LEADERSHIP OPPORTUNITIES IN THE HIGH SCHOOL
INSTRUMENTAL MUSIC GROUPS OF
FRANKLIN COUNTY, OHIO

A Thesis
Presented in Partial Fulfillment of the Requirements
for the Degree Master of Arts

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INTRODUCTION

Purpose of the Study

The purpose of this study is to discover what leadership opportunities are being offered to the high school students in the instrumental music programs of Franklin County Public Schools. It is hoped that materials and practices will be recorded which will be of value to the beginning instrumental teacher. The experienced teacher should find different ideas and insight with respect to his own instrumental program. Constructive criticism and evaluation will be included. Many music educators have stated that the music program should promote student leadership and have set up programs for student government and management within the music groups.¹ This study will cover active instrumental music programs to discover what, if any, leadership programs are in practice.

Need for the Study

Many people have written on the values of leadership and leaders. Studies have been made of individual

¹Mark E. Hindsley, School Band and Orchestra Administration, p. 88; James L. Mursell, Successful Teaching, p. 165.
leaders in high school groups and an attempt made to evaluate their leadership qualities. Many people have made suggestions and proposed plans for the development of leadership and student organization within the instrumental group. For example, Hindsley devotes a complete chapter in one of his books to the organization of student leaders within the band.\(^2\) At present very little attempt has been made to go out into the field of education to discover what actual leadership programs are in practice.

**Delimitation of the Problem**

For practical purposes this study is limited to the high school bands of Franklin County, Ohio. The band was chosen because of the existing emphasis of the instrumental programs on the band. The band should provide for many varied interests and capabilities as it usually doubles as a marching and concert group. Many times the band will break into smaller ensembles, such as a pep band, German band, and a dance band. The band is quite representative of the high school music program and usually covers a larger percentage of the student body than the other instrumental groups.

For purposes of a boundary, Franklin County was chosen. Franklin County is quite representative of many types of communities and school systems. Rural districts, wealthy suburbs, small college towns, and large city districts are covered. Altogether there are eighteen high school bands in the study.

Sources of Information

The majority of the information in this study came from the high school band directors. This was done in case study form, each director being contacted and interviewed personally. An interview form was followed to make certain that each director was asked the same questions and that no questions were omitted. This form was filled out during the interview and immediately afterwards, a summary of the interview was recorded.

Other studies and books were consulted in establishing a criterion for leadership, one of the most outstanding being a book by Borgardus. This information was gathered for purposes of defining leadership and evaluating the information gathered for the study.

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3 A sample of the interview form is included in the Appendix.

4 Emory S. Borgardus, Leaders and Leadership.
Plan of the Thesis

This study is organized as an introduction and four chapters. The introduction includes a statement of the problem, need for the study, delimitation of the problem, sources of information and a plan of the thesis. Each of these topics is discussed briefly.

Chapter one includes a definition and discussion of various types of leadership. These are discussed in detail. Leadership among students in the school music program is discussed, with respect to such problems as guidance in leadership, the need for leadership opportunities, psychological aspects of leadership, and to what extent leadership should be offered to the students.

Chapter two consists of the case studies of the bands in the study. This material is organized in outline form presented in anecdotal form with no personal interpretation.

Chapter three consists of a comparison and evaluation of the case studies. This material is compared and evaluated by criteria developed from statements made by leading educators of today.

Chapter four is a summary and analysis of implications of the study.
CHAPTER I

DEFINITION OF TERMS

The definition of leadership has never been clearly understood, mainly because there is no set type of leader. Emory S. Borgardus classified leaders in five categories:

1. Direct or indirect
2. Partisan or scientific
3. Social, executive or mental
4. Autocratic, paternalistic or democratic
5. Specialists in leadership, such as the saint or expert

Direct leadership is illustrated in the type of personality who deals with people; for example, a sergeant drilling his men. An indirect leader is a person who leads people through his experiments and inventions. Edison was a leader, though not in a personal sense, but through his inventions and contributions to mankind. Beethoven lead the world in creating new music horizons, yet he seldom dealt individually with his fellow men.

A partisan leader acts in behalf of something or somebody. A lawyer would be an example of this type.

5Emory S. Borgardus, Leaders and Leadership, p. 15.
The scientific leader is the individual who has respect for only truth and facts. At discovering new evidence, he will give up his old beliefs in light of what has been found.

A social leader is the individual who performs before groups. He ranges from the college cheer leader to the preacher in the pulpit. A mental leader works best in seclusion, dreaming up ideas to meet the deeper wants of life. The executive leader is a combination of the social and mental leader, and he wields the power or organization.

An autocratic leader could be compared to a dictator, leading in terms of his own wants and desires. Paternalistic leadership is very common in family life, where the main consideration is the welfare of the group. A common weakness of both the autocratic and paternalistic leader is that the group is left helpless when it loses its leader. Democratic leadership tries to meet the needs of the people. The leader is usually an elected representative of the people and tries to satisfy the common desires of the people.

Specialists in leadership may become very dangerous to society. They see their own speciality as the most important factor while other interests and
opinions are considered secondary. If he fails to take a universal view, he may lead his followers astray.

In all of the above classifications there is no fast line that can be drawn between each division. They are all related and no individual leader would fit in one category. A person who is a leader in one situation may be a follower in another. One definition of leadership could be personality in action under group conditions. This must include the dominant personality traits of one person and the receptive personality traits of many others.

The public school program should offer opportunities to develop many types of leadership. Students with ability in leadership should be allowed to handle responsibility to prepare him for a position in later life. Every person has to make an important decision at one point or another in his life and the school is the ideal place to start. If a student goes through school just doing minimum assignments and accepting no responsibility or leadership, when leaving school he will be at a loss in meeting the complex situations of life. Care should be taken that the students do not become too aggressive and accept more responsibility than they can handle. Guidance of student leaders is just as important as the leadership itself. Students
should be given the opportunity to develop their leadership ability only as far as their own capabilities will permit.

