
10 or more years. Most groups organize and function for
a period long enough to recognize a set goal and then
disband after this goal is accomplished. They then remain
dormant until another pressing need is upon them.

It can be shown that the financial aid derived from
all band booster groups included in this thesis, both in
local areas and national, has been used for three primary
purposes. These are; first uniforms, second, band tours,
and third instrumentation.

Uniforms purchased for these seven groups was the
prime reason for organization in four out of the seven
groups. Two groups out of seven have uniform funds which
are growing. This is six out of seven groups. Only one
group formed after uniforms were purchased, but helped in
securing new pieces for these uniforms.
Out of the $26,035.00 raised by the seven band parent groups reported here, $14,035 was used to uniform the bands.

Without reasonably good instrumentation it is impossible to get a good band sound. A director may re-arrange to fill the gap of missing instruments. However, this is not always satisfactory. As an example, no single reed or brass instrument can give the characteristic sound of a double reed instrument. The color instruments are expensive and many school boards of education consider them unnecessary. (Rowan, 1959).

While finances for uniforms appear to enhance the public into action, the overflow money spent on some of the larger woodwind and brass instruments helps the band considerably. This is an unseen goal accomplished by the work of the lay group, but created by the incentive of needed uniforms.

Uniforms can add considerably to the appearance of a band. They are necessary and important in the process of building a band. They certainly can be an aid to morale and a considerable help in raising standards. They do not, of course, make a band sound better, but they are one step in the right direction to better bands.

Instrumentation and its financial backing should have first priority, but good appearance seems to be first in the public's eye. The public pays the bill. The instruments purchased in these seven reports totaled the amount of $2,100.00.
is $250.00.

Conclusively, the whole school benefits by the financial aid supplied by band parent groups. This is accomplished by lifting the burden from the school board. It eliminates the need to use appropriations to build many phases of the band department which aids in its growth, and by giving the band department much more to work with in equipment and needed band spirit. (Rowan, 1959).
FIGURE 20

MONEY RAISED BY BAND PARENTS IN COMPARISON TO DONATIONS BY CIVIC GROUPS AND BOARDS OF EDUCATION
Figure 21

Size of City, Size of School, Amounts of Money Raised
It is more difficult to determine exact amounts used for band tours. An approximate figure is submitted. Since some of the groups reported, show a longer history than others, no conclusive evidence is available. However, of the $26,035.00 shown raised in these seven projects, time element eliminated, $7,200.00 was used for band tours. This included travel to district and state festivals. The tours, which tend to lend purpose to intensive study in the bands, and help create an incentive for fine music, could seldom be financed from local school boards. (Rowan, 1959). Busses must be chartered with costs ranging from $100.00 to several thousand. Chaperons must be available. Food and lodging for students and chaperons must be appropriated and planned for in advance. Even though invitationalins are often the root of the band tour, the lodging and food are often not provided. The band tour expense depends on these things as well as the size of the band and the distance which is traveled. Band booster organizations help to defray these expenses in many instances.

The amount of $7,200.00 which was acquired from these reports does not include the Idaho Falls Senior High School. Money for tours in this school are annually received from the city.

All other monetary appropriations in these reports were for various smaller individual necessities for the particular band in focus. These amounts are a nominal figure compared to the three main items stated above. It
Although finances are the factor which is most apparent in the benefits derived from band booster groups, it is not the only benefit. Such things as teacher and student morale, student social adjustments, music appreciation of both parent and student, and good citizenship must also be viewed with respect.

Teacher morale and student morale is one facet which is tremendously affected by participating and interested band parents.

A teacher must get a high degree of satisfaction from his professional employment if he is to contribute voluntarily and freely of his abilities to this profession. This is particularly true in the field of music.

Morale is not easy to define. It is composed of many interdependent, interacting and changing active factors. These affect either a group or an individual. While morale may not be subject to easy measurement, indications of its presence and absence can be observed and recorded. (Redefer, 1957).

The degree to which morale is present in both teacher and student is indicative of the degree to which potential individual and group resources are focused and called into action. Morale is a measure of the voluntary efforts of
the individual and the group that lead to a greater productivity toward the desired goals of the group.

The objective of all school personnel administration is to develop those policies and practices that maintain or raise the morale of individuals and groups. To lower morale inadvertently is to decrease productivity. To raise morale is to increase individual and group productivity. (Redefer, 1957).

