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The Ohio State University, Ph.D., 1977
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SIGNIFICANT PREDICTORS OF COLLEGE BAND PARTICIPATION
BY COLLEGE FRESHMEN WITH HIGH SCHOOL BAND EXPERIENCE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

* * * * *

The Ohio State University
1977

Reading Committee:
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ACKNOWLEDGMENTS

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CHAPTER I

THE NEED FOR THE STUDY

College bands are dependent upon college students who have had high school band experience to make up its membership. The challenge presented the college band director is not only one of securing adequate numbers of college musicians to fill the ranks of the band, but to obtain those numbers in terms of the particular instruments played by the college musicians in order that a balanced college band instrumentation may result. For many colleges, the task of securing both adequate numbers of college musicians and a balanced instrumentation for the college band is a difficult one. (Bisdorf, 1965, p. 108) Part of the difficulty in obtaining sufficient college band personnel is due to the fact that only a small percentage of the total college student population have had high school band experience. (Berger, 1961, p. 108)

It has been estimated that on any given college campus at least 15 per cent of the student body, at one time, have been a member of a high school band. (Berger, 1961, p. 108) Clothier (1967) and Mountford (1975) found that 18 per cent of the total college population in their studies had high school band experience. (p. 114)(p. 6) With less than one-fifth of the college student population available for college band membership, the college band director is faced with the need to obtain as many of these experienced band students as possible in order to have
the necessary personnel for the college band. The fact that only about one-third of the college students with high school band experience choose to participate in the college band creates another problem for the college band director. (Clothier, 1967, p. 12)

There is concern among college music administrators and college band directors over the high percentage of experienced high school musicians who do not participate in the college band program when they get to college. (Ray, 1966, p. 1) Clothier (1967) found that 68 per cent of his sample were not participating in the college band program while Mountford (1975) found that 60 per cent of his sample had never played in the college band. (p. 12)(p. 5) These statistics of non-participation in the college band program by former high school band musicians tend to support the concern of college music administrators and band directors expressed above. The problem of non-participation in the college band by experienced band musicians is particularly acute at the small college due to smaller college enrollment.

On any given college campus of 900 or less in total enrollment, a freshman class of 200 or 300 students can be expected. Within the freshman class, 60 to 75 students are likely to have had high school band experience. "With a very active recruitment program, 20 to 30 players might be expected to play in the college band." (Whear, 1960, p. 76) It is not likely that 20 to 30 players will supply either the numbers of college musicians needed for a group of freshman bandsmen or the balanced instrumentation needed for the college band. At the small college the problem of "... insufficient personnel to fill the ranks may make band ... performance impossible." (Bisdorf, 1965, p. 108)
Although the small colleges seem to be the most concerned about insufficient band personnel, the large universities are also concerned about the lack of participation of former high school band students in the university bands. Berger (1961) reports a study by Polson at the University of Missouri in which it was estimated, from the sample drawn, that 2,450 students (35%) of a student body of 7,000 had been in the high school band at one time. Of this number, 1,330 (54%) were not interested in the college band; 525 (21%) were doubtful of their ability to play in the college band; 140 (5%) were employed during band rehearsal hours; 35 (1%) had developed physical disabilities; and 35 (1%) were in the athletic program. (p. 60) It is not known whether these percentages are overlapping or not, but it is probably safe to estimate that approximately 60 per cent of those experienced band students at the University of Missouri did not continue their band experience in college. Berger states that "these figures could probably be duplicated at many universities, and, if true, they show . . . a weakness in our band coordination between high school and college." (p. 60)

The lack of continuity for the band student between the high school and college years is of concern to a number of high school band directors. The band program often receives the greatest share of criticism leveled at music education because there seems to be so little carry-over of band activities into post-high school years. (Labuta, 1966, p. 54) With approximately two-thirds of those high school band members dropping their instruments after graduation, it
would seem that some negative factors are at work in the high school band experience that cause these students to avoid further band participation.

There are two areas of criticism that seem to be identified as negative factors in the high school band experience. First, there is a feeling among some band directors that students are over-worked through performance.

It is very often the case that the band program emphasizes only the area of performance. Many students, after a very successful membership in the band, upon graduation lay the instrument away never to be played again. Perhaps their band program objective was only performance. (American School Band Directors Association, 1973, p. 6)

The second area of criticism of the high school band experience is the peripheral nature of the band experience in the total life of the student. Although the band experience is often enjoyable for the student, it does not become an indispensable part of the student's life.

Relatively few [students] have made music an inseparable part of their being to the extent life would be unthinkable without . . . [the band as an] avenue of aesthetic expression. This perhaps is the result of a music education program which too often attempts to entertain rather than to enrich, to develop skills rather than attitudes, and to bow to the taste of the masses rather than to elevate them. (Clothier, 1967, p. 118)

Kohut (1973) notes that students in the public schools seldom study an instrument for the purpose of developing performance discrimination for later life. "A student studies an instrument for its own sake, and for the immediate enjoyment he receives from this activity." (pp. 4-5) Such a pragmatic viewpoint of student motivation for participation in instrumental music may be true. However, it would appear that the high school band director would want to provide the kind of
musical experience that will be a positive influence on the student to continue his band experience in college. Dearborn (1970) feels that high school band directors not only should provide a positive band experience but have an obligation to try to "sell" their graduating seniors on the idea of continuing to play their instruments in the college band. The pressures of college life today, Dearborn maintains, "... calls for more music in students' lives, not less as is often the case." (p. 85)

The priority many band directors hold for the continuation of instrumental music activities past high school graduation is expressed by Bandcroft (1964).

It should be the objective of every band director as well as every music teacher to encourage and aim for a high level of carry-over into adult life. Participation of ... [former high school band] students should be given top priority on the scale of post-high school objectives. (p. 107)

Band directors are joined in their concern over the carry-over of high school musical activities into adult life by music educators involved with the philosophy of music education. Leonard and House (1972) express their concern for the carry-over of school musical experiences into adult life in the following statement:

Music education has a unique mandate in contemporary American education -- to provide a varied, significant, and cumulative musical experience for every American child. ... School experience must be of such quality as to enable every child to: ... gain sufficient proficiency in singing and in playing an instrument to make it possible for him to be an active participant in music throughout his life. (p. 3)

Leonard and House also feel that it is the duty of the music educator to provide a link between school music experiences and the music
participation of the student outside the school, thereby increasing the likelihood of continued participation in music activity when the student becomes an adult. (p. ?)

Van Bodegraven (1966) feels that the "generally educated" individual will seek additional experiences in areas in which he has found satisfaction in the public school experience. "He looks for community musical activities in which he can participate." (p. 39) The emphasis here is upon satisfaction of the public school music experience as a condition for seeking further musical activities on the part of the graduate.

Educators, in general, feel that the ultimate goal of any education is for use in the future. Bruner (1963) states that "the first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future." (p. 17) In a similar statement to Bruner's, Mager (1968) states that "learning is for the future; that is, the object of instruction is to facilitate some form of behavior at a point after the instruction has been completed." (p. 11) Thus, it is not only music educators, but educators generally that are concerned that the knowledges and skills taught in high school have carry-over into later life activities.

Attitude toward the high school music experience could well be the major reason most high school musicians fail to continue their musical activities at the college or adult level. While music educators want to see a high level of carry-over of school musical activities in adult life, the student must want to continue that activity. The goal of carry-over of musical activities or any activity is "... to
send the student away from the learning experience with a tendency to approach, rather than avoid, the subject of study." (Mager, 1968, p. 5)

The teacher can have an important role in determining the student's attitude toward the musical experience since attitudes are strongly influenced by people. (Mager, 1968, p. 11) The high school band experience needs to be a good one with a teacher who can positively influence the student's attitude toward further involvement with a band experience at the college or adult level. According to Mager, "... things disliked have a way of being forgotten." (p. 11)

Several studies have been conducted into the carry-over of high school musical activities into adult life. A detailed coverage of the results of these studies will be given in the following chapter. However, the studies that have been done on the carry-over of high school music activities into adult life have been inconclusive and, on some points, contradictory. (Reimer, 1966, p. 468) The studies done on college band participation by Stanley (1964), Clothier (1967), McClarty (1968), and Mountford (1975) have also reached differing conclusions. Conrey (1971) reviewed the Clothier and McClarty studies and found them to have covered "roughly the same ground" but with differing positive and negative conclusions. He also cited the limited utility of the studies on the grounds of small samples and the lack of a major band program being included in the study. (Conrey, 1971, p. 28)

Since the results of the studies done on college band participation have been inconclusive, there is a need for the replication and extension of these studies. Duersken (1972) states that "replication
and extension of previous studies . . . will validate and increase confidence in what is 'known' about the teaching of instrumental music." (p. 24) Also, the carry-over of high school musical activities into adult life needs to concentrate on the reasons for continuing rather than discontinuing musical activity. (Duersken, 1972, p. 24)

This study proposes to replicate and extend certain aspects of the previous studies done on college band participation and to focus on the reasons (significant predictors) for continued band activity at the college level.

All of the studies concerning the carry-over of high school musical activities into adult life and those studies done on college band participation have questioned their subjects at some point in time after the subject was in high school. Since recall of attitudes and experiences concerning high school musical activities was necessary by the subjects in these studies, some question can be raised concerning how accurately the subjects were able to remember how they felt about their high school musical experiences. Perhaps only those pleasant attitudes and experiences were recalled since unpleasant things seem to be more easily forgotten. (Mager, 1968, p. 11)

Certainly, a new approach to the study of college band participation is needed. By questioning the subjects while they are still a part of the high school band experience (hopefully, obtaining an accurate measure of their attitudes toward their high school band experiences) and then following the same subjects to college to "observe" their decision as to whether or not they chose to participate in the college band or not, a measure of predictive validity can
be obtained on those items that contribute to a decision to participate in the college band on the part of the subjects. (Sax, 1968, p. 233)

Finally, as Conrey (1971) noted, a study to reflect the campus climate of the 1970's is needed. (p. 28) In reviewing the literature for this study, no major study of college band participation done in the 1970's could be found. The study done by Mountford (1975) was but a pilot study for the present one.

A study that identifies the significant predictors of college band participation by college freshmen with high school band experience is needed. The need for the study is based on the following: (1) college bands need to increase the number of college students participating in the college band and a study of the significant predictors of college band participation could be the basis for a plan of action by high school and college band directors to help foster those areas in the school band experience identified as predictors of college band participation; (2) music educators are concerned with the apparent lack of carry-over of high school musical activities into college and adult life and would be interested in the identification of the significant predictors of college band participation in order to apply this information to their own teaching situation; (3) a longitudinal study, having predictive significance, is needed since a study of this type could not be found; and (4) there is a need to replicate, extend, and update the results of the few studies done concerning college band participation to reflect the high school and college climate of the 1970's.
Purpose of the Study

The purpose of this study is to determine whether or not there are significant predictors of college band participation by college freshmen with high school band experience.

Limitations of the Study

1. This study concerns only those high school band seniors in Stark County, Ohio, public high schools who have active plans of attending college in the following fall as freshmen.

2. Once the student (former Stark County, Ohio, band senior) has reached college, this study is only concerned with the student's action concerning participation or non-participation in the college band. The action of the student will be observed through a short questionnaire sent to the student in the fall term of his or her freshman year in college.

3. The results of this study can be generalized only for subjects coming from similar high school band situations to those of this study sample.