An excellent opportunity for the development of leadership of many types should be included in the music program. The music program usually allows for closer contact between student and teacher through lessons, ensembles and rehearsals. The performing groups usually have closer contact with the public through concerts, parades and football shows. Each student has an active part to play with the group. This should allow ample opportunity for students to assist with the leading and management of his group. Even the necessity of each individual performer within the musical group playing his own part is giving him opportunity for leadership and responsibility of an indirect type. Students interested in the administrative line may work for such positions as members of the band council, managers or committee work. A student talented in creative lines may use his ability in creating marching band formations, arrangements, script work for programs and publicity of various types. A student effective as a direct leader may try for positions such as drum major, student conductor or
band president. The student who is shy and feels insecure may boost his confidence and ego by becoming the leader of his section within the band. The music program should offer opportunity for each student, regardless of his interests and capabilities, a chance to accept some responsibility and help him become a more effective, better-adjusted citizen.
CHAPTER II

This chapter consists of the case studies of the bands in the study. This material was gathered by personal interview with the band director. It is written in an anecdotal style, with the attempt to record the material as the band director stated. No personal interpretation is included in this chapter.
SCHOOL A

School A is in a rural section and the majority of the students commute on buses. There are four hundred and sixty eight students in all twelve grades and they occupy the same building. The music program has recently been emphasized and the equipment and music rooms are above average. The students come from average and above average homes, as it is a prosperous section. The music teacher has the complete music program including elementary work. He has taught at the school for three years. The band usually averages about fifty pieces. The student organization of the band is as follows:

Band President:

A. Chosen from the students in the band by popular vote.

D. His duties are:

1. Capable of conducting rehearsals in case of absence of the teacher.
2. He helps keep order among students.
3. He supervises the band in all performances and rehearsals.
4. Assistant to the music teacher, working together on all projects.
5. Supervises and leads band meeting and committees on all projects.

Vice-president:

A. Chosen by popular vote, by tradition a girl.
B. Her duties are:

1. To assist president and take over in his absence.
2. Cooperates with the Mothers' Club on band affairs.
3. Keeps the uniform records.

Secretary:

A. Chosen by popular vote by the students.

B. His duties are:

1. Keep the role at all rehearsals and concerts.
2. Handle correspondence for school and community newspapers.
3. Handles publicity for the band.

Drum Major:

A. Chosen by the music teacher with assistance of the band members.

B. His duties are:

1. Lines up band for rehearsals.
2. Helps teacher with first two rehearsals on a band show, then takes over on the last three.
3. He leads the band entirely on the football field and parades.
4. He directs fanfares and the alma mater on the football field.
5. Generally directs band and assists teacher with running of the band.

Majorettes:

A. Chosen by the teacher with help of the older majorettes.

B. They work together in putting on performances for the football shows.
Librarians

A. There are two librarians who volunteer for the job.
B. They work on alternate days in passing out music.
C. Together they keep the music library in shape.

Managers:

A. There are two managers who volunteer for the job.
B. Their duties are:
   1. Keep the music room in order.
   2. Help transport band for concerts and football shows.
   3. General management of minor problems that come up.

Many of the music groups in this school are student rehearsed, such as quartets and ensembles. Occasionally first chair men will rehearse their sections separately. Everything done in the band is done on a democratic basis, with the teacher consulting the band on performances. Various students help on committees for various projects. In general, the teacher believes in letting the students have as much responsibility as their capabilities permitted. Cooperation was excellent between teacher and student.
SCHOOL B

School B is a rural school with three hundred and fifty two students in the high school. The majority of the students commute by bus. The community is an average farming community. The music teacher has the complete music program. The marching band is about forty-four pieces and concert band reduces it to about twenty-five pieces. This is the teacher's first year at the school. The student organization is as follows:

Drum Major:

A. Chosen by a committee of the Principal, gym teacher, and the music teacher with the music teacher having the last word.

B. His duties are:

1. Lines up band for football show rehearsals.
2. Takes over at the rehearsal almost entirely.
3. Leads the band in parades and football shows.

Majorettes:

A. Chosen the same way as the drum major.

B. They work cooperatively together in working out their steps and performances. There is no specific leader.

There is no band council among the students.

The music teacher handles all music, money and administration. The students take over almost entirely in
rehearsing and performing the marching band shows. The right guide is responsible for keeping his rank straight and in step. Committees are formed for parties and social affairs as the need arises. There is a brass ensemble which is student rehearsed. In general the students do not have much to say in the running and organization of the band. The teacher blamed this on the lack of time as they only rehearse two times a week.
SCHOOL C

School C is located in a wealthy residential suburb of a large city. There are one thousand one hundred and forty-five students in the twelve grades. The school is well-equipped and the music department had no complaints as to lack of instruments or equipment. This is the music teachers first year at this school. The band averages about fifty pieces and rehearsals are held everyday. The teacher handles the instrumental program as they have a separate vocal department. The student organization is as follows:

Band president:

A. Chosen by popular vote among the students.

B. His duties are:
   1. To preside over cabinet and band meetings.
   2. Cooperate with teacher on band affairs.

Vice-president:

A. Chosen by popular vote.

B. His duties are:
   1. Handle all publicity.
   2. Keep a scrapbook of the band.
   3. Keep an historical record of the band.

Secretary:

A. Chosen by popular vote.
B. His duties are:
   1. Keeps daily attendance.
   2. Writes what correspondence is necessary.

Treasurer:
   A. Chosen by popular vote.
   B. Pays occasional bills, but has no specific duties.

Drum Major:
   A. Chosen by the music teacher and two drum majors from other schools.
   B. Duties are:
      1. Lines up the band before marching rehearsals.
      2. Helps the teacher with rehearsals.
      3. Leads the band on the football field.
      4. Directs the fanfares and gives signals for change of formations.

Majorettes:
   A. Chosen the same as the drum major.
   B. They work together under supervision of the head majorette in preparation of routines and dance steps for football games, and shows.

Librarian:
   A. Appointed by the teacher.
   B. His duties consist of filing and labeling music and keeping the library in order.