There is no question but that, as a nation we have today sufficient resources to organize and maintain an excellent public educational program. In those localities where education is facing a crisis such as shortage of personnel and facilities, and sub standard programs because of lack of funds, it has been found generally true that the people have not been fully aware of the needs and problems of the schools. Neither have they identified themselves in any way with those problems.

In some communities contact between the school and community consists largely of report cards, athletic events, commencement ceremonies and other limited contacts designed to insure complacency. Parents rarely are invited to visit the school and the lay participating groups are relatively ineffective. When additional support for the schools is needed it is necessary to resort to high pressure campaigns in order to "sell the public on the school. These attempts at "selling" as a part of an extensive campaign are poor substitutes for community confidence based on understanding
through participation in the school affairs.

Only through enlightened public support, even through widespread public participation can the schools find the strength to prosper. This active and aggressive lay participation is one of the most effective ways to help people of a community to understand their real stake in public education. It also helps preserve the rights of the citizens of the United States in the schools as well as preserving education as well. (Jensen, 1955).

Evidence to prove this fact as well as theory is the report on the band parent activities of Roberts, Idaho in comparison with those of Ririe, Idaho.

Certainly it is found that the band parents who are active with the band have students who are interested and active with the band also. Two fold, the enthusiasm of the parent increases the enthusiasm of the student, and the enthusiasm of the student increases the enthusiasm of the parent. In turn, the band thrives and the teacher hails with approval the accomplishments of an active and happy group.

Social adjustment, perhaps is one of the most gratifying rewards reaped by the students from active lay participating groups. From a mental health point of view, desirable student relations are those which help the members of a class become more secure, self respecting, independent, responsible persons who have respect for the rights of others. (Symonds, 1946). This is often accomplished by
active and participating parents. It gives the student self-esteem, a feeling of belonging, and an awareness of the benefits of the band with an eagerness to aid it.

Educators are not alone in their growing awareness of the significance of interpersonal relationships. Child psychologists stress the need for better relations among members of the family in all fields including school activities. (Nelson, 1955).

It is evident that there is a definite social adjustment in students when there is an awakening of the inner feelings for the betterment of the department and the individuals within that department. Thus team work is introduced, which is one of the strongest factors in this social factor.

The bridge between school and home with the organization of lay participating groups is suspended on loyalty and constructive efforts. These groups organize for the purpose of building a better school, class, or organization and move to accomplish the goal they see evident through constructive effort. This reflects a mutual understanding with teacher, student and parent. It tends to create a team of cooperation. Thus parent association succeeds in bringing parents and students together with the teacher and can never be marked as a failure. (Spears, 1955).

Because of the fact that our society is ever changing, and the evidence is clear that it is changing rapidly today, makes us aware of the importance of giving the student
as well rounded social attitude as is possible. This is of prime importance. The awareness of the amount of working mothers today is one example of where the school is given more responsibility in this field, all of which points up the need for more cooperative relationships between the home and the school. (Melby, 1957). This is an area where band parent groups can help the parent as well as the student in the ever increasing need to make the parent aware of the student and his environment. It is of prime importance in the future development of each student.

The rising tide of citizen interest and participation in solving school problems was recognized by President Eisenhower when in January of 1954 he called upon the 83rd Congress to enact legislation which would permit the holding of state wide conferences on education to be followed by a White House conference of education. The Congress responded to the President's request by enacting P.L. 530 which made it possible for each state to bring together, prior to the White House conference on education, educators and other interested citizens to discuss educational problems in the state and made recommendations for appropriate action. (Jensen, 1955).

Can social adjustment be defined without including both understanding and character. Much of human happiness rests on this one phase of living. Music offers an opportunity for self expression through the group, thus affording the knowledge of what cooperation consists of. It
encourages initiative and group cooperation also, through the feeling of belonging it presents. Self-expression and belonging are two basic human needs and upon these, plus cooperation democracy depends for its very existence. (Choate, 1956).

Music educators have long felt that music was of some social significance, for musical participation in itself is a high form of socialization. There have been many studies done in the area of investigating the effects of music on the abnormal person, but few studies have been done on the effect of music on the normal individual. There were a series of studies made at the University of Ohio in 1951 regarding this particular thing. To investigate whether or not musical participation had any effect on the social development of children, it was necessary to:

1. Determine those students in selected grades of school (5, 7, 9, and 11) who appeared to be best socially developed.
2. Determine the individual students in these same grades who seemed socially backward.
3. Investigate the music backgrounds of all of those students.
4. Investigate the effect of musical participation and accomplishment of these students on their social development.