Definitions

1. Subjects. The subjects for this study are those students who were members of a Stark County, Ohio, public high school band in their senior year and who were randomly selected from the target population for the purpose of filling out a questionnaire in the spring of 1976 while the students were still in high school and then followed to college the following fall to be questioned concerning their decision to participate or not.
to participate in the college band.

2. **Selected Sample.** This term refers to the group of subjects used in this study as a whole.

3. **Target Population.** The target population is the total number of Stark County, Ohio, public high school band seniors, identified in the nineteen cooperating high schools, who had definite plans to attend college in the fall of 1976 where a college band is likely to exist.

4. **Urban High School.** The Stark County, Ohio, Superintendent of Schools was the source for identifying those public high schools in Stark County that are urban and those that are rural-suburban. The urban public high schools were identified as those high schools that were in the three large population centers of Stark County. The large population centers are Canton, Alliance, and Massillon, which are outside the County Superintendent of School's jurisdiction.

5. **Rural-suburban High Schools.** All public high schools outside the three large population centers of Stark County, Ohio, and that are under the jurisdiction of the Stark County Superintendent of Schools were termed rural-suburban high schools for this study.

6. **College Band.** The college band will be understood to mean the marching and/or concert band that is a regular part of the college music program.

7. **Type of College.** The types of colleges that will fit the requirements of this study are: state universities; private
universities; and private colleges. Technical colleges and junior colleges that do not have college bands will not be used.

8. **College Band Representative.** Any person connected with the college band, such as the director, student musician, band alumnus, etc., will be considered a college band representative.

9. **College Band Director.** The college band director is the one in charge of the college band where the subjects of this study are members. Those subjects who are participating in the college band will have their presence validated by the college band director.

10. **Parents.** The parents of the subjects are anyone who has charge of the subject on a fulltime basis and who are titled parents, god-parents, grandparents, guardians, or foster parents.

**Assumptions**

It is assumed that the random selection of the study sample will be representative of those Stark County, Ohio, public high school band seniors identified in the target population and are representative of other public high school band seniors who attend high schools with similar characteristics to those in Stark County, Ohio.

**Hypothesis and Sub-hypotheses**

The sub-hypotheses for this study have been derived from the significant results of college band participation studies done by Stanley (1964), Clothier (1967), McClarty (1968), Mountford (1975) and studies done in the carry-over of high school instrumental music
activities into adult life. The sub-hypotheses, with exception of sub-hypothesis one, will become the independent variables with the dependent variable being college band participation. The independent variables will be run against the dependent variable for the purpose of testing the major hypothesis. Should the study reveal a significant level of prediction, on the part of the variables representing the sub-hypotheses toward the subjects' decisions to participate in the college band, the major hypothesis will be retained. The sub-hypotheses represent a culmination of research into college band participation at this point in time and, for that reason, the 61 sub-hypotheses will be listed and tested individually as independent variables. Each sub-hypothesis, with the exceptions of those that were derived statistically, was represented by at least one question on the questionnaires developed for this study.

The sub-hypotheses are grouped under sub-headings that identify major areas in the subjects' backgrounds that were under investigation. Although the sub-headings will be used, the numbering of the sub-hypotheses will be continuous in order to give each sub-hypothesis an identifying number.

Major Hypothesis

There are significant predictors of college band participation by college freshmen with high school band experience.

Sub-hypothesis Concerning College Band Non-participation

1. There are significant predictors of college band non-participation due to:
a. a failed audition  
b. work schedule conflicts  
c. class schedule conflicts  
d. lack of interest

by college freshmen with high school band experience.

Sub-hypotheses Concerning the Sample and the  
Subject's Intention Concerning College Band Participation

Subjects who participate in the college band are those who:

2. attend the type of high school (urban or rural-suburban)  
   that will be a predictor of college band participation.

3. state that they will participate in the college band when they  
   get to college, when that statement was made by the subject  
   while he or she was still in high school:

Sub-hypotheses Concerning the School Band Experience

Subjects who participate in the college band are those who  
(whose):

4. consider themselves to be successful on their high school  
   band instrument.

5. have taken at least one year of private lessons on the instru-  
   ment they play in the high school band.

6. have performed solos on their high school band instrument  
   at district solo and ensemble contest.

7. have performed in small instrumental ensembles while they  
   were in high school.

8. regard marching band in high school to be a worthwhile
activity.

9. have had extra-school demands made on their time because of the high school band.

10. have practiced their high school band instruments at home while they were in high school.

11. own their own instrument.

12. were members of high school bands receiving high ratings (I or II) at district contest.

13. were a part of high school bands that took trips while they were in the high school band.

14. like their high school band director.

15. high school band director considers them to be successful on their high school band instrument.

16. regard concert band as the most important part of their high school band experience, educationally.

17. began their instruments in the elementary grades.

18. participated in other non-instrumental music ensembles while they were in high school.

19. made the original selection of their band instrument themselves.

20. sat in the upper-third of their section in the high school band.

21. enjoy the instrument they play in the high school band.

22. play instruments that belong to the families (brass, woodwind, or percussion) that become predictors of college band participation.
Sub-hypotheses Concerning the Home Musical Environment

Subjects who participate in the college band are those who (whose):

23. have had at least one parent who played an instrument in the high school band.
24. have taken lessons on other instruments.
25. families sing or play instruments in the home on at least an occasional basis.
26. have older brothers or sisters who have played in the high school band.

Sub-hypotheses Concerning Community Musical Activities

Subjects who participate in the college band are those who:

27. have performed solos for community organizations on their high school band instruments.
28. plan to play their high school band instrument for community groups in the future.
29. belong to community instrumental music ensembles not connected with the high school.
30. belong to community vocal music ensembles not connected with the high school.

Sub-hypotheses Concerning the Subject's Musical Values

Subjects who participate in the college band are those who:

31. like playing their high school band instrument as well as they like listening to music.
32. feel that music is an important part of their life.
33. like good selections from several styles of music.
34. have attended more than one concert (of any type), voluntarily, within the last school year, other than those in which they participated.

Sub-hypotheses Concerning the Influence of Others on the Subject's Decision to Participate in the College Band

Subjects who participate in the college band are those who (whose):
35. have friends who are a part of the college band where they plan to attend.
36. have parents who advise them to participate in the college band.
37. have high school friends who advise them to participate in the college band.
38. high school band director has advised them to participate in the college band.
39. private instructor of the instrument they play in the high school band has advised them to participate in the college band.
40. college adviser has advised them to participate in the college band.

Sub-hypotheses Concerning the College Band and College Life

Subjects who participate in the college band are those who:
41. have always planned to play their high school band instrument in the future.
42. view the auditions for the college band as a positive challenge.
43. view a scholarship as a positive inducement to play in the college band.
44. are contacted by a representative of the college band.
45. have a college-owned instrument available to them.
46. have some advance opinion of the quality of the college band where they plan to attend college.
47. view college as primarily that of vocational training.
48. feel the need to excel in their academic subjects in college.
49. feel the need to participate in several extracurricular activities.
50. view the college band as requiring about the same amount of time as their high school band required.
51. have class schedules that do not interfere with the rehearsal schedule of the college band.
52. anticipate the enjoyment of the college band experiences.
53. view the social aspects of the college band as being as important to them as the musical aspects.
54. feel that playing in a college band shows responsibility on the part of the player to the college.
55. view the tours taken by the college band as a positive inducement to join the college band.
56. feel that participation in the college band will give them a needed break in the college day.
57. are music majors.
58. are non-music majors.
59. attend the type of college (state university, private college,
or private university) that will become a predictor of college band participation.

60. participate in other vocal and/or instrumental music ensembles at the college they attend.

61. feel that band as an activity is as appropriate for college students as it is for high school students.
CHAPTER II

THE REVIEW OF RELATED RESEARCH

Introduction

The purpose of this study is to determine whether or not there are significant predictors of college band participation by college freshmen with high school band experience. In order to place this study in its proper perspective, it is necessary to review those studies that have been done in similar areas. Studies in the carry-over of high school musical activities into college and adult life and those studies done specifically with college band participation are of the most immediate concern to this study. However, studies having a remote relationship to the present one are those done in the area of drop-outs in the instrumental music program in the public schools. These studies will not be reviewed here but will be cited in chronological order to the year they were completed. Studies in the drop-outs in the instrumental music program in the public schools have been done by: Miller (1949); Schweitzer (1951); Sobieski (1951); Bergan (1957); Jacobson (1962); Tate (1962); Boye (1963); Casey (1964); Kruth (1964); Martignetti (1965); Lax (1966); Pruitt (1966); Farruggia (1969); Wolfle (1969); and Henson (1974).

The review of the research in the carry-over of high school musical activities into adult or college life will begin with those studies
most remotely connected to this one and end with those connected most
directly. The carry-over studies of musical activity from high school
into college or adult life can be grouped under the following headings:
(1) studies in the carry-over of unspecified musical activities into
college and adult life; (2) studies in the carry-over of instrumental
music activities into college and adult life; and (3) studies of college
band participation by college students with high school band experience.

The results of each of the categories of the carry-over studies
mentioned above will be grouped together under the sub-headings of:
(1) the school music experience; (2) the influence of others; (3) the
home musical environment; (4) community musical activities; (5) the
influence of college life (used in college band participation studies
only); and (6) reasons for participation and non-participation in
college or adult musical activities. A summary of both chapters one
and two will conclude this chapter.

Studies in the Carry-over of Unspecified Musical
Activities into College or Adult Life

Studies done in the carry-over of unspecified musical activities
into college and adult life are concerned with college and adult musi-
cal activities requiring both formal organizations, such as band,
orchestra, choral, and jazz groups, and informal adult performance of
music in the home. These studies are all focused upon the influences
that have been a part of the decision by college students or adults to
continue their musical activities following high school graduation.
The questioning of the subjects of the carry-over studies occurred at
various intervals of time following their graduations. Some studies
questioned the subjects as much as thirty years after their high school graduation concerning the subjects' attitudes toward the musical activities in which they participated. Also, there is some variation in the type of sample populations used in the studies. Some samples were adults participating in choirs, others in bands or jazz groups, while other samples involved college students. The type of musical activity the subjects participated in while in high school varied. Therefore, some of the contradictions among the studies may be due to differing samples, areas of musical background questioned, and, to some extent, the length of time the subject is required to recall his attitudes and experiences while he was still in high school.

Although not necessarily a valid means of determining the importance of a given area of influence on continued college or adult musical activity, those areas being cited by most of the studies under each sub-heading will be reviewed first with those results identified by only one study being cited last.

The school music experience. The participation of subjects in high school performance groups and their relationship to the carry-over of these musical activities into college and adult life were cited by the largest number of studies under the heading of the carry-over of unspecified musical activities into college or adult life. However, the results of these studies appear to be contradictory. Neal (1949) questioned graduates concerning their high school and adult musical activities and one of his conclusions was that participation by his subjects in the high school performing groups had a significant amount of carry-over into adult life. (p. 233) Behrens (1954) questioned
graduates in the area of the reasons they decided to continue or discontinue musical activities following high school graduation and noted that the participation in the high school groups did influence a significant amount of carry-over of these activities into adult life.

(p. 64) Ordway (1964) questioned graduates of the high school classes of 1937, 1947, 1952, and 1955 in two communities concerning the extent to which they were still using their high school musical training as adults. He found that the amount of carry-over of the high school musical activities of his subjects into adult life was significant.