The teacher has appointed two students who act as student conductors. They have conducted at pep rallies and an occasional number on a concert. Students have formed on their own a basketball band. They worked out
formations and music on their own. Unfortunately, the students in this group were of questionable caliber as musicians and after the first performance, the faculty requested that they discontinue the organization. The students did form a string ensemble which has been quite successful, playing various engagements outside of school. The teacher has placed a suggestion box in the music room where students may deposit ideas or complaints. In general, the students and teacher cooperate and plan together all projects.
SCHOOL D

School D is located in a rural community and the majority of the students commute on buses. There are two hundred and forty-three students in the high school. The community is an average farming community. All twelve grades are located in the same building. The music teacher has the complete music program. He has been at the school for eight years. The band numbers between thirty and forty pieces. The student organization is as follows:

Drum Majorette:

A. Chosen by the music teacher in the spring of the year.

B. The majorette has no duties with the band, as they act as a separate group on the football field.

Majorettes:

A. Chosen the same as the drum majorette.

B. They work together with the drum majorette in preparing steps and routines for football shows.

There is a committee organized to handle the uniforms for the band. The band is issued uniforms before each game, as they leave uniforms at the school after every performance. Students help with the music and material in the band. Suggestions will be considered
by the teacher. They do have a pep band which plays without the teacher. According to the teacher, they just get together and play, having no specific leader. Cooperation is very poor among students and teacher. At one time they had a band council, but the teacher said he could not trust the students. In general the students have no responsibility or voice in the organization of the band.
SCHOOL E

School E is located in a residential section of a large city. The school has an enrollment of one thousand and nine students. Most of the students are from average or better than average homes. The school has a large music department with two instrumental teachers. The band usually averages between sixty and seventy-five pieces. The high school band director has been in the school for three years. The student organization of the band is as follows:

Band president:

A. Chosen by the students by popular vote.

B. His duties are:
   1. Presides over band and council meetings.
   2. Writes publicity for the band.
   3. Writes script for band shows.
   4. Handles any business details that the teacher gives him.

Vice-president:

A. Chosen by popular vote.

B. He has no specific job, just assists the president and teacher when needed.

Secretary:

A. Chosen by popular vote.

B. His duties are:
   1. Takes daily attendance.
2. Handles necessary correspondence.
3. Writes articles for the school newspaper.
4. Assists teacher in grading.
5. Keeps records for awards and letters.

Treasurer:

A. Chosen by popular vote.

B. His main duty is to collect a seventy-five cent fee from each student each semester. This fee is used mostly for buying music.

Drum Major:

A. Chosen by a committee of teachers outside the music department and drum majors from other schools.

B. His main duties are:

1. Line up the band before marching band rehearsal.
2. Helps during rehearsals.
3. Leads the band in parades and football shows.

Majorettes:

A. Chosen the same was as the drum major.

B. There is a head majorette chosen who rehearses the other majorettes, working out routines for marching band shows.

Student conductor:

A. Chosen by popular vote, but the teacher usually suggests someone.

B. His duties are:

1. Take over rehearsals in teacher's absence.
2. Directs the band at all pep rallies.
Librarian:

A. Chosen by popular vote.

B. He is supposed to keep music in order and the library straight. The majorettes help.

This school has a very effective Band Parents' Club which takes over a lot of responsibility the students might otherwise have. Two boys come in on their own accord and set up the band for rehearsals every morning. The band cabinet works with the teacher in planning all social events and programs. Committees for tickets and refreshments are organized when needed. Various ensembles are formed to meet the needs which are partially student rehearsed. They have a dance band which is student lead, playing for school dances and variety shows. This group has its own treasury and library, acting as an independent group. In general the students are given as much responsibility as they can handle. Creative opportunity is offered as after each spring concert, the band breaks into committees, each one writing a complete marching band show. Usually the committees produce several shows which are usable.
SCHOOL F

School F is located in a below average income section of a large city. There are one thousand and ninety-six students in the school. The music department has both an instrumental and vocal teacher. The instrumental teacher teaches only part time. The band usually averages about fifty pieces. This is the first year the instrumental teacher has been at this school. The student organization of the band is as follows:

Drum Major:

A. Chosen by a committee of outside teachers and the band director.

B. His duties are:

1. Line up band before rehearsals.
2. Helps with rehearsals.
3. Leads the band in parades and marching band shows.
4. Directs fanfares on the football field.

Majorettes:

A. Chosen the same as the drum major.

B. There is a head majorette which rehearses the group and works out their steps and routines.

Student conductor:

A. Chosen by the teacher.
B. He directs the band at pep rallies.

Librarian:

A. Chosen by the teacher.

B. Takes care of all music and the library.

The majority of the students in this band are colored. This creates friction among the students, so the teacher believes it best not to have a band council. A manager has been appointed by the teacher to supervise moving of the band. Various committees are formed to meet needs such as posters and tickets. Committees are formed among interested students for writing of marching band shows. The students have formed on their own a dance band which plays for school affairs. Occasionally during pep rallies, the band will play in absence of the teacher, under the direction of the student conductor. In general, due to the majority of colored students in the band, student leadership has to be very carefully guided.
School G is located in an average residential section of a large city. The school has an enrollment of one thousand two hundred and forty-eight students. The music department has separate instrumental and vocal teachers. This is the first year the instrumental teacher has been at this school. The band averages about sixty pieces. The student organization of this band is as follows:

Band president:

A. Chosen by popular vote among the members of the band.

B. His duties are:

   1. Oversee set-up of the band for rehearsals and concerts.
   2. Tunes up the band.
   3. Is executive head of the band council which works between students and teacher.

Vice-president:

A. Chosen by popular vote.

B. Acts as member of the band council and takes over in absence of president.

Secretary:

A. Chosen by popular vote.

B. Keeps daily attendance.

C. Handles publicity and articles for the school newspaper.
Treasurer:

A. Chosen by popular vote.

B. Collects dues and handles incidental bills.

Drum Major:

A. Chosen by the teacher.

B. His duties are:

1. Helps teacher with marching band rehearsals.
2. Gives signals and leads the band in parades and marching band shows.
3. Directs fanfares.