The socially well-adjusted students and socially backward students were selected by the use of a friendship sociogram. These students were then rated by the home room teacher according to their personality traits. These same students then took the California Test of Personality, form A, to measure their social and self adjustment. The investigator gave a rating on their musical capacities and
conducted a personal interview with each subject to determine the musical background of each. These results were then recorded as case studies. They are as follows:

1. Good social development along with good musical participation was indicated in 28 students out of 59.
2. Only five students out of the 59 studied had good social development with little musical background and participation.
3. Low social development as well as low musical participation was noted in 21 students out of the 59 studied.
4. Only four students out of the 59 studied had low ratings in social development, yet high in musical participation and background.
5. Those people who rated high in social development also rated high in musical participation.
6. Those people who rated low in social development also rated low in musical participation.
7. There was much relationship between the students' popularity with his classmates and his participation in music.
8. The students who were well adjusted socially seemed interested in all kinds of musical participation.
9. The environment of the students had much to do with their musical participation.

From these conclusions it appears that musical participation is evident where good social development is found. (Hughes, Montgomery, 1951).

One cannot by-pass the importance of the band program itself. To make the parent fully aware of the rewards of the program will create enlivened interest in the student and an appreciation by the parent to encourage the student whenever it is needed. The fact that an active band parent group will enable the parent to better understand the aspects of music itself is part of the benefits derived from belonging to the band parent group. A good musical background will enable us to have a better understanding of
human relations. It is the use of music in improving attitudes toward minority groups within the community and nation which reflects also on social adjustment of the individual. Music is a universal language which cuts down all barriers of color, race or creed. It will also further the knowledge and respect which can beget friendly feelings for people of other cultures. (Choate, 1956). This can be a reward socially for both the parent and the student. Through creating a brighter mixture of the cultural subjects that make for right understanding and right living, and sensibly serving in the upbuilding of the community, the state and nation, music can bring a realization of the spirit, "all for each, and each for all." What could be better in the consideration of investigating the utilization of music as a factor of peace and understanding between all peoples. This should indeed be a time for the reaffirmation in our belief in the affective nature and function and power of music. (Dykema, Gehrken, 1957). Can we recognize the power toward good citizenship and social adjustment through this media?

The benefits of music toward character are so outstanding that one can hardly justify an argument to the needs for music in education. It not only provides the student with more opportunities to be friendly, but enables him to be more capable of working harmoniously with others. It causes him to listen to the effect of the whole, and to subordin ate his own egotistic desires to the total ensemble. Philip
Greely, class department head of music at the Iowa State University says:

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 rational concerted plans. 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 unpopular. His pride must be in his organization rather than in his individual progress; if he is exceptionally efficient he may legitimately be proud of the fact, but vain glory will not help him to meet the social 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. (Harper, 1954).

The mere fact that the band program can do these things for the development of the student warrants the eagerness of the band parent to encourage and show interest. This is their goal although the financial aid is more evident.

The band tour, which is so often financed by the band parent group will give the student an incentive and desire to play their music in a pleasing manner. Emerson, writing in the middle of the last century warned the people against the mistake of underestimating the capacity of young people to achieve. Music competition festivals frequently demonstrate the fact that young people can frequently rise to impressive heights of achievement. In fact, they usually display about as much ability as the director. They will
play just about as well as he conducts. (Choate, 1956).
Through the band parent, trips to festivals are often
made possible. Thus he is given another chance to estab-
lish self esteem which is often a fading virtue in the
character of young people.

Both aesthetic values and understanding of others,
bring growth of character in any individual.

Another part of a truly developed character is crea-
tion. In education it is so easy to turn out conformists,
types, and stereotypes, rather than full creative indivi-
duals. So in this present day, when knowledge, both con-
structive and destructive is advancing, creative adaption
represents the only possible way for which man can keep
abreast of the kaleidoscopic changes in the world. (Harper,
1954).

Music should be so good, so rich, so fun, and so ful-
filling, that students will want to sing and listen, and
even create. This even after the days of school are for-
gotten in the impending present will carry on. The student
will learn to love, to listen, and to create. It will stim-
ulate his human spirit in rich spiritual rewards and this
stimulates toward a unified feeling with the ultimate.