(p. 172)

While Neal (1949), Behrens (1954), and Ordway (1964) all found a significant amount of carry-over of high school musical activities into adult life, four investigators reported little significant carry-over of high school musical activities into adult life. Braunagel (1947) studied University of Texas students with high school music background for the purpose of determining those school, home, listening habits, and types of musical activities preferred by the students. He reported that school music activities had only a limited influence upon college musical activities of his subjects. (p. 52) Peterman (1954) questioned Milwaukee, Wisconsin, high school graduates for the purpose of determining the high school music activities having the greatest carry-over into adult life among the graduates. He concluded that there was little carry-over of high school music activities into adult life. (p. 112) Robbins (1955) studied graduates with a similar purpose to those of Peterman and reported little carry-over of musical activities into adult life among his subjects. (p. 99) Pembrook (1955) studied Ohio
State University students with high school music background to determine the students' attitudes toward their high school music activities and the reasons why the students have continued musical activities in college. He reported that the students liked music in high school and still liked music now that they were in college, but the school music experience was not motivating enough for them to continue participation in college musical activities. Finally, Lawrence and Dachinger (1967) studied the parents of New York City music school students and found that those parents who were self-taught, as opposed to those being taught in school, had the highest percentage of carry-over of musical activity into adult life. (p. 23)

Participation in more than one high school musical medium by subjects appears to be a significant influence on the carry-over of musical activities into adult life. Simmons (1962) studied participants in 15 community choruses in the Detroit, Michigan, area concerning their motivation and musical backgrounds that influenced their decision to continue their musical activity in adult life. He found that his subjects tended to be involved in all of the high school musical organizations while they were in high school. (p. 76) Falkner (1957) grouped adults into high and low musical interest groups for the purpose of determining the influence of school music and private study on the subjects' adult musical activities. He found that those subjects in his study keenly interested and who were still active musically had participated in at least two high school musical organizations while they were in school. (p. 75) Ordway (1964) found that there was a greater likelihood of the carry-over of high school musical activity
into adult life among his subjects if they had participated in more than one high school musical activity. (p. 175)

There appears to be evidence that adults tend to participate in ensembles similar to those in which they participated in high school. Also, small ensemble experience in high school by subjects may be an influencing factor on their continued adult musical activity. Simmons (1962) found that the adult community singers in his study were more frequently participants in a senior high school vocal music group than were non-community chorus subjects. (p. 76) Robbins (1955) also noted that those subjects in his study who were still active musically were participating in groups similar to those in which they participated in high school. (p. 99) Robbins also found that those subjects in his study with small ensemble experience while they were in high school showed the greatest amount of carry-over of high school musical activities into adult life. (p. 115)

Adults having participated in high school music activities while they were in school tend to value that experience and feel that both vocal and instrumental music experience is important to the education of high school students. Neal (1949) found general agreement among the subjects in his study that vocal and instrumental music both are important in the high school curriculum. (p. 240) Bowring (1952) studied graduates of a Montana high school from the classes of 1940 to 1950 with the purpose of determining the type of adult musical activities, the subjects' attitudes toward their high school musical experience, the reasons they have continued participating in adult musical activities, and the types of adult musical organizations available. He found that
140 of the 160 graduates he studied felt that the high school musical activities were valuable. (p. 59) Peterman (1954) concluded that his subjects were generally happy with their high school musical experience. (p. 113)

The amount of formal education of a subject may have some relationship to continued adult musical activity. Bowring (1952) reported that there was a significant relationship between the amount of formal education of his subjects and adult musical participation. (p. 59) Behrens (1954) found that more than half of his subjects who attended college were still active in adult musical organizations. (p. 66)

In the area of instrumental music, adult participation in musical activities may depend on the fact that the subject plays piano plus one other instrument and that the subject began instrumental music training at an early age. Aleshire (1941) studied Pomeroy High School graduates' attitudes toward their high school music training and whether or not they were still active musically. He found that those with piano background, along with one other instrument, were more active musically than adults who were non-pianists. (p. 41) Lawrence and Dachinger (1967) found that the second highest percentage of those adults still active in music in their sample were those pianists who played other instruments. Those adults who played only one instrument (piano, woodwind or brass) tended not to continue adult musical activities. (p. 23) Lawrence and Dachinger also found that a subject must pass the critical age of fourteen, still active in music, if there is to be any significant carry-over of this musical activity into adult life. (p. 23) Aleshire (1941) found that a subject who was still participating in musical activities
as an adult began his musical training early. (pp. 40-41) Falkner
(1957) identified the year that instrumental training should begin if
it is to carry-over into adult life as the ninth year. (p. 75)

The kind of instrument the subject plays is likely to have some
influence on the carry-over of school musical training into adult life.
Bowring (1952) found that those subjects in his study who played "solo"
instruments, as opposed to "non-solo" instruments, were more likely to
be continuing musical activities as adults. (p. 59) Lawrence and
Dachinger (1967) noted that those subjects they studied who played
string instruments seemed to have the highest carry-over of musical
activity into adult life. (p. 23)

Private study, success on the instrument as viewed by the subjects,
and the types of musical skills learned were identified as possible in-
fluences on adult musical activity. Bowring (1952) noted that private
study on an instrument while the subject was in high school tended to
increase the likelihood of adult musical activity by his subjects.
(p. 57) He also found that a subject's view of himself as being suc-
cessful on his instrument was a positive influence on adult musical
activity in his study. (p. 59) Lawrence and Dachinger (1967) found that
the skills of sight-reading, improvising, and "playing by ear," when
learned by the subjects as part of the school experience, had a positive
influence on the carry-over of high school musical activities into adult
life. (p. 23)

Ownership of an instrument as a criterion for continued musical
activity for adults has received mixed reports from those studying the
carry-over of school musical activities into adult life. Bowring (1952)
noted that whether or not a subject in his study owned his own instrument was important in determining whether he continued to play in adult musical organizations. (p. 59) Ordway (1964) reported that those subjects not owning an instrument were less likely to participate in adult instrumental music organizations. (p. 175) In contradiction to the Bowring and Ordway reports, Neal (1949) found that ownership of an instrument was not a significant factor to continued adult musical activity among his subjects. (p. 237)

The choice of the instrument, if influenced by the band director, appears to be a negative influence on the carry-over of school musical activities into adult life. Falkner (1957) states that "where the director applies pressure on students to play the odd instruments of the band or orchestra, he is not cultivating a continued interest in musical activities in later life." (p. 77)

The influence of others. The influence of the parent upon those who are continuing to participate in adult musical activities appears to have been a positive factor for the carry-over of high school musical activities in adult life. Simmons (1962) found that the parents of his subjects were among the most influential persons in their musical backgrounds. (p. 76) Peterman (1954) found that the strongest influence on a subject's interest in continuing musical activities in adult life was that of the parents. (p. 114)

The music teacher appears to have an important role of influence on the continued musical activity among adults with school music background. Simmons (1962) reported that the music teacher was a significant influence upon those adults still active in musical organizations. (p. 80)
Peterman (1954) noted that the qualities of a good music teacher are composed of factors not necessarily pertaining to those of a good musician. (p. 119) The music teacher must be a positive influence as a person as well as a musician.

The home musical environment. Family musical activities appear to be an important motivating factor for continued adult musical activity by former high school musicians. Aleshire (1941) reported that those adults still active in musical organizations in his study were part of a family instrumental group while they were in school. (p. 43) Falkner (1957) noted that the home musical environment was the strongest influence on continued musical activity on the part of his subjects. (p. 74) Braunagel (1947) found that the home was a greater influence on continued musical activities among the subjects of his study than that of the school music experience. (p. 52) Peterman (1954) reported that the strong influence of the home and those in the home upon adult musical activities is the factor that contributes the most to the interest people have in music. (p. 114)

Community musical activities. It appears that one of the most crucial factors in the continued musical activities of adults is the availability of the proper community musical organizations in which musicians may participate. Six studies had the type and availability of community musical activities reported as being necessary for the carry-over of high school musical activities into adult life. Benson (1941), in a study of Marietta, Ohio, high school graduates concerning their group participation, further study, concert attendance, and radio listening noted that the lower percentage of instrumentalists participating in
adult musical activities, in his study, was due to the lack of instrumen-
tal ensembles at the community level. (p. 35) Bowring (1952),
Behrens (1954), Peterman (1954), Falkner (1957), and Ordway (1964) all
report that the continuation of school musical activities into adult
life among their subjects is based on the type and/or availability of
community musical organizations. (pp. 58-59)(p. 66)(p. 120)(p. 77)
(p. 176)

Vocal musical activities appear to have more carry-over from
school to adult life than do instrumental music activities. Benson
(1941) reports that the larger percentage of adults engaged in vocal
musical activities in his study was due, in part, to the lack of
available instrumental ensembles and the larger number of choral organ-
izations available. (p. 35) Behrens (1954) noted a greater carry-over
of school vocal musical activities into adult life among subjects of
his study. (p. 69) Robbins (1955) reported that experience in high
school vocal musical programs appeared to have a slightly higher
degree of carry-over into formal post-graduate musical activities than
does experience in the instrumental music program in high school.
(p. 113) Robbins also reported that his subjects preferred informal to
formal musical activities as adults. (p. 113)

The participation of the subject in community musical activities
while they were still in high school appears to have some influence on
the carry-over of high school musical activities into adult life.
Aleshire (1941) reported that participation by his subjects in a glee
club or community orchestra while they were in school was a positive
factor in the carry-over of musical activities into their adult lives.
Similarly, Behrens (1954) found that 60 per cent of those subjects still participating in musical activities in his study had been active in community music organizations while in school. (p. 67)

Reasons for participation or non-participation in adult musical activities. The enjoyment of adult musical participation seems to be the most important reason adults give for their continued musical activity. Phillips (1957), in a study of University of Texas non-music students with high school musical background, for the purpose of identifying the musical course and activities in which these students participated, cited the enjoyment of musical participation as the most important reason given by his subjects for their continued participation in musical groups. (p. 180) Simmons (1962) and Bowring (1952) both report enjoyment of musical participation as the most important reason given by their subjects for their continued musical activity as adults. (p. 80)

Other reasons for continued musical participation by adults seems to be to increase musical skills, interest in music, and for social reasons. (Simmons, 1962, p. 80)(Phillips, 1957, p. 180)

The reasons given for non-participation by subjects in adult musical activities (if they are available) is that the subject is "too busy" and/or "not skilled enough" in music to continue musical activities as adults. (Bowring, 1952), p. 58)(Behrens, 1954, p. 66)(Pembrook, 1955, p. 99) In addition to the reasons for non-participation in adult musical activities given above, Ordway (1964) notes a lack of an instrument as being a significant reason for non-participation by his subjects in adult instrumental ensembles. (p. 175)
Studies in the carry-over of unspecified musical activities from high school to college or adult life have used samples of college students or adults of mixed vocal and instrumental music background, as well as mixed college and adult musical activities. Those factors that appear to be the most influential (based on two or more citings by investigators) on continued college or adult musical activity are: (1) the type and/or availability of community musical organizations in which non-college adults may participate; (2) family musical activities while the subject is still in school; (3) the influence of the parents and the music teacher upon the subject while he is still in school; (4) the importance of the subject performing on the piano plus at least one other instrument while he is in high school; (5) the beginning of instrumental music training by the ninth year and continuing past the critical year of fourteen by the subject; (6) participation in community musical groups while the subject is still in school; (7) the type of instrument played by the subject; (8) the amount of formal education of the subject; (9) the feeling of the subject that his high school music experience was valuable; and (10) the fact that subjects are participating in college or adult musical activities because of the enjoyment they bring. Other important results of the carry-over studies in unspecified musical activities into college or adult life is that vocal music activities seem to have greater carry-over into adult life than do instrumental music activities and that subjects tend to perform in the same type of musical organization as adults that they were in as high school students.