Majorettes:

A. Chosen by the music teacher and two gym teachers.

B. They work together with one of the gym teachers in working out routines for marching band shows.

Student conductor:

A. Chosen by the teacher.

B. Works with teacher as assistant conductor.

C. Helps with the band council.

D. Directs the pep band and alma mater at marching band shows.

All of the officers in this band work with the teacher in all band affairs. The teacher always checks with them before accepting engagements or other matters. This group helps deciding discipline problems. Together they plan social affairs for the band. Various committees are formed to meet the needs, such as a ticket committee, refreshment committee, and a standing committee to handle
uniforms. They have formed a pep band of about twenty members which is rehearsed by the teacher, but plays under the direction of the student conductor at pep rallies. They have organized a dance band which is supervised by the teacher, but rehearsed and directed by a student. The girls in the band have formed a Clef Club on their own which is organized to promote good music. An example of student leadership in action in this school is that during the illness of their teacher, they rehearsed and played a complete marching band show.
SCHOOL H

School H is located in a rural district and the students commute by buses. Most of the students come from prosperous farming districts. All twelve grades are located in the same building with two hundred and twenty-three students in the high school. The teacher has the complete music program. This was his second year at the school. The band averages about forty pieces. The student organization of the band is as follows:

Drum Major:

A. Chosen by the teacher.

B. His duties are:

1. To understand marching band shows before rehearsals.
2. Line up band before rehearsals.
3. Help with rehearsal and to take over completely after second rehearsal.
4. Give signals and direct fanfares on the field.

Majorettes:

A. Chosen by the teacher.

B. They work together in working out steps and routines for marching band shows.

Occasionally students will rehearse ensembles by themselves if the teacher is pressed for time. Various students are given opportunity to conduct the band if
the teacher cannot be at a rehearsal. In general not much opportunity is given to students for leadership or responsibility.
SCHOOL I

School I is located in a rural district just outside a large city. The majority of the students commute by buses. All twelve grades are in the same building with three hundred and eighty-seven students in the high school. The complete music program is under the direction of one teacher. This is the first year the teacher has been at this school. The band usually numbers about forty pieces. The student organization is as follows:

Drum Majorette:

A. Chosen by the teacher.

B. Her duties are:

1. Line up band before rehearsals.
2. Help with rehearsals and take over in teacher's absence.
3. Lead the band on the football field.

Majorettes:

A. Chosen by the teacher with help of drum majorette.

B. They work together in preparation of routines for marching band shows; no specific leader.

This is the teacher's first year of teaching and he stated he did not feel secure in forming a band council this year. Next year he intends to have one. Various committees are formed for social events and needs of the band. The head majorette takes over the band at
pep rallies. Due to lack of rehearsal time, no ensembles are in the music program.
SCHOOL J

School J is located in the center of a large city. There are one thousand two hundred and eighty-two students. There are two teachers in the music program; a vocal teacher and an instrumental teacher. This is the second year the instrumental teacher has been at this school. The band averages around fifty pieces. The student organization is as follows:

Band president:
A. Chosen by popular vote by the students.
B. He has no specific duties.

Vice-president:
A. Chosen by popular vote.
B. No specific duties.

Secretary-treasurer:
A. Chosen by popular vote.
B. Main duty is to collect a fifty-cent fee each semester, but usually this is not carried out.

Drum majorette:
A. Chosen by a committee of the graduating majorettes.
B. Her duties are:
   1. Line up the band before rehearsals.
2. Help teacher with rehearsals.
3. Lead the band in parades and marching band shows.

Majorettes:

A. Chosen the same as the drum majorette.

B. They work under the supervision of the drum majorette in producing routines for marching band shows.

This school is in a below average income section of the city. There are quite a few negro students in the school and the band. The officers of the band are honorary, having no specific duties. Cooperation is at a definite lag in the band. For example, the teacher tried to organize a basketball band, but the students did not show up for rehearsals. In general, not much opportunity for leadership is offered as the students will not accept responsibility.
SCHOOL K

School K is located in a residential suburb of a large city. In general, the students are from average or above average homes. The high school has an enrollment of five hundred and thirty students. The music department has both an instrumental and vocal teacher. The instrumental teacher has been in this school about twelve years. The band numbers about sixty pieces. The student organization of the band is as follows:

Secretary:

A. Chosen by the teacher.

B. His duties are:
   1. Take daily attendance.
   2. Keep a complete roster of the band members.

Drum major:

A. Chosen by the teacher.

B. His duties are:
   1. Line up the band before rehearsals.
   2. Helps the teacher with rehearsals.
   3. Lead the band in parades and marching band shows.

Majorettes:

A. Chosen by a committee of teachers with the music teacher having the last word.

B. There is a head majorette who supervises the group and works out their routines for marching band shows.
There are many ensembles within the band which are student rehearsed. The dance band is completely student lead which plays for many school events. The teacher stated in rehearsals and concerts that he did not let the students take over to any extent, but in all social events committees were formed which took over completely. This is where the students were given the opportunity to develop leadership. In general, cooperation was very good between students and teacher.
SCHOOL L

School L is located in a suburb of a large city. The school has an enrollment of four hundred and fifty-one students. The music department has both an instrumental and a vocal teacher. The instrumental teacher has been at this school for seven years. The band averages about fifty-five pieces. The student organization is as follows:

Secretary:

A. Chosen by the students by popular vote.

B. His duties are:

1. Keep daily attendance.
2. Takes care of any correspondence or paperwork that comes up.

Drum major:

A. Chosen by a committee of drum majors from other schools and teachers outside the music department.

B. His duties are:

1. Line up band before marching rehearsals.
2. Help with rehearsals.
3. Lead and direct the band in parades and marching band shows.

Majorettes:

A. Chosen by the same committee that chooses the drum major.

B. There is a head majorette who rehearses the group for marching band shows.
Student conductor:

A. Chosen by the teacher.

B. His duty is to take over if the teacher leaves, also to assist where needed.

Librarians:

A. There are two librarians who volunteer for the job.

B. They work together in keeping the library in order.

This band does not have a band council, but breaks into committees on various occasions. These are very effective as the students volunteer for the job. The band has many projects such as magazine sales, picnics, dances, variety shows, and an annual trip in the summer. The students take over almost completely on these. They have various student ensembles, such as a German band and trombone quartet which are coached by the teacher, but play a lot by themselves on various programs. They have a pep band which is student lead that plays at basketball games and pep rallies.