Today's teachers will guide and encourage. Today's
band parent will do the same. Working hand in hand for the
fulfillment of a better and more rounded music department,
each within itself, the teacher, student, parent, and com-
munity will reap rich rewards.
In our search for a better world of peace the understanding of human needs and the development of each to meet these needs rests as imperative. Noted progress of each individual involved is shown musically, socially, civically, and personally through the band parents unified and unending endeavors.

Included are many local groups in the United States band interest, who receive band department. The activities in Idaho's First Band Institute was received from band interest and these local groups and sponsors band courses and conferences. The group from Idaho Falls is a music program in that the benefits remain active only as.

According to the psychologists, band directors from active band parents, teacher scores, and student attitudes, and benefits which can be social adjustment, have been established by studies of...
Lay participation in education has been a need throughout history. Lay participation in the form of band parent groups throughout the nation and in Southeastern Idaho have proved helpful to music educators and students.

Included are five records of the earliest band parent groups in the United States. Their basic goal, which was band interest, was reached by rendering financial aid to the band department. The eight reports submitted from communities in Idaho's fifth and sixth school districts show value was received from them in the same fields. These are band interest and finances. A total of $26,035.00 was raised by these local groups to help obtain uniforms and instruments, sponsor band tours and to assist with other financial problems. The group from Idaho Falls alone was organized to establish a music program in the local schools. Most of these groups remain active only as long as financial problems are evident.

According to personal observation and theories of many psychologists, benefits other than financial can be achieved from active band parent participating groups. These include teacher morale, higher student parent relationships, better student attitudes, and growth in music appreciation. The benefits which can be derived in character building and social adjustment through music participation have been established by studies from leading universities.
SUMMARY

In this study an attempt has been made to acquaint the reader with several fundamental needs and results. The need for lay participation in our public schools has been established by a brief history of its beginning, decline, and growth. It has shown the need for unified public assistance in establishing the total value received by the education of our youth.

A history of the early band parent groups which had records published is included to show the time element involved in the establishment of any band parent organization. It also shows the close relationship between national and local similar groups.

Local school band parent organizations have been outlined in order to establish various facts. These determine the amount of public awareness in each area for the need of assistance in the music field. They show what these needs consist of and what these several different organizations did to meet these needs.

A financial section follows the various reports to show the tremendous support the whole of the band parent groups have given in finances alone to the area in order to benefit the schools. This includes money for uniforms, band tours, instrumentation, and various other smaller projects.
Besides the financial aid given to the schools, overflow rewards are listed. The last section of the study shows what hidden results come from family interest and participation. It deals relatively with the social progress and adjustment created, often without awareness, by the band parent groups.

The entire sixth district, consisting of 20 schools, and including one school in the fifth district were contacted. From these contacts eight projects were outlined in the final tabulation. They serve as typical examples of similar groups throughout the entire area.

The needs of the band departments, and the attempts made to rectify these needs are shown in the enthusiasm and active support from the citizens of today for our entire school system.
The following example is

Mr. John Doe
202 Sunbe
Leaves Falls, Idaho

Dear Sir:

In order to complete my application to college, I need information on the South District in Idaho.

I should like to ask your parent group, if any, to help me in these four areas:

1. Financial aid
2. Better music area
3. Better parent
4. Civic betterment

In order to obtain the above, I need information that you are familiar with your organization, as well as help. Also, I should like information from the clergy, or business, or organizations familiar with the band, or questions.

Enclosed is a stamped, addressed envelope.

APPENDIX
The following example is the first contact made with each school in collecting the data for this thesis.

It was mailed to the band directors of all 21 schools in the sixth district in Idaho.

January 25, 1959

Mr. John Doe
201 Sunset
Idaho Falls, Idaho

Dear Sir:

In order to complete the thesis for my M.S. degree I am endeavoring to collect data from the schools in the Sixth District in Idaho in regard to Band Parent Organizations.

I should like to establish the value of your band parent group, if any, to both your school and your city through these four phases:

1. Financial aid
2. Better music appreciation
3. Better parent student relationships
4. Civic betterment.

In order to obtain this information, I should like for you to supply the name of a band parent who would be familiar with your organization, and who would be willing to help. Also, I should like the name of some local person, Clergy, or businessman, or civic minded person who is also familiar with the band, and who could answer some of my questions.