There are conflicting results among the studies of the carry-over of unspecified musical activities into college or adult life. The influence
of participation in school music groups as a condition for a significant amount of carry-over of musical activities into adult life on the part of subjects received contradictory results among the studies. Also, ownership of an instrument as a condition to continued adult musical participation received mixed reports.

The reason non-participants in adult musical activities give for having terminated their musical activities after high school is that they are "too busy" and/or "not skilled enough" to participate in adult or college musical organizations.

**Studies in the Carry-Over of High School Instrumental Music Activities into Adult Life**

The samples used in the studies in the carry-over of high school instrumental music activities into adult life are concerned with those subjects who participated in instrumental music activities while in high school. The post-school activities of the subjects in these studies were either adult community or college musical activities and were instrumental music activities, exclusively, in all but one study. Thus, the emphasis here is on the fact that the subjects had high school instrumental music experience in common and the studies were trying to identify the factors in that instrumental music experience that exerted a positive or negative influence on continued adult musical activity.

**The school music experience.** Private study on an instrument while the subject is in school seems to be an important factor in continued adult musical activity. Kier (1948) studied the 1947 graduates of several Nebraska high schools who had instrumental music training in their background and were still musically active. He found that those
subjects in his study who took private lessons while in school were more likely to continue playing after graduation. (p. iii) Christie (1968) studied Tanglewood orchestra participants who were college or graduate students to determine the factors that contribute to the serious music student. According to Christie, private study must begin no later than the high school years with those who begin private study earlier having the greatest chance for carry-over of their musical activities into college life. (p. 42) Flavin (1957) studied college students who were string players either currently or at some time in their background for the purpose of identifying factors that contributed to continued performance on string instruments when the subject reached college. Flavin reported that private study, while the subject was still in school, was necessary to continued participation in string music activity in college among his subjects. (p. 80)

Performance on more than one instrument, particularly if one of the instruments is piano, seems to be a positive factor influencing the carry-over of high school instrumental music activities into adult life. Shinabery (1955) studied the graduates of two Lima, Ohio, high schools for the purpose of finding the number of graduates who have participated in any musical activities at any time following high school graduation. He reported that those subjects who were still participating in adult musical activities, in his study, had played more than one instrument while in school. (p. 69) Branae (1953) studied Monona, Iowa, high school band graduates for the purpose of finding out the extent of their participation in post-graduate musical activities. He found that the ability to perform on the piano, in addition to a band instrument,
positively affected the carry-over of instrumental music activities into adult life on the part of those subjects in his study. (p. 57)

The type of instrument played, the view of the subject's success on his instrument, and the subject's success in school, generally, seems to have been positive factors for the carry-over of high school instrumental music activities into adult life. Branae (1953) found that those who played cornet, trombone, or saxophone had the highest carry-over of musical activity into adult life among the subjects he studied. (p. 57) Flavin (1957) noted that those string players still participating in college musical groups had begun study on the violin first before studying other instruments. (pp. 80-81) Ellison (1956) studied former Duluth, Minnesota, high school band first chair players for the purpose of determining the factors that had influenced the carry-over of their musical activities from high school to adult life. He found that success on the instrument was a factor in the significant amount of carry-over of musical activities from high school into adult life among his subjects. (p. 82) Fuller (1973) studied adults participating in Colorado adult amateur bands for the purpose of identifying those areas where music education could be of help in furthering adult band activities. Fuller found that those subjects who were continuing their musical activities in adult amateur bands were successful as high school musicians. (p. 98) Ellison reported that his subjects who were continuing in adult musical groups were successful in school generally. (p. 82) Ellison also noted that those subjects in his study with the greater native intelligence tended to participate in adult musical groups to a greater degree than those with less native intelligence. (p. 82)
Individual attention given to the subjects while they were part of the high school musical activity seems to be a positive factor in the carry-over of school instrumental music activities into adult life. Fuller (1973) and Flavin (1957) both reported those subjects in their studies who were continuing musical activities had received individual attention while they were in school. (p. 99) (p. 80) Ellison (1956) found that lack of individual attention to the gifted instrumentalist was a factor related to non-participation in adult musical activities by subjects in his study. (p. 82)

The experience of performance in an ensemble seems to be a positive factor in the carry-over of high school instrumental music activities into adult life. Branae (1953) reported that the subjects' participation or non-participation in school ensembles, in his study, was a factor in whether the subjects continued to be active musically as adults. (p. 57) Flavin (1957) found that the sense of achievement gained through public performances was an important factor in his subjects' continued participation in college music groups. (p. 80) While performance experience is important to the carry-over of musical activities into adult life, Fuller (1973) feels that much more teaching of music needs to be done in the rehearsal time of school music groups rather than merely preparing for concerts. (pp. 102-103) This would help increase the number of adults continuing musical activities following high school graduation. (Fuller, 1973, pp. 102-103)

The ownership of an instrument, who made the original choice of that instrument, and the age at which the instrument was begun appear to be somewhat important to the carry-over of high school instrumental
music activities into adult life. In a negative sense, Branae (1953) found that lack of owning an instrument was a factor in non-participation of his subjects' community musical activities. (p. 57) Kier (1948) found that the graduate who made the choice of his instrument himself is more likely to continue musical activity as an adult. (p. iv) Flavin (1957) noted that violin lessons begun at the third, fourth, or fifth grade, by his subjects, tended to be a positive factor in their continued musical activity in college. (p. 80)

The size of the school from which subjects graduated may be a factor in non-participation of adults in community musical activities. Bandcroft (1964) surveyed band directors in New York State concerning the musical activities of their graduates. He found that graduates from high schools with the smallest enrollments, among those he studied, had the highest percentage of graduates who were non-participants in adult musical activities. (p. 107)

Graduates appear to feel that their high school instrumental music activities were of value to them. Shinabery (1955) noted that his subjects were aware of the fact that the study and enjoyment of music was an essential part of their high school education. (p. 70) Branae (1953) reported that his subjects were pleased with their high school band experience. (p. 58)

The influence of others. The area of the studies in the carry-over of high school instrumental music activities into adult life receiving the largest number of citings, in this review, is the influence of the music teacher upon the subject's desire to continue musical activities following high school graduation. Christie (1968) reported that
somewhere in the background of his subjects was a truly inspiring music teacher who motivated them to choose music as a career. (p. 42) Fuller (1973) found that the high school director was most influential on his subjects who were continuing their instrumental music activities at the adult level. (p. 99) The importance of the music teacher's influence is underscored by Shinabery (1955) who reported that those who were not continuing their musical activities in adult life did so because of the high school director. (p. 69) Flavin (1957) noted that the teaching methods used by the music teacher was a contributing factor toward his subjects' continued musical activities at the college level. (pp. 80-81)

Parental influence was reported in only one study among those under the heading of the carry-over of high school instrumental music activities into adult life. Flavin (1957) found that parental influence was present in the training of his subjects while they were studying a string instrument in school. (p. 81)

The home musical environment. Two investigators have identified the home musical environment as an important factor in fostering a desire for continued musical activity at the adult level by former high school instrumentalists. Christie (1968) found that the strong family encouragement of the serious music student was an invariant factor in his subjects' strong interest in musical activity. (p. 42) He further noted that classical music played and heard in the home was a strong influence on string players' further participation in musical activities following high school. (p. 42) Kier (1948) reported that the most influential carry-over factor in adult musical activity is the informal, recreational playing of an instrument at home by the subject while still in
Community musical activities. The availability and type of community musical activity have been identified as influential factors in continued adult instrumental music participation. Branae (1953) reported that the availability of instrumental ensembles in which adults could participate was in direct proportion to the extent of musical activity in which those adults engaged. (p. 57) Kier (1948) noted that the town band and dance band were the most frequently listed sources of adult instrumental music activity by his subjects. (p. iii)

Reasons for participation and non-participation in adult musical activities. Fuller (1973) reports that the most important reason the subjects in his study were still participating in the adult bands in Colorado was for enjoyment. (p. 101) Only one study reported reasons given by its subjects for participating in adult musical activities. However, Ellison (1956) reported that the apparent lack of attention to the continuity of high school musical activities by the high school band directors was a reason given by his subjects for non-participation in adult musical activities. (p. 82)

Studies in the carry-over of high school instrumental music activities into college or adult life appear to have identified the influence of the music teacher, private study on an instrument while the subject is in school, and an active home musical environment as important influences (based on the number of investigator citings) on continued musical activity in post-school years. Other influences in the background of musically active adults or college students appear to be:

(1) performance ability on more than one instrument, particularly piano,
by the subject; (2) the view of the subject concerning his success on
his instrument while in school; (3) the individual attention given the
subject by the music teacher while he was in school; (4) the type of
instrument played by the subject; (5) the fact that the subject had a
good ensemble experience; (6) the feeling of value concerning the high
school musical experience on the part of the subject; and (7) that the
adult musical activity of the subject is an enjoyable experience.

Studies of College Band Participation By College
Students With High School Band Experience

Four studies have been done of college band participation by
college students with high school band experience. The studies done by
Stanley (1964), Clothier (1967), McClarty (1968), and Mountford (1975)
are similar with respect to purpose. Each study was endeavoring to de­
termine those factors that influence a college student to participate or
not to participate in the college band when the student had high school
band experience. Variations between the studies occurred with respect
to the sample used.

The samples used by Stanley, Clothier, and McClarty were all
college freshmen, while the Mountford sample was stratified according
to classification in college. Freshmen through seniors were used in
the Mountford study. Stanley, Clothier, and Mountford used both music
and non-music majors in their samples, while McClarty concentrated on
non-music majors. Stanley and McClarty conducted their studies on
state university campuses while the Clothier and Mountford studies were
done on small liberal arts college campuses. While the above varia­
tions in the samples of the studies do exist, all of the studies used
both band and non-band college students in their samples.

The Stanley (1964), Clothier (1967), McClarty (1968), and Mountford (1975) studies have a certain amount of continuity to them since all of the investigators, except Stanley, used the results of the previous college band participation studies and expanded upon them in their own studies. Also, the results of other studies in the carry-over of high school musical activities into adult life were a basis for each of the four college band participation studies reviewed here. Finally, these four studies of college band participation are of the most immediate concern to this study since the results of these studies formed the basis for the majority of the sub-hypotheses and questions to be used to gather the data.

The school music experience. One of the most important factors in the school band experience of those college band participants in the studies reviewed here seems to be that they are successful on their instruments. Stanley (1964) found that the higher a subject sat in his section in his high school band, the more likely he was to continue band participation in college. (p. 52) Clothier (1967) reported that those subjects in his study who were participating in the college band felt that they were among the better players in their high school band. (p. 114) McClarty (1968) found that his subjects enjoyed the instrument they played (implying some success on the instrument) in high school band and desired further skill development on that instrument. (p. 132) Mountford (1975) ran a regression analysis on those college band members who made their decisions to participate in the college band while they were still in high school. He found that success on
the instrument, as viewed by the subjects, accounted for 53 per cent of the variance in their decisions to play in the college band while the subjects were still in high school. (p. 36)

Closely allied to success on the instrument as a factor influencing college band participation, is participation in solo and ensemble contest by the subjects while they were in high school. Stanley (1964) and Clothier (1967) found solo and ensemble contest experience to be a significant factor in continued participation in the college band among their subjects. (p. 51) (p. 114) Mountford (1975) reported that participation in solo and ensemble contest accounted for 13 per cent of the variance (the subjects' decisions to participate in college band while the subjects were still in high school) in his study. (p. 36)

Time spent practicing an instrument at home while the subject was in high school appears to be an important factor influencing continued college band participation by the subject. Stanley (1964) noted that individual practice at home was "conducive" to continued participation in the college band by his subjects. (p. 51) Clothier (1967) reported that those subjects in his study who spent the greatest amount of time practicing their instruments at home while they were in school were the most likely to continue participation in the college band. (p. 114) Mountford (1975) found that practicing music at home for school ensembles accounted for two per cent of the variance by those subjects who made their decision to participate in the college band while they were still in high school. (p. 36)

The decision to participate or not to participate in college band appears to be made while the subjects are still in high school.
Clothier (1967) and McClarty (1968) both noted that the subjects in their studies had determined before reaching college whether or not they would participate in the college band program. (p. 114) Mountford (1975) reported that those subjects participating in the college band in his study made their decision to play in the college band while they were still in high school. However, those subjects not participating in the college band were divided between those making the decision not to participate in the college band while they were still in high school and those waiting until they reached college to make the decision. In the case of both participants and non-participants in the college band program in Mountford's study, the decision seems to have been made in high school and then confirmed when the subjects reached college. (p. 34)

Experience in performance with ensembles seems to be a factor influencing experienced high school band students to continue participation in a college band. Exposure to an "adequate" number of performances was cited by Stanley (1964) as conducive to continued participation in the band at the college level. (p. 51) Mountford (1975) noted that high school band contest participation accounted for six per cent of the variance among those subjects in his study deciding to participate in the college band while they were still in high school. (p. 36)

Ownership of an instrument as a necessary condition to college band participation has received mixed results as reported in the four college band participation studies reviewed here. Clothier (1967) noted that ownership of an instrument was a significant factor influencing his subjects to decide to continue their band experience in college. (p. 112) However, Stanley (1964) found that lack of available
instruments was not a factor in whether or not a subject in his study
continued his band experience in college. (p. 51)

Whether or not the marching or concert band experience is an in-
fluencing factor on a subject's decision to play in the college band
seems to be unclear. Stanley (1964) reported that neither the marching
or the concert band experience were influencing his subjects' decision
to continue or not to continue band participation in college. (p. 51)

On the other hand, Mountford (1975) found that those subjects in his
study who had decided to participate in the college band while they
were still in high school viewed the concert band as being the most im-
portant band experience educationally. This view of the concert band
experience by Mountford's subjects accounted for one per cent of the
variance in his study. (p. 36)

There are several miscellaneous factors identified in the school
music experience of the subjects of the four college band participation
studies being reviewed here. Each of these miscellaneous factors were
cited by only one study. The college band participants: (1) began
their instrument training in their seventh to ninth year; (Stanley,
1964, p. 51) (2) played in the band throughout their high school years;
(Clothier, 1967, p. 114) (3) were not tired of their band experience
when they graduated from high school; (Mountford, 1975, p. 36) (4) felt
that their high school band experience was valuable and the most im-
portant outcome of that experience was musical knowledge; (Stanley,
1964, pp. 51-52) and (5) graduated from various sized high schools.
(Stanley, 1964, p. 51)
The influence of others. The high school band director appears to be an important individual influencing his graduates to participate in the band when they reach college. Clothier (1967) noted that the high school band director was an influencing factor on his subjects who were continuing their band experience in college. (p. 107) Mountford (1975) reported that the high school band director appeared to be an influencing factor on his subjects' decisions to participate in the college band. (p. 34) Stanley (1964) found that his subjects' feelings toward their high school director were an influencing factor in the continuation or discontinuation of their band experience in college. (p. 52)

Parents seem to be exerting some influence on subjects to continue or discontinue their band experience when they reach college. Clothier (1967) and Mountford (1975) reported that those college band participants in their studies had received encouragement from their parents to continue their band experience in college. (p. 112) (p. 34) However, Stanley (1964) found that the parents of his subjects were more likely to advise their high school graduate to limit their outside activities in college. (p. 52)

High school friends and the college adviser seem to be influencing factors in the participation or non-participation of subjects in the college band. Mountford (1975) found that the advice of high school friends to participate in the college band accounted for one per cent of the variance in his subjects' decisions to participate in the college band while they were still in high school. (p. 36) Clothier (1967) found that the college adviser was an influencing factor in the decision of his subjects not to participate in the college band. (p. 112)
The influences of college life. The influences of college life upon a subject's decision to participate or not participate in the college band appears to be a negative one. Academic pressures, schedule conflicts, and lack of time seem to be "roadblocks" to participation in the college band by the subjects. Clothier (1967) and Mountford (1975) found that academic pressure was a major factor in a decision by their subjects not to participate in the college band. (p. 115)(p. 34) Stanley (1964) reported that a major reason for non-participation in the college band by subjects in his study was "lack of time." (p. 51) McClarty (1968) found that those subjects not participating in college band, in his study, had "non-musical interests and/or conflicts" that prevented college band participation. (p. 131) Also, McClarty's non-college band subjects felt that more academic credit should be given for band at the University of Montana. (p. 131) Clothier (1967), McClarty (1968), and Mountford (1975) all found that schedule conflicts were a factor in non-participation in the college band among their subjects. (p. 112)(p. 131)(p. 34) However, Stanley (1964) reported schedule conflicts were not a factor influencing college band participation by his subjects. (p. 52) Mountford (1975) found that a lack of work schedule conflict with rehearsal hours accounted for four per cent of the variance in his study. (p. 34)

Reasons for participation or non-participation in the college band. There seems to be no single reason given for participation in the college band by the subjects of studies being reviewed here. Stanley (1964) reported that enjoyment of participation was the primary reason given by college band subjects in his study for their continued
experience in band at the college level. (p. 51) McClarty (1968) found that his subjects who were participating in the college band had a "favorable preconceived image of the University of Montana Band." (p. 132) Mountford (1975) found that a lack of concern with the prestige factor of the college band accounted for two per cent of the variance in his study. (p. 36)

Stanley (1964) and McClarty (1968) both report that a feeling of a lack of musical qualification for university band participation was an important factor influencing the decision of their subjects to decline participation in the college band. (p. 52)(p. 131)

The studies of college band participation by college students with high school band experience were subdivided into the influences of: (1) the school band experience, (2) others, (3) college life, and (4) reasons for participation or non-participation in college band. Results of the influences of the school band experience on the subjects' decisions to participate or not participate in college band among the four studies reviewed here are: (1) the feeling of success by the subjects on their instruments while they were in high school; (2) participation in solo and ensemble contest; (3) the amount of time spent practicing the instrument at home while the subjects were in high school; and (4) the amount and type of ensemble performance experience of the subjects while they were in school. There are conflicting results among the studies concerning the influence of the ownership of an instrument and the view of the concert band as being the most important band experience, educationally, upon the continued band participation by subjects when they reach college.
The most influential person on the subjects' decisions to participate in the college band appears to be their high school band director. Also, the parents seem to be exerting an influence on the subjects' decisions to participate or not to participate in the college band.

The influence of college life on whether or not the subjects decide to participate in the college band appears to be largely a negative one. Academic pressures, schedule conflicts, and lack of time are given as reasons for non-participation in the college band by subjects in the four studies reviewed here. There seems to be no single reason subjects gave for participating in the college band. Enjoyment of band, a positive image of the college band, and a lack of concern for the prestige factor of the college band could be involved in the decision of college band participants to continue their band experience in college. Non-participation in state university bands by subjects may be due to a feeling that they are not skilled enough to be a part of a university band.

Summary

The purpose of this study is to determine whether or not there are significant predictors of college band participation by college freshmen with high school band experience. The need for a study that identifies the significant predictors of college band participation by college freshmen with high school band experience is based on the following:

(1) college bands, particularly at small colleges, need to increase the number of college students participating in the college band. A study of this type could be the basis for a plan of action by high school and college band directors to help foster those areas in the school band
experience of the student identified as predictors of college band participation; (2) music educators are concerned with the apparent lack of carry-over of high school musical activities into college or adult life and would be interested in the identification of the significant predictors of college band participation by college freshmen with high school band experience; (3) a longitudinal study, having predictive significance, has not been done before in the area of college band participation; and (4) there is a need to update the results of the few studies done concerning college band participation to reflect the high school and college climate of the 1970's.

The review of studies having a relationship to this one included studies concerned with: (1) the carry-over of unspecified high school musical activities into college or adult life; (2) the carry-over of high school instrumental music activities into college or adult life; and (3) college band participation by college students with high school band experience. Those studies done of drop-outs in the instrumental music programs in the public schools were cited in chapter two, but not reviewed.

Studies in the carry-over of unspecified musical activities from high school to college or adult life have used college students or adults of mixed vocal and instrumental music background, as well as mixed college or adult musical activities. Those factors that appear to be the most influential (based on two or more citings by investigators) on continued adult musical activity are: (1) the type and availability of community musical organizations in which non-college adults may participate; (2) family musical activities in the home
while the subject is still in school; (3) the influence of the parents and the music teacher upon the subject while he is still in school; (4) performance ability on more than one instrument by the subject, particularly if one instrument is piano; (5) the beginning of instrumental music training in the seventh to ninth year of the subject's life and continuation of that training past the critical age of fourteen; (6) participation by the subject in community musical groups while he is still in school; (7) the playing of a "solo" instrument as opposed to a "non-solo" instrument by the subject; (8) the amount of formal education of the subject; (9) the feeling of the subject that his high school music experience was valuable; and (10) the fact that the subject is participating in college or adult musical activities because of the enjoyment they bring. Other important results of the carry-over studies in unspecified musical activities into college or adult life is that vocal music activities seem to have greater carry-over into adult life than do instrumental music activities and that subjects tend to perform in the same type of musical organization as adults that they were in as high school students.

There are conflicting results among the studies in the carry-over of unspecified musical activities from high school to college or adult life. The significance of participation in school music groups as a condition for a significant amount of carry-over of musical activity into adult life received contradictory reports.

The reason non-participants of adult musical activities gave for having terminated their musical activities after high school is that they are "too busy" and/or are "not skilled enough" to participate in
adult or college musical organizations.

Studies in the carry-over of high school instrumental music activity into college or adult life appear to have identified the influence of the music teacher, private study on an instrument while the subject is in school, and an active home musical environment as important factors influencing continued musical activity in post-school years. Other influences in the background of musically active adult or college instrumentalists appear to be: (1) performance ability on more than one instrument, particularly if one instrument is piano; (2) the view of the subject concerning his success on the instrument while in school; (3) the individual attention given the subject by the music teacher while he was in school; (4) the type of instrument played by the subject; (5) the fact that the subject had a good ensemble experience; (6) the feeling of the subject that his high school musical experience was valuable; and (7) that the adult musical activity of the subject is an enjoyable experience.

The studies of college band participation by college students with high school band experience were subdivided into the: (1) influence of the school band experience; (2) influence of others; (3) influence of college life; and (4) reasons for participation or non-participation in the college band. Results of the influences of the school band experience on the subjects' decisions to participate or not to participate in college band among the four studies reviewed here are: (1) the feeling of success by the subjects on their instruments while they were in high school; (2) participation in solo and ensemble contest; (3) the amount of time spent practicing their instrument at
home while the subjects were in high school; and (4) the amount and type of ensemble performance experience of the subjects while they were in school. There are conflicting results among the four college band participation studies concerning the influence of ownership of an instrument and the view by the subjects of the concert band as being the most important band experience, educationally, upon the continued band participation by subjects when they reach college.

The most influential person on the subjects' decisions to participate in the college band appears to be the high school band director. Also, the parents seem to be exerting an influence on the subjects' decisions to participate or not to participate in the college band.

The influence of college life on whether or not the subjects decided to participate in the college band appears to have been largely a negative one. Academic pressures, schedule conflicts, and lack of time are given as reasons for non-participation in the college band by subjects in the four college band participation studies reviewed here. There seems to be no single reason subjects give for participating in the college band. Enjoyment of band, a positive image of the college band, and a lack of concern for the prestige factor of the college band could be involved in the decision of college band participants to continue their band experience in college.

When the results of all of the studies reviewed in this chapter are taken as a whole, it is apparent that the home, school, and community are all factors that are exerting an influence on former high school musicians to continue or not to continue their musical activities in college or adult life. The feeling of the subject that he is
successful on his instrument and his general interest in music, as demonstrated in the study of more than one instrument and the time he spends at home practicing, seem to be factors that are common to all three types of carry-over studies cited in this chapter. The music teacher and the parents are significant people in the background of the subjects of the studies reviewed. They are exerting a significant amount of influence on the subject's decision as to whether or not he or she will continue to participate in college or adult musical activities following high school graduation. All of the results of the studies reviewed here have provided a solid basis for the sub-hypotheses and resulting questions to be used in this study.
CHAPTER III

PROCEDURE

The purpose of this study was to determine whether or not there are significant predictors of college band participation by college freshmen with high school band experience. Since this study involves prediction, it was decided to design a procedure that would include the collection of data on the same sample population at both the high school and college levels. The procedural operations designed and carried out for this longitudinal study were: (1) the development of the questionnaires; (2) the selection of the sample population; (3) the collection of the data; and (4) the treatment of the data. Although there was some overlap of these procedural operations in the actual chronological order of the procedures carried out, the procedural operations outlined here will be used to present the procedures of the study.

The Development of the Questionnaires

Three questionnaires were developed to gather the data for this study. The **Musical Experience and Attitude Inventory** (hereafter known as MEAI) and the **College Questionnaire** were developed and administered to the subjects of the selected sample (see Appendices A and C). The **Band Director's Questionnaire** was prepared and given to the high school band directors involved with the selected sample (Appendix B). In order
to be certain that these questionnaires would obtain the necessary data from those for whom they were prepared, it was necessary to develop and test the wording of the questions before the questionnaires were administered. The sub-hypotheses (c.f., chapter one, pp. 12-19) were used as the source for the questions appearing on the MEAT, the College Questionnaire, and the Band Director's Questionnaire. It will be recalled that the sub-hypotheses themselves had been obtained from the significant results of college band participation studies by Stanley (1964), Clothier (1967), McClarty (1968), and Mountford (1975), as well as studies done in the carry-over of high school instrumental music activities into adult life. All sub-hypotheses, with the exception of those to be tested through statistical procedures, were represented by at least one question on the three questionnaires used in the study. Thus it was necessary to determine on what questionnaire each of the sub-hypotheses (re-worded as questions) would appear.

All sub-hypotheses that were concerned with data that could be obtained from the subjects while they were still in high school were assigned to the MEAT. The one sub-hypothesis that would require the high school band directors' judgments of the subjects' success on their instruments was assigned to the Band Director's Questionnaires. All sub-hypotheses requiring data to be collected when the subjects got to college were assigned to the College Questionnaire. With the assignment of the sub-hypotheses to the appropriate questionnaire completed, it was necessary to begin the process of re-wording the sub-hypotheses into question form.
Each sub-hypothesis statement was evaluated according to whether the data to be obtained was of an informational, statistical, judgmental, valuative, or attitudinal nature. Those sub-hypothesis statements labeled statistical were not entered in the questionnaires. The sub-hypotheses statements labeled as informational in nature were worded in question form with a maximum of five possible forced-choice answers listed below the question. Sub-hypotheses that were determined to be judgmental, valuative, or attitudinal in nature were worded into Likert-type statements with the possible forced-choice answers of strongly agree (SA), agree (A), undecided (U), disagree (DA), and strongly disagree (SDA) listed below each statement (see Appendices A and C). Since all of the questions to be used on the three questionnaires of the study were as described above, it was decided that the preliminary testing of the wording of these two question formats would be done on the 50-item MEAT. The experience gained in the wording of the questions on the preliminary testing of the MEAT would then be used to develop the Band Director's Questionnaire and the College Questionnaire.

The Musical Experience and Attitude Inventory. The majority of the sub-hypotheses to be tested in this study appeared in question or statement form on the 50-item MEAI. Sub-hypotheses covered by questions on the MEAI included those concerned with: (1) the subjects' location in high school (urban or rural-suburban high schools) and their intentions concerning participation in the college band when they got to college; (2) the subjects' experiences and attitudes towards their school band experiences; (3) the subjects' home musical environment; (4) the subjects' community musical activities and intention of future community
musical activity; (5) the subjects' personal musical values; and (6) all but one sub-hypothesis concerned with the influence of others on the subjects' decisions to participate or not to participate in the college band.

When the wording of the questions or statements to be used on the MEAT was completed, the questions or statements were divided into two parts. Part I of the MEAT was designated for all questions intending to obtain data of an informational nature. Part II was used for the Likert-type statements where the attitudes, values, or judgments of the subjects were being assessed. With the above procedures completed, the MEAT was then ready for preliminary testing.

In early October of 1975, a preliminary form of the MEAT was given to a group of 10 college students, who were members of the college band, for the purpose of evaluating each question as to whether the wording was positively, negatively, or ambiguously stated (see Appendix E). All but one college student rated all of the questions to be positively stated. Since it was the intention of the investigator to word each question or statement on the MEAT in a positive manner, this phase of the preliminary testing of the MEAT was judged successful.

The next step in the preliminary testing of the MEAT was the preparation of an A Postori version of the MEAT (see Appendix F). The purpose of the A Postori questionnaire was to be certain that the forced-choice answers originally prepared for the MEAT were surveying all of the possible answers that could be given to the questions. Therefore, each question on the A Postori questionnaire was given without the forced-choice answers. The respondent was free to write as
much or as little as he or she felt necessary in order to answer the questions.

Permission to administer the A Postori questionnaire to the high school band seniors planning to attend college the following fall was sought and granted by the band director of Tuscarawas Valley High School in Tuscarawas County, Ohio. This high school was selected for the administration of the A Postori questionnaire because: (1) it was not in the area to be used for the selection of the sample population (Stark County, Ohio) and (2) it was a public high school with many characteristics similar to some of those high schools from which the selected sample would be drawn. Ten Tuscarawas Valley High School band seniors planning to attend college the next fall filled out the A Postori questionnaire. When the answers of these 10 high school band seniors were compared to the forced-choice answers developed earlier for the MEAI, it was necessary to make three minor alterations in the forced-choice answers of items 12, 15, and 25 on that questionnaire (compare Appendix F with Appendix A on these items). With the alterations completed on the A Postori version of the MEAI, the final draft of the MEAI was ready for preparation and pilot testing.

Private high schools in Stark County, Ohio, were not to be included among those high schools from which the selected sample would be drawn. Since this was the case, Central Catholic High School in Canton, Ohio, was selected for the piloting of the MEAI. Permission to administer the MEAI to 14 band seniors at Central Catholic High School was granted by the band director. When the 14 Central Catholic High School band seniors had finished filling out the MEAI, they were questioned,
verbally, concerning problems they might have encountered with the questions. The students indicated that they had no problems with the questions on the MEAI. Since the questions on the MEAI were positively worded, it was possible to code the answers given by the Central Catholic students with five as being the most desirable answer, to one which was the least desirable answer with regard to college band participation. The coding of the answers was then added for each respondent and divided by the number of questions, giving a mean of the total answers. This mean was then compared with the item concerning the students' intentions of participation in the college band. Those Central Catholic students indicating that they planned to participate in the college band tended to have the highest means, with those who were definitely not planning to participate in the college band tending to have the lower means. With the piloting and analysis of the answers given by the Central Catholic High School students completed, the MEAI was judged to be successful and ready for the data gathering process with the selected sample.

The Band Director's Questionnaire. The Band Director's Questionnaire was prepared for the high school band directors of the subjects included in the selected sample. This questionnaire contained two questions. The first question was concerned with the high school band director's view of each subject's success on the instrument they played in his band. This first question was intended to gather data for sub-hypothesis number 15. The question involved a judgment to be made by the high school band director and was worded in a Likert-type statement. The forced-choice answers given beside each name of a subject in the director's band was: very successful (v.s.); successful (s.); moderately
successful (m.s.); and unsuccessful (u.s.) (see Appendix B).

The second question on the Band Director's Questionnaire was a cross-check of the subjects' responses on the MEAI to the question concerning their positions in their section of the high school band. Since this second question was merely a cross-check question, it did not involve any additional sub-hypotheses. The forced-choice answers on the Band Director's Questionnaire were similar to those given the subjects, to the same question, on the MEAI (see Appendix B).

In the case of both questions on the Band Director's Questionnaire, the names of the subjects in each director's band were listed under the question with the possible forced-choice responses, noted above, placed beside each name. The director was instructed to circle the appropriate forced-choice answers for each of the subjects in his band. The high school band directors indicated no problems in answering the two questions on the Band Director's Questionnaire.

The College Questionnaire. The College Questionnaire was constructed for the purpose of: (1) determining the subjects' positions with regard to participation or non-participation in the college band; (2) obtaining data on influences of college life on the subjects' decisions to participate or not to participate in the college band; and (3) obtaining follow-up information originally obtained from the subjects on the MEAI (questions 24 and 30. See Appendix A). It was determined that the follow-up questions on the College Questionnaire were necessary since the subjects' positions regarding these items could change between the time they filled out the MEAI and the College Questionnaire.
The College Questionnaire was composed of nine items (Appendix C). Eight of the questions were designed to obtain data of an informational nature and one item was worded in a Likert-type statement since its intent was to obtain data of an attitudinal nature. This Likert-type statement was the only negatively worded statement used on the questionnaires of this study. All of the questions were similar, in format, to those on the MEAI. Since this was the case, no preliminary testing as was done for the MEAI, was undertaken on the College Questionnaire.

The study's dependent variables were contained in item one of the College Questionnaire. The subjects were asked what their position was concerning participation in the college band where they were attending college. The first possible forced-choice answer was to be checked by those who were in the college band. The name of their college band director was requested for purposes of validating the subject's membership in the college band with their director. The other four forced-choice answers allowed those subjects not participating in the college band to give the reason for that non-participation. Non-participation in the college band for reasons of: (1) a failed audition; (2) lack of interest; (3) work schedule conflicts; and (4) lack of a college band on the campus where the subject attended college were given in item one on the College Questionnaire. The last forced-choice answer was listed to be certain that all the subjects had the opportunity to make a choice concerning participation in the college band. Those who checked this last forced-choice answer were dropped from the study (Note the discussion later in this chapter concerning subjects who
attended the Kent State University - Stark County Branch.

The fourth dependent variable of the study was contained in item four on the College Questionnaire. This question concerned class schedule conflicts with the college band rehearsal hour.

The Selected Sample

The selected sample for this study was drawn from public high school bands in Stark County, Ohio. The decision to use Stark County, Ohio, public high school bands for the purpose of obtaining the selected sample was based on two points: (1) the subjects making up the selected sample would be easily accessible for the investigator (both for the required visits to the subjects' high schools and, if necessary, for contact purposes at vacation time after the subjects went to college in the fall); and (2) both urban and rural-suburban high schools were available in Stark County, making it possible to stratify the selected sample along these lines (see Appendix G).

Stark County, Ohio, has three major population centers. Canton is the largest city in Stark County with more than 100,000 population. The cities of Alliance and Massillon have populations between 50,000 and 100,000. The U. S. Department of Commerce has classified Stark County as a Standard Metropolitan Statistical Area (SMSA) due to the county's 73.4 per cent urban classification. (Bureau of the Census, 1972, p. 366) Table 1 will show population statistics of Stark County for urban, rural-non-farm, farm, white, black, and school populations in the county. This data is given here for those who may wish to compare the population characteristics of their county with those of
Table 1

Selected Demographic Data on Stark County, Ohio\textsuperscript{a}

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Population Statistics</strong></td>
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</tr>
<tr>
<td>Stark County</td>
<td>372,210</td>
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</tr>
<tr>
<td>Urban</td>
<td>273,202\textsuperscript{b}</td>
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<tr>
<td>Rural Non-farm</td>
<td>92,346</td>
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<td>Farm</td>
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<td>White</td>
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<td>93.0</td>
</tr>
<tr>
<td>Non-white</td>
<td>21,531</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>School Population Statistics</strong></td>
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</tr>
<tr>
<td>Elementary and Secondary</td>
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<tr>
<td>Secondary only</td>
<td>27,182</td>
<td>28.0</td>
</tr>
<tr>
<td>Total Non-whites in the schools</td>
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<td>7.3</td>
</tr>
<tr>
<td><strong>Other Statistics</strong></td>
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<td></td>
</tr>
<tr>
<td>Per cent of Gov't</td>
<td>---\textsuperscript{c}</td>
<td>60.6</td>
</tr>
</tbody>
</table>


\textsuperscript{b}This figure was obtained by taking 73.4\% of the total population for Stark County, Ohio. An error of +26 was recorded here.

\textsuperscript{c}Number not given.
Stark County, Ohio, for purposes of generalizing the results of the study to their own situation.

**Identification of the target population.** In early December of 1975 the Stark County Superintendent of Schools was contacted for help in identifying those public high schools in the county that could be classified as urban, rural, and suburban. The superintendent responded to the question by noting that the county had no high schools that were in predominantly rural or suburban areas. He, therefore, classified the high schools as rural-suburban (those over which he had jurisdiction) and urban (those high schools in the three major cities of the county where he had no jurisdiction) (see Appendix G). An inspection of Table 2 will reveal the names of the high schools in Stark County under the urban and rural-suburban strata cooperating with this study.

The head band directors of the 20 Stark County public high schools were contacted by telephone and advised of a letter being sent to them requesting permission to use their college-bound high school band seniors for the study. The letter, along with a description of the study and a return postcard requiring the signature of the band director and the high school principal granting permission to conduct the study with their band seniors, was mailed in early January of 1976 (See Appendix H). A 50 per cent return of the postcards was achieved without further contact of the band directors. Telephone calls were made to those who had failed to return their postcards. By February of 1976 all of the postcards of the high schools cooperating in the study had been returned. One high school declined to take part in the study due to unhappy experiences with similar research projects in the past.
Thus, a total of 19 public high schools in Stark County participated in the study (see Table 2).

Although earlier instructions to the high school band directors indicated that they would be asked to identify the target population, it was decided that a more accurate identification of the target population might be achieved if the investigator visited each high school and obtained the names of those who would make up the target population. Each participating high school band director was again contacted by telephone and an appointment was made for a visit at the band rehearsal time for the purpose of identifying the target population. When the visit was made, the investigator was allowed to read the following statement to each of the cooperating bands:

How many seniors in this band have applied or are in the process of applying for admission to a private college or state university where a college band is likely to exist? This does not include those seniors who plan to attend a technical college or nursing school (see Appendix I).

Those seniors raising their hands in response to the above statement were asked to retire to a separate room where they were given a verbal description of the study and asked if they objected to being a part of the study (some high school principals requested that the students be given the opportunity to decline participation in the study so all were given the opportunity to decline). All of those high school band seniors identified as prospective members of the target population agreed to be included in the study. Each high school band senior's name and prospective college were recorded (the prospective colleges were listed to be sure that no students were planning to attend colleges where bands were not likely to exist). With the visits to the 19
cooperating high schools completed in March of 1976, a total of 191 high school band seniors had been identified for the target population. Table 2 will reveal the number of seniors from each cooperating high school identified in the target population.

Table 2  
Target and Selected Sample Populations  
By High School

<table>
<thead>
<tr>
<th>High School</th>
<th>Target</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Strata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canton-Lehman</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Canton-Lincoln</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Canton-McKinley</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Canton-Timken</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Massillon-Washington</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Total Urban Strata</td>
<td>32</td>
<td>24</td>
</tr>
</tbody>
</table>
Table 2 -- continued

<table>
<thead>
<tr>
<th>High School</th>
<th>Target</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural-suburban Strata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canton South</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>East Canton</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Fairless</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Glen-Oak-East Campus</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Jackson Memorial</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Lake</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Louisville</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Marlinton</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Minerva</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>North Canton-Hoover</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Northwest</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Ferry</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Sandy Valley</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Tuslaw</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Rural-suburban</strong></td>
<td><strong>159</strong></td>
<td><strong>79</strong></td>
</tr>
<tr>
<td><strong>Total Target and Selected Sample</strong></td>
<td><strong>191</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>
The selected sample. A list of the names of those high school band seniors making up the target population was prepared. Each name was listed alphabetically (without regard to the high school from which they were drawn) and given a number. A total of 32 names appeared in the urban strata and 159 names in the rural-suburban strata. It was decided to take a 75 per cent random selection of the urban population (the higher percentage was used because of the small number in the urban strata) and a 50 per cent random selection of the rural-suburban population. These percentages would yield 24 subjects in the urban strata and 79.5 names in the rural-suburban strata.

A table of random numbers was used for the selection of the sample. Twenty-four subjects in the urban strata were identified and 79 subjects (the lower figure was chosen since there were enough rural-suburban students and it was not possible to choose 79.5 students) in the rural-suburban strata for a total selected sample of 103. The original sample of 103 subjects was decreased to 75 during the process of the data gathering due to non-attendance of college or attendance of colleges where bands did not exist. Table 3 will reveal the rates and reasons for the attrition of the selected sample from the study.
<table>
<thead>
<tr>
<th>Reason for Loss</th>
<th>Number</th>
<th>%</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Selected Sample - April, 1976</td>
<td>0</td>
<td>0</td>
<td>103</td>
</tr>
<tr>
<td>Subjects lost due to a decision not to attend college before filling out the MEAI - April-May, 1976</td>
<td>5</td>
<td>4.8</td>
<td>98</td>
</tr>
<tr>
<td>Subjects lost who filled out the MEAI but did not attend college as planned - October, 1976</td>
<td>12</td>
<td>11.8</td>
<td>86</td>
</tr>
<tr>
<td>Subjects lost who attended Kent State-Stark County Branch which had no college band</td>
<td>11</td>
<td>10.7</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>27.1</td>
<td>75</td>
</tr>
</tbody>
</table>
The Collection of the Data

Each participating high school was visited for the second time during April and May of 1976 for the purpose of administering the MEAI and the Band Director's Questionnaire. Those subjects filling out the MEAI were asked to fill in the requested information on the cover sheet of the MEAI (see Appendix A). They were asked to list the instrument they played in the high school band where it said "Inst." The instrument listed on the cover was to be the one used for reference on all questions dealing with other instruments the subjects might play. The subjects were asked to read the information on the cover of the MEAI to be certain that they knew what the study was trying to achieve and to be assured that they would not be identified individually in the study. They were encouraged to give accurate and honest answers to the questions. The subjects were also reminded, verbally, that the return of the College Questionnaire, to be received the following fall when they got to college, was necessary or they would be dropped from the study.

A letter giving the instructions for taking the MEAI (Appendix J), a copy of the MEAI, and a self-addressed and stamped envelope was left with each high school band director where subjects were absent on the day the MEAI was administered in their school. All copies of the completed MEAI by subjects absent on the day the questionnaire were administered in their school were returned by their high school band directors.

An inspection of Table 4 will show that five subjects were lost to the study at the time of the administration of the MEAI. These five subjects had change of plans concerning college attendance. These
subject did not fill out the questionnaire. The total number of subjects filling out the MEAI was 98.

The Band Director's Questionnaire was given to the high school band directors on the same day the MEAI was given to the subjects. All of the Band Director's Questionnaires were collected on the day of the visit to the high school.

In the fall of 1976, it was necessary to obtain the college mailing address of each subject so that the College Questionnaire could be mailed. The information given by the subjects when they filled in the cover of the MEAI was transferred to four by six cards. This information was then used as the source for contacting the parents of each subject. A letter was sent to the parents of the subjects telling them of their son's or daughter's involvement in the study and informing them of a telephone call that would request their son's or daughter's college mailing address (see Appendix K). A description of the study was also included in the mailing to the parents. In early October of 1976, the parents of each subject still participating in the study were contacted by telephone to gain the college mailing address of the subject. The college mailing address was recorded on the four by six cards. All parents gave the college mailing addresses willingly.

During the process of contacting the parents of the subjects by telephone, it was learned that 12 subjects were not able to attend college as they had planned. Thus, only 86 of the 98 subjects filling out the MEAI were still available for the study. At this point in the study procedure, a total of 17 subjects had been lost to the study due to non-attendance of college (see Table 3).
Table 4 will reveal that a majority of the subjects attended colleges and universities in the state of Ohio. However, universities and colleges in other states, as far away as Georgia and Arizona, were attended by some of the subjects. Thus, a broad spectrum of state and private universities and private colleges were attended by the subjects.

The College Questionnaire was mailed to the 86 subjects still eligible for the study in early October of 1976. When the first returns of the College Questionnaire were being received, it was discovered that those attending the Kent State University Stark County Branch had indicated on the College Questionnaire that their college did not have a college band, and it was necessary to eliminate these 11 subjects from the study. This reduced the selected sample for the study from 86 to 75 and represented a total loss of 28 subjects from the original 103 making up the selected sample (see Table 3). The final number of subjects in the selected sample was 75. The results of the return of the College Questionnaire, along with the validation of those subjects indicating that they were participating in the college band, will be discussed in the next chapter.
### Table 4

Colleges and Universities Attended By the
Selected Sample Receiving the

**College Questionnaire**

<table>
<thead>
<tr>
<th>Strata</th>
<th>Colleges</th>
<th>Urban</th>
<th>Rural-suburban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Universities-Ohio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Akron</td>
<td>5</td>
<td>13</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>1</td>
<td>6</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Kent State-Campus</td>
<td>2</td>
<td>5</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Kent State-Stark²</td>
<td>4</td>
<td>7</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Ohio State</td>
<td>3</td>
<td>6</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Ohio U.</td>
<td>1</td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Toledo</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Youngstown</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Private Universities-Ohio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Case Western</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Ohio Northern</td>
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<td></td>
<td>2</td>
</tr>
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<td>Wittenberg</td>
<td>1</td>
<td>0</td>
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<td>1</td>
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<td><strong>Private Colleges-Ohio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashland</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>College of Wooster</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Malone</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mount Union</td>
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<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>State Universities-Non-Ohio</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Arizona State</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>West Virginia</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Table 4 -- continued

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Urban</th>
<th>Rural-suburban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Universities-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Ohio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duquesne</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Private Colleges-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Ohio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alderson-Broaddus</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Anderson College</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Baptist Bible</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grace</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grove City</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

\(^a\)After the College Questionnaires were being received, it was discovered that Kent State University-Stark County Branch did not have a college band. These 11 subjects were then dropped from the study leaving 75 subjects in the final study sample.
Treatment of the Data

The coding of the subjects' answers to the questions on the MEAI and the College Questionnaire and the high school band directors' answers to the Band Director's Questionnaire was recorded on Fortran Coding Forms and followed two formats. First, those questions having forced-choice answers with a hierarchy of preferred answers regarding college band participation were given numbers of five, for the most preferred answers to the question, to one, for the least desired answer. If the forced-choice answers had a "none" category, the numbers given in the coding were from four, for the most preferred answer regarding college band participation, to zero, for the "none" category. Only one column per question was given on the Fortran Coding Form for questions having answers in a hierarchical format regarding college band participation. Secondly, those questions on the questionnaires of the study having categorical type answers, where each answer represented a choice of separate categories for the subject, were given one column for each categorical answer to the question on the Fortran Coding Form. The category checked by the subject was given a one and those categories to the question left unchecked by the subject were given a zero. After checking the coding for each question on each questionnaire twice for accuracy, the coding was transferred to computer cards.

Since this study was endeavoring to establish predictive validity for those sub-hypotheses appearing in question form on the three questionnaires of the study, it was decided to use the BMD02R program, a step-wise multiple-regression analysis, to treat the data. It was the
intention of this study to run a step-wise multiple-regression analysis on the data collected on the MEAI, the Band Director's Questionnaire, and the College Questionnaire on five dependent variables of: (1) college band participation; (2) college band non-participation due to a failed audition; (3) college band non-participation due to lack of interest; (4) college band non-participation due to work schedule conflicts; and (5) college band non-participation due to class schedule conflicts. However, the dependent variable of college band non-participation due to a failed audition had to be dropped since only one subject fit into this variable. Although it was necessary to drop this one subject from the treatment of the data (leaving an N of 74), since a regression analysis cannot be run for a case of one, the subject was counted in the total study sample as having auditioned for the college band but failed the audition. Therefore, step-wise multiple regression analyses were run on the data for the dependent variables of: (1) college band participation; (2) college band non-participation due to lack of interest; (3) college band non-participation due to work schedule conflicts; and (4) college band non-participation due to class schedule conflicts. The reasons for splitting the college band non-participants into the three dependent variables above were that subjects were asked to check the reason for their non-participation in the college band on the College Questionnaire (see Appendix C, question one) and there was interest in determining whether or not different predictors would emerge for the three dependent variables.

A total of 116 variables were identified from the answers to the questions on the three questionnaires used in the study. The total of
116 variables were too many to be entered for a single regression analysis on a dependent variable. The computer program used to treat the data could handle only 100 variables per regression card with a maximum of 200 variables for one regression card on a single dependent variable. Therefore, it was necessary to run two regression analyses for each dependent variable. Since the data were collected at two time periods in the subjects' lives, it was decided to run one regression analysis for each dependent variable on the data collected from the MEAI and the Band Director's Questionnaire in the spring of 1976, while the subjects were still in high school, and to run a second regression analysis for each dependent variable from the data collected on the College Questionnaire after the subjects got to college in the fall of 1976. Thus, two step-wise multiple-regression analyses were run for each of the four dependent variables of: (1) college band participation; (2) college band non-participation due to lack of interest; (3) college band non-participation due to work schedule conflicts; and (4) college band non-participation due to class schedule conflicts. The results of the treatment of the data will be discussed in the following chapter.
CHAPTER IV
RESULTS OF THE STUDY

The discussion of the results of this study will be organized into the following headings: (1) the return of the College Questionnaire; (2) the significant predictors of college band participation; and (3) the significant predictors of college band non-participation. The heading of the return of the College Questionnaire will include the discussion of: (1) the percentage of return of the College Questionnaire, (2) the validation of the membership of those subjects indicating that they were in the college band; and (3) the report of those subjects participating in the college band (listed by college), as well as those not participating in the college band due to a failed audition, work schedule conflicts, and lack of interest. The heading of the significant predictors of college band participation will include the discussion of the variables, both collectively and individually, identified as significant predictors from regression analyses one and two run on the dependent variable of college band participation. The heading of the significant predictors of college band non-participation will include a discussion of those dependent variables of college band non-participation due to: (1) a failed audition; (2) work schedule conflicts; (3) class schedule conflicts; and (4) lack of interest. Only those dependent variables that are retained as having a significant level of
prediction for college band non-participation will have the independent variables discussed individually. The criteria for the retention of a dependent variable as having a significant level of prediction will be discussed under each main heading.

The Return of the College Questionnaire

The only questionnaire among those used in this study that required a mailing was the College Questionnaire. The MEAI and the Band Director's Questionnaires were collected at the time they were administered in the spring of 1976. Those subjects that were absent the day the MEAI was administered had their completed questionnaires returned by the high school band directors. Therefore, all of the completed MEAI and Band Director's Questionnaires were obtained in the spring of 1976.

During the months of October and November of 1976, the return of the College Questionnaire was being received. A total of 67 of the 75 College Questionnaires to be returned by the subjects were received from the first mailing. This represented an 89 per cent return from the first mailing of the College Questionnaire. The eight subjects failing to return the College Questionnaire were mailed a second one along with a letter requesting the immediate return of the questionnaire (see Appendix L). It was necessary to telephone three of the subjects to gain the return of their questionnaires. By mid-November of 1976, a 100 per cent return of the College Questionnaire was achieved from the 75 subjects still eligible for the study. This high rate of return of the College Questionnaire may be partially explained by the fact that the investigator had two personal contacts with the subjects and that important people that were close to the subjects were
involved, in one way or another, with the study:

The validation of the college band participants' membership in the college band. Those subjects who indicated on the College Questionnaire that they were a member of the college band had that statement of membership validated with their college band director. The Validation Sheet was sent to all of the college band directors having subjects of this study in their bands along with a letter of explanation and a description of the study (see Appendix D). The Validation Sheet was mailed to 11 college band directors. A total of seven directors returned their signed Validation Sheets from the first mailing. Those college band directors failing to return the Validation Sheets were telephoned to validate the membership of those subjects indicating that they were in that director's college band. Since the data were to be treated statistically in December of 1976, there was not time to send a second mailing of the Validation Sheet to those directors failing to respond on the first mailing. All of the subjects indicating that they were members of the college band had their membership validated by their college band directors either through the return of the Validation Sheet or verbally, through a telephone call. Although those college band directors who were telephoned were asked to return their Validation Sheets, only two more were received.

College band participation and non-participation. An inspection of Table 5 will reveal the breakdown, by college, of those subjects who chose to participate in the college band as well as those who chose not to participate due to: (1) a failed audition; (2) lack of interest; and (3) work schedule conflicts. Those 19 subjects indicating that
they had class schedule conflicts on the College Questionnaire (one of the dependent variables for college band non-participation) gave the reason for their college band non-participation as a lack of interest (seven subjects) or work schedule conflicts (12 subjects). A total of 21 of the 75 subjects of the study sample made the decision to participate in the college band. This represented 28 per cent of the study sample and is close to the reported 32 per cent rate of college band participation in Clothier's (1967) study. (p. 118) The breakdown of those subjects not participating in the college band were: (1) one subject due to a failed audition; (2) 30 subjects due to lack of interest; and (3) 23 subjects due to work schedule conflicts (see Table 5).
### Table 5

College Band Participation and Non-Participation

By College With Reasons For College Band

Non-participation

<table>
<thead>
<tr>
<th>College</th>
<th>Participation</th>
<th>Non-participation</th>
<th>Total</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2&lt;sup&gt;b&lt;/sup&gt;</td>
<td>3&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>State Universities-Ohio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Akron</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Kent State</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ohio State</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Ohio U.</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Toledo</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Youngstown</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Private Universities-Ohio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Case Western</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
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<td>College</td>
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<td>1(^a)</td>
<td>2(^b)</td>
<td>3(^c)</td>
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<td>Grace</td>
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<td>Grove City</td>
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<tr>
<td><strong>Total N</strong></td>
<td>21</td>
<td>1</td>
<td>30</td>
<td>23</td>
</tr>
</tbody>
</table>

\(^a\) Non-participation due to a failed audition  
\(^b\) Non-participation due to lack of interest  
\(^c\) Non-participation due to work schedule conflicts
**Significant Predictors of College Band Participation**

Since the questionnaires used in this study produced 116 variables and the EMD02R step-wise multiple-regression analysis program used to treat the data could handle only 100 variables per regression card, it was necessary to split the data between two regression analyses to be run for each dependent variable. The first regression analysis for each of the four dependent variables was run on the MEAT and the Band Director's Questionnaire. The second regression analysis for each dependent variable was run on the College Questionnaire.

Three tests were made for each regression analysis for each dependent variable to determine whether or not a significant level of prediction was achieved among those variables identified. For a dependent variable to have been retained as having achieved a significant level of prediction as a result of the first test, each independent variable identified must have accounted for one per cent or more of the variance. The second test for retention of the dependent variable required that the first variable identified in each regression analysis must have accounted for at least 20 per cent of the variance (.20 in the $R^2$ Change in each of the tables). Since the first variable identified in a regression analysis has the highest validity coefficient with the dependent variable, it was the intent here to impose a more rigorous level of retention for the first variable than the lower limits of validity coefficients for single tests identified by Guilford (1965) as .30 (this figure would account for nine per cent of the variance). (p. 407) An accounting of 20 per cent of the variance required a validity coefficient of .45. The third test for the retention of a
dependent variable required that the F ratios (the internal test made by the program to test each added variable to be certain that it is adding significantly to the prediction) must have been significant at the .05 level. Those dependent variables failing to meet these requirements were rejected as not having predictive significance for that dependent variable and the variables identified by the regression analyses were not considered. Those dependent variables meeting the above requirements had each independent variable identified and discussed both collectively and individually. It is important to note here that all of the predictor variables identified for each dependent variable must be viewed as a whole. The decision made by the subjects is a complex one with many of the variables seemingly interacting with each other as well as acting independently as influences upon the decision. (Guilford and Fruchter, 1973, p. 376)

**Variables Identified As Significant Predictors of College Band Participation From Regression Analysis One**

The first regression analysis for the dependent variable of college band participation identified 18 variables that accounted for one per cent or more of the variance (see Table 7). The first variable identified in this regression analysis accounted for 39.2 per cent of the variance. All of the F ratios for these 18 variables were significant at the .01 level indicating that each variable was adding significantly to the level of prediction. Table 7 will reveal that the total variance accounted for by the 18 variables in this regression analysis was 76.5 per cent (.765 in the \( R^2 \) Change). Therefore, this dependent variable is retained as having identified a significant level of
prediction among its 18 variables for the dependent variable of college band participation.

Four variables were rejected from this regression analysis that were entered among those 18 variables retained. These variables were rejected because they did not account for one per cent of the variance (variables M10 and InstW in Table 6) or were answer category variables (M27D and M28D in Table 6) to questions on the MEAI that had negative correlation coefficients where one of its answer categories that had a positive correlation coefficient was retained as a significant predictor of college band participation. In each case in this latter point, the answer category variables rejected had negative simple correlations with the dependent variable. This indicated that the subjects had not selected these answer categories but had selected the answer category that was identified and retained as a significant predictor of college band participation.

It will be noted in Table 7 that some of the $R^2$ Change figures for some of the last few variables identified were out-of-order as far as their $R^2$ Change figure is concerned (the $R^2$ Change in Table 7 indicates the percentage of variance accounted for by each variable and should decrease