Creative ability is shown by encouraging students to submit projects for marching band shows. Each of the majorettes work out a routine for the group. Student managers are appointed as needed for concerts and trips. In general, there is very nice cooperation between students and teacher.
SCHOOL M

School M is located in a suburb of a large city. The school has an enrollment of five hundred and ninety students in the upper six grades. The school has separate vocal and instrumental teachers. The band usually averages about forty pieces. The student organization is as follows:

Band president:

A. Chosen by popular vote.
B. No specific duties.

Vice-president:

A. Chosen by popular vote.
B. No specific duties.

Secretary:

A. Chosen by popular vote.
B. No specific duties.

Treasurer:

A. Chosen by popular vote.
B. No specific duties.

Drum majorette:

A. Chosen by a committee of outside drum majors and the music teacher.
B. Her duties are:
   1. Lines up band before rehearsals.
2. Help with rehearsals.
3. Lead the band in marching band performances.

Majorettes:
   A. Chosen the same as the drum majorette.
   B. They work under the supervision of the drum majorette in preparation of routines for marching band shows.

Librarian:
   A. Chosen by the teacher.
   B. Helps teacher with the band library.

Although this study was made in February, the band council and other officers had not been elected. The council's main duty is to work together for preparation of the spring concert. On other engagements, the council helps with the role and management details. Several seniors are given the opportunity to direct on occasions. Various ensembles have been formed, such as brass and woodwind ensembles, a dance band and a German band. These have all been student lead and organized. In general the music teacher complained of lack of cooperation and interest of students.
SCHOOL N

School N is located in a rural section and the majority of the students commute by buses. All twelve grades are located in the same building. There are two hundred and twenty-two students in the high school. The music teacher has the complete music program. The band numbers about forty pieces and rehearses twice a week. The student organization is as follows:

Band president:

A. Chosen by popular vote by the students.
B. His duties are:
   1. Handle executive duties.
   2. Report news to school newspaper.
   3. Acts as student conductor.

Vice-president:

A. Chosen by popular vote.
B. Take over if president is absent.
C. Acts as general manager of equipment.

Secretary:

A. Chosen by popular vote.
B. His duties are:
   1. Take daily attendance.
   2. Keep records for awards and letters.
   3. Keep roster of the members.
Drum major:

A. Chosen by the music teacher.

B. His duties are:

1. Line up band for rehearsals.
2. Help with rehearsals.
3. Lead the band in parades and marching band shows.

Majorettes:

A. Chosen by the teacher.

B. They work together in producing routines for marching band shows.

The officers and majorettes work with the teacher in preparation of marching band shows. Various ensembles such as a German band, brass trio, and clarinet quartet are student lead and rehearsed. There is a dance band which plays for a number of school activities under student direction. The band plays at pep rallies under the direction of the president. In general cooperation was very good. The teacher's only complain was lack of rehearsal time.
SCHOOL 0

School 0 is located in a small college town. There are five hundred and eighty five students in the high school, most of them come from above average homes. The music program has both a vocal and an instrumental teacher. The instrumental music teacher has been at this school for three years. The band averages about seventy pieces. The student organization of the band is as follows:

Band president:

A. Chosen by popular vote by the students.

B. His duties are:

1. Handle executive duties with the band council.
2. Work with the teacher in planning management of the band.

Vice-president:

A. Chosen by popular vote.

B. Helps with the band council.

Secretary-treasurer:

A. Chosen by popular vote.

B. His duties are:

1. Keeps daily attendance.
2. Keeps records for awards and letters.
3. Handles ticket sales for concerts.
Drum majorette:

A. Chosen by the teacher.

B. Her duties are:
   1. Lines up the band for rehearsals.
   2. Leads band in parades and marching band shows.
   3. Helps the teacher with rehearsals.
   4. Helps majorettes with routines.
   5. Teaches a class of beginning majorettes.

Majorettes:

A. Chosen by the music teacher, drum majorette and other teachers.

B. They work together with the drum majorette in producing routines for marching band shows.

Student conductor:

A. Chosen by nominations of the band with the music teacher making the final choice.

B. He directs at pep rallies and the spring concert.

Librarian:

A. Two librarians are chosen by popular vote.

B. They work together in handing out music and keeping the library in order.

Managers:

A. Two managers are chosen by the teacher.

B. They help with moving the band and to make sure the band is set up for rehearsals.

The band breaks into various ensembles which are student rehearsed. The band council works with the teacher in planning all programs. The teacher always consults the council before making any moves that
effect the band. Committees are formed to meet the needs, such as tickets and publicity. In general the music teacher stated that the students were very capable and willing to accept leadership and a responsibility.
SCHOOL P

School P is located in a wealthy suburb of a large city. The school has an enrollment of five hundred and ninety students. The music program has a separate vocal and instrumental teacher. This is the second year the instrumental teacher has been at this school. The band averages about sixty pieces. The student organization of the band is as follows:

Band president:

A. Chosen by popular vote by the students.

B. His duties are:

1. Handle executive duties with the band council.
2. Chairman of social affairs.
3. Handle minor business affairs of the band.

Vice-president:

A. Chosen by popular vote.

B. Works with the band council and takes over in the case of the president's absence.

Secretary-treasurer:

A. Chosen by popular vote.

B. His duties are:

1. Keep daily role.
2. Handle what correspondence is necessary.
3. Keeps tract and handles the band fund, sometime handling over a thousand dollars a year.
Drum major:

A. Chosen by a committee of visiting band directors.

B. His duties are:
   1. Line up the band for rehearsals.
   2. Help with rehearsals.
   3. Lead the band in parades and marching band shows.

Majorettes:

A. Chosen the same as the drum major.

B. There is a head majorette in charge of rehearsing the group for producing routines for marching band shows.

The band breaks into various committees as they promote many social activities. These activities, such as dances and parties, are completely handled by the students. There are various ensembles which are supervised by the teacher, but student lead. The marching band breaks into squads for better practice. Each of these squads has a squad leader who is responsible for his squad. First chair men are responsible for inspection and intonation of his section. The music teacher stated that the students were very capable and self-confident in assuming leadership and responsibility.
SCHOOL Q

School Q is located in an average income district of a large city. The enrollment is one thousand two hundred and fifty-seven students. The music program has a separate vocal and instrumental teacher. The instrumental music teacher just started teaching in November of this school year so he was not familiar with the duties of the drum major and majorettes. The student organization of the band is as follows:

Band president:

A. Chosen by popular vote.

B. His duties are:
   1. Handles executive duties with the band council.
   2. Plans social affairs of the band.

Vice-president:

A. Chosen by popular vote.

B. No specific duties are assigned to him.

Secretary:

A. Chosen by popular vote.

B. His duties are to assist with the band council and handle correspondence.

Manager:

A. Volunteered for the position.
B. His duties are simply to keep the music room in order.

Some ensembles within the band are partially student lead. At the basketball games a small band occasionally plays under direction of a student. The band council handles all the social affairs of the band. Committees are formed for tasks such as publicity and refreshments. In general students were not given too much leadership or responsibilities.
SCHOOL R

School R is located in an average income residential section of a large city. There are two thousand and eighty-eight students in the high school. The music department has a vocal teacher and two instrumental teachers. The high school band director has been at the school for six years. The band numbers seventy-two pieces. The student government of the band is as follows:

Band president:

A. Chosen by popular vote.

B. His duties are:

1. Executive head of the band council.
2. Helps director with management of band.
3. Acts as a student director and is in charge of warming up the band for rehearsals.

Vice-president:

A. Chosen by popular vote.

B. His duties are:

1. Act in absence of the president and performs the duties of the president.
2. In charge of all equipment and acts as student manager of the band.

Secretary:

A. Chosen by popular vote.

B. His duties are:

1. Take daily attendance.
2. Keep minutes of the band council.

Treasurer:

A. Chosen by popular vote.

B. His duties are:
   1. Collect all fees of the organization.
   2. Act as head librarian in charge of all music.

Drum major:

A. Chosen by a committee of three teachers.

B. His duties are:
   1. Line up band before rehearsals.
   2. Assist with rehearsals.
   3. Lead the band in parades and marching band shows.

Majorrettes:

A. Chosen the same as the drum major.

B. They work under the supervision of the physical education teacher in preparation of dances and routines for marching band shows.

The band council works with the director in planning the program of the band. They have the power of probation and suspension of membership. They handle all social affairs of the band. There is an assistant manager appointed by the director who helps the vice-president with his duties. Also the director appoints an assistant librarian who works with the treasurer. Section leaders are in charge of their section and are
responsible for special rehearsals, practice records and weekly inspection of instruments. Various ensembles, such as the dance band and pep band are under the direction of student leaders. In general there seems to be ample opportunity for the students to participate with leading and managing the band.
# TABLE OF STUDENT OFFICERS IN THE BANDS IN THIS STUDY

| BAND              | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
| PRESIDENT         | X | X | X | X |   | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| VIBE-PRESIDENT    | X | X | X | X |   | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| SECRETARY         | X | X | X | X |   | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| TREASURER         |   | X | X | X | X |   | X | X | X | X | X | X |   |   |   |   |   |   |   |
| STUDENT CONDUCTOR |   |   |   |   |   |   |   | X | X | X | X | X | X |   |   |   |   |   |   |
| LIBRARIAN         | X | X | X |   |   |   | X | X | X | X | X | X |   |   |   |   |   |   |   |
| MANAGER           | X |   |   |   |   |   | X | X | X | X | X | X |   |   |   |   |   |   |   |

X Indicates the presence of an officer  
A blank indicates no officer
CHAPTER III

COMPARISON OF THE CASE STUDIES

Out of the eighteen schools in the study, eleven of the bands have a student council. (In this study the term band council refers to the minimum of student officers, such as president, vice-president and secretary). This would indicate that the majority of the bands in the study are interested in active student government. Checking back with the case studies, bands J and M have a band council but the positions are honorary. For all practical purposes these two bands could very well omit their band council with no ill effects. This leaves only one half of fifty per cent of the bands having active band councils. This does not necessarily mean that the other bands do not offer sufficient leadership opportunity as the band council is not the only method to offer leadership to the students, although it is a common belief of many leading educators that bands should have a student band council of one type or another.  

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Checking with the chart on the preceding page, bands B, D, H and I do not have student officers or assistants of any type, except the necessary drum major and majorettes. The director of Band I made some attempt with student leadership through committee work. As this was his first year of teaching, he did not feel capable of initiating a band council. He stated that he would definitely include a band council in next year's program. The director of band D was not in favor of a leadership program. He had tried a band council at one time but failed to receive cooperation from the students. He made the statement that he did not believe that students in high school could accept responsibility and leadership. This band offered the least leadership opportunity of any band in the study. The director of band H had tried a band council, but it had not been effective. He was interested in a leadership program but could not get the students to accept responsibility. The director of band B was in favor of a band council, but stated that he had no time on his schedule for such a program. He did offer his students some leadership opportunity through committee work and volunteer work.

The chart indicates that the position of secretary was the most popular. Thirteen of the bands
offer the position of secretary. This is understandable as a secretary can handle many details effectively, such as correspondence and attendance. Only seven of the bands offered the position of treasurer. This is misleading as many times the secretary doubled as a treasurer.

Six of the bands offered the position of student conductor. Again in many cases the president or drum major doubled as a student conductor. The position of librarian was offered in seven of the bands. In most cases other officers, such as vice-president or majorettes, would handle the librarian duties. Student managers were included in only six of the bands.
CHAPTER IV

EVALUATION OF THE CASE STUDIES

This chapter will attempt to evaluate and analyze the case studies in Chapter II. Before evaluating the studies, it is necessary to develop a criteria. The following is a gathering of statements made by leading educators of today. It is hoped that this will verify the need for student leadership.

Hindsley states that supervised student government is an essential part of band and orchestra training.\(^7\) He also states the need for student officers to have specific duties and responsibilities.\(^8\) Prescott states the need for careful guidance and supervision of student leaders.\(^9\) Peterson states that teachers should encourage the practice of leadership by many students rather than a select few.\(^10\) Mursell states the need for everyone in a group to share certain responsibilities.

\(^7\) Mark H. Hindsley, School Band and Orchestra Administration, p. 83.

\(^8\) Ibid., p. 83.


\(^10\) Harvey A. Peterson, Educational Psychology, p. 64.
and leadership. The following points cover the problem:

1. There is a need for supervised student
government and leadership.
2. Student officers should have specific
duties and responsibilities.
3. Student leaders should be carefully
guided.
4. Leadership opportunities should be open
to many students.
5. Each member of a group should accept some
responsibility and leadership.

In an effort to analyze and evaluate the case
studies in Chapter II, each officer will be considered
separately. His general duties will be listed and a
general evaluation of his effectiveness will be stated.

Band president:

1. Usually elected by popular vote.

2. His general duties consisted of:

   a. Handles executive duties of the band
council.
   b. Oversees general management and set-
up of the band.
   c. If capable, assists as a student
conductor.
   d. Occasionally handles publicity for
band.
   e. Serves as chairman for committees
on social affairs.

The band president was generally not too effective.

In some cases an exceptional student would become pre-
sident and would handle many management details within
his capabilities. Less than half of the bands in the
study had band presidents with specific duties. Only
bands A, E, G, P, O and R had a band president that took an active part in the management of the band. The other schools either had no president or the position was only honorary.

**Vice-president:**

1. Elected by popular vote.

2. His duties consist of:
   a. Assist president with management details.
   b. Serve on the band council.

The position of vice-president was honorary in almost every case. In two cases the vice-president doubled as student manager. In most cases the vice-president acted on the executive committee in the band council. His main duty was to take over if the president is absent. As the band president was not too effective in most cases, the vice-president was even more inefficient. This position was very poorly exploited and consequently was almost entirely honorary.

**Secretary:**

1. Usually chosen by popular vote.

2. His duties consisted of:
   a. Keeping daily role.
   b. Handles publicity and correspondence.
   c. Write articles for student newspaper.
   d. Occasionally handles ticket sales for concerts.
e. In some cases doubled as a treasurer, handling student dues and band fees.

The position of secretary was perhaps the most effective in the study. This is due to the nature of his duties, which consist of small details such as correspondence and taking attendance. In three bands the secretary doubled as treasurer although the position of treasurer was usually ineffective. It would be well to mention that although the position of secretary is a necessary and responsible position, it does not entail very much actual leadership of students. The secretaries in the study were effective as far as their position allowed them to go.

Treasurer:

1. Chosen by popular vote.

2. His duties consist of:

   a. Pay incidental bills.
   b. Handle money for ticket sales.
   c. Collect dues from band members.

This position was one of the weakest student officers in the study. Eight of the bands had a treasurer but only two were effective. Bands E and P had a treasurer that had specific duties and responsibilities. The treasurer of band P handled over $1000 in a year. It would seem that this position was not exploited by the band
directors. Students should be capable of handling money for social affairs and events. It would not be expected of them to handle large sums of money, but they should be responsible enough to handle small sums for refreshments and the like.

Drum Major:

1. Chosen in most cases by a committee of the music teacher and visiting band directors, teachers and drum major.

2. His duties consist of:
   a. Line up the band before rehearsals.
   b. Help with rehearsals.
   c. Direct the band in fanfares and pep rallies.
   d. Lead the band in parades and football shows.
   e. Help teacher with formations.

All of the bands in the study had a drum major as they are a necessity with the present marching band set-up. They were probably the most effective student leaders in the study. In most cases they had an active part in the management of the band and did a lot of actual leading of the band. In some cases the drum major would rehearse the majorettes in working out dance routines. Only the director of band D did not believe in letting the drum major handle or at least help with rehearsals. In this band the drum major was just decorative and served no practical purpose. In
general, the bands gave the drum major ample opportunity to develop his leadership opportunities to the extent of his capabilities.

Majorettes:

1. Chosen the same as the drum major.

2. Their duties are:
   
   a. Work out steps and routines for marching band shows.
   
   b. Occasionally help with passing out of music and other small management details.

All of the bands in the study had majorettes. They were primarily a show group and were not given much opportunity for leadership. The only leadership shown was that they worked together in forming routines for the group. Occasionally an older majorette would teach younger students who were interested in becoming majorettes. This was an excellent opportunity for student leadership. In most cases the majorettes served their purpose very well but were not given much opportunity for leadership.

Student conductor:

1. Chosen either by popular vote or by the teacher.

2. His duties consist of:
   
   a. Take over rehearsals if the teacher is absent.
b. Direct at pep rallies.

Throughout the study very little opportunity for student conducting was offered. Only six of the bands had an official student conductor, and of these six only the student conductors of bands E, G and L were effective. An example of the possible effectiveness of a student conductor is shown in band G. In the absence of the teacher, the student conductor took over the band and prepared a complete marching band show. In general students were offered very little opportunity for leadership through conducting. It would seem that a capable student would be able to conduct at pep rallies to give him some conducting experience.

Librarian:

1. Chosen by popular vote or by the teacher.

2. His duties were to be responsible for the music library.

The position of librarian was very ineffective in the study. Only seven of the bands had a librarian. Their main duty was to handle the music. In some cases other officers would handle the music. It would seem that most of the bands did not let the students handle much of the music except for passing it out at rehearsals. It must be remembered that this position does not entail much leadership, but does offer a certain amount of responsibility.
Manager:

1. Chosen by the teacher or given to a volunteer.

2. His duties consisted of:
   a. Oversee general set-up of the band.
   b. Help move the band.

This position was offered in six of the bands, but as the librarian, many times other officers would double as a manager. Their duties consisted of details such as set-up of the band and helping with moving equipment for the band. This position is a necessary and effective duty and does much towards giving a student responsibility, but does not entail much actual leadership.

Student Band Council:

Five of the bands, E, G, O, Q, and R, had an active band council. Other bands may have had a band council, but if they did, they did not state that during the interview, so it can be assumed that they did not have an active band council. The five active band councils played an important role in the management of the band. They acted as an intermediate group between the teacher and students, handling such matters as discipline and social events. Usually the band council worked with the teacher in planning the program
of the band with respect to the number of concerts they should schedule and general management. This type of work is an excellent opportunity for developing student leadership as it deals directly with the management of the band. These five bands had the best leadership programs in the study.

Committee Work:

All of the bands gave the students opportunity to work on committees of various types. This is an excellent leadership opportunity and is open to all students. The effectiveness of committee work is only as good as the people in the committee, varying with the capabilities and interests of the students. An example of the possible effectiveness is seen in band E. This band breaks into committees, each producing a marching band show. Usually two or three of these shows are usable. Students should be given the opportunity to handle ticket sales, publicity and social events. This gives them the opportunity to accept leadership and responsibility within their capabilities and interests. In general, the bands offered quite a bit of committee work to the students. In most cases these duties did not offer too much leadership in the direct sense, but did give the students a sense of responsibility.
CHAPTER V

SUMMARY AND IMPLICATIONS

The results of this study indicate that most bands attempt to promote some sort of leadership and student government program. This is partially due to the nature of the band, particularly the marching band. It is almost imperative to have a student drum major lead the marching band as it is set up today. As was stated in Chapter I, the band could and should be the ideal place to develop leadership. As the band is usually set up in laboratory style, it allows for closer contact between student and teacher and more individual participation. The band is more of a social group than the average classroom, allowing students to participate in activities outside the school, such as parades, athletic events and concerts. These points should add up to ample opportunity for students to lead and assist in the management and general structure of the band.

Drum majors and majorettes were standard equipment with all of the bands in the study. Of the eighteen bands in the study, fourteen had definite
student officers. These officers were usually elected by popular vote by the students in the band. Their duties consisted of general management of the band, such as handling music, social affairs, ticket sales, publicity, taking role and assisting with the physical set-up of the band. These are very essential duties and give the student a certain sense of responsibility, but do not entail too much actual leadership. The five bands with active band councils did much to promote leadership of the students through letting the students assist with the general program of the band, such as scheduling concerts, social events and handling discipline problems.

Committee work was offered in all of the bands. They handled many details such as ticket sales, publicity and refreshments. This did give an opportunity for the aggressive student to accept leadership and responsibility of various types. In general the committee work offered very little opportunity for direct leadership, but did supply students with a sense of responsibility.

Student conducting was at a minimum in most of the bands, except for student conductors at a pep rally or an occasional number at a concert. This is due partially to the pressure the average band is
under, with concerts and programs to prepare in a minimum of time. Very little effort was made by the band directors to promote leadership of a creative type. In most cases suggestions were accepted for marching band shows. Only one band actually promoted committee work of a creative type where each committee prepared a marching band show. Some creative leadership was offered through variety shows where students prepared various acts and skits for performances.

In general the results of the study were encouraging in the sense that almost every band is promoting a student government program of some type, offering a certain amount of student leadership. In cases where the band did not have student officers, the director of the band would state that he was in favor of such a program but did not have time on his schedule. The discouraging factor was in the general set-up of the program. It would seem in by far the majority of cases that the director of the band was not interested in what the band could do for the student, but what the student could do for the band. All of the duties of the student leaders and officers in this study were menial tasks strictly for the benefit of the band, not the students. It is important to give the students a sense of
responsibility and certainly the tasks designated to the student officers did need to be done and added to the structure of the band, but they did little to develop the personality and capability of the students.

A student government program should be an essential part of every music group. The type of program will vary with each situation, depending upon the capability of the students, the number of people in the group and how active the group is. In this study band R seemed to have the most active and practical student leadership program. Each officer had very specific duties which added to the management of the band and the student would benefit personally from the experience. A beginning music teacher would do well to model his student leadership program after this school. It must be remembered that no set program will fit each situation as conditions and people will vary greatly year to year. For example the program of band R gives the president the duty of conducting the band on various occasions. Suppose the president elected by the students was very good in dealing with the business management of the band, but was a very poor conductor. In this case it would be wise to appoint a separate student conductor.

Aside from a student government program, leadership opportunity should be given through committee work
on a volunteer basis. This would give almost every student the opportunity to accept some leadership and responsibility. Students should be given the opportunity to help plan the program of the band, with respect to the number of concerts and activities in which they participate. Creative leadership should be offered to the students. If a student comes up with an idea for a variety show or marching band formation, it should be considered for performance if it is worth the effort of the band. Conducting experience should be offered to the better than average students. Ensembles and pep bands offer excellent opportunity for students to get practical experience in leading a group.

In conclusion, it is hoped that more music teachers will take advantage of the possibilities of the music groups to develop leadership, responsibility and personality. Performance and public appeal are important in music groups, but opportunity should be given to let the student become better adjusted and a more efficient person, not just another member of a mechanized unit.
BIBLIOGRAPHY


APPENDIX

INTERVIEW FORM USED WITH THE CASE STUDIES

BAND PRESIDENT

How is he chosen?

What are his duties?

How effective is his work?

VICE-PRESIDENT

How is he chosen?

What are his duties?

How effective is his work?

SECRETARY

How is he chosen?

What are his duties?

TREASURER

How is he chosen?

What are his duties?

Does he ever handle large sums of money, such as financing band trips, etc.

DRUM MAJOR

How is he chosen?

What are his duties?

Does he ever lead the band in parades, etc. without the teacher's presence?
Does he do any directing on the field?

MAJORETTES
How are they chosen?
Who works out their steps and performances?
Is there a head majorette? What are her duties?

STUDENT CONDUCTOR
How is he chosen?
What are his duties?
Does he ever conduct rehearsals in your absence?

LIBRARIAN
How is he chosen?
What are his duties?
Does the band ever perform without the teachers presence?
Do students help in preparation of concerts and marching band shows?
To what extent?
Do first chair men ever rehearse their section separately?
Are there any ensembles under the direction of students?
Does the band promote any committee or project work which would offer students leadership opportunities?