Enclosed is a stamped return card for your convenience.

Sincerely yours,

Mel Roberts, band director
O. E. Bell Jr. High
Idaho Falls, Idaho
This card was enclosed with the letter on the previous page. These two pieces of correspondence were sent to 21 schools. Response was received by 17 directors.

Dear Sir:

1. Do you have, or have you had in the past, an active band parent organization?

2. If so, would you supply the name and address of a band parent who could help with information regarding this organization?

3. Is there any other organization who has helped with band promotion?
   1. Financial aid
   2. Band Boosters
   3. Other ways

4. Would you give a name of a civic person, such as a Clergyman, local businessman, Chamber of Commerce, Lions, or other wise who could give information on civic response to the band, or any help which has been given to them?

I have attached a blank to familiarize yourself.

Please return the blank at the above date can be found.
This is an example of the second correspondence sent. It was the contact made with the names supplied by the 17 responding directors. With it was mailed the questionnaire shown on the following page. Interviews were established with 12 persons. Four of these were made without the initial letter but with telephone commitments.


Dear Mr. Jones;

Recently your name was submitted to me by the band director in the high school as one who could help with some information regarding the high school band program.

In order to complete the thesis for my M.S. degree I am endeavoring to collect data from the different cities in regard to the benefits of band parent organizations and other lay groups to the band program and schools. I should like to establish the value to school and city in four phases.

1. Financial aid given to the band program
2. Better music appreciation in city and school
3. Better student-parent relationships
4. Civic betterment, if any.

I should like your permission to interview you on Sunday, March 1st, in regard to the following questions.

I have submitted the questions now in order for you to familiarize yourself with the information we need.

Please return the enclosed card and indicate if the above date can be arranged to your satisfaction.

Yours truly,

Mel Roberts, Band Director
O. E. Bell Jr. High School
Idaho Falls, Idaho
This is a sample of the questions which were sent with the letter on the previous page. It was also used to complete interviews.

1. What is the size of your organization?

2. How often do you meet?

3. How was your group organized?

4. What is the aim of your group?

5. Has your group aided the school financially?
   A. If so how?
      a. financing trips for the band
      b. instruments purchased, if so what?
      c. general band equipment or room furnishings purchased, if so what?
      d. any other project or help

6. What projects were used to obtain money?

7. How much money has been raised?

8. How did the public respond to these projects?

9. Can you recall any criticism?

10. Has any other group, civic or fraternal, besides your group, helped with the school band promotion?

11. Does the band, or members of the band, make public appearances other than at school? If so where?

12. What is the size of your city?

13. What is the size of your school?
This is the letter which was enclosed with the project folder of the O. E. Bell Jr. High School when it was submitted to a National Community School Improvements contest.

Community School Improvements Awards
B. V. D. Company
265 Madison Avenue
New York City, 16, New York

Gentlemen:

Enclosed herewith is a completed Community School project folder with a story written report, news clippings, pictures, etc., to present to you a project which was completed in March 1957, as an entry in your contest.

We think it's a splendid project for your Company to sponsor this contest to the various organizations, to have the nation learn of the worthwhile services rendered to others.

It has been a pleasure to compile this report to send into your company.

Sincerely yours,

Band Parents Organization
Mrs. E. W. Colson, President

P.S. If this material isn't placed on file after the completion of this contest, we enclose $1.00 to cover the cost of mailing this folder back to our organization.
These are comments received by the O. E. Bell Jr. High School Band Parents' Organization regarding their completed project.

September 25, 1957.

The band uniforms for the O. E. Bell Jr. High School were certainly needed. The Board of Trustees and the school administrative officers point out that the success of the project was due to outstanding community effort, plus well chosen and superior leadership in the band parents' organization.

Completion of the project in such a short time is an excellent example of what can be done when school patrons recognize a need and help the school to solve it.

Clair E. Gale,
Superintendent of Schools

September 25, 1957.

The purchasing of the band uniforms by the band parents organization, was surely an outstanding project by a group of parents.

When the parents talked to me about the project we thought it would be a two year project. As the drive began, it seemed to gain momentum, until it was soon evident that it would only take a few months to complete the project.

To me it demonstrated how interested people are in their schools, when they are aware of the problems existing in that school.

Richard C. Bigelow,
Principal, O. E. Bell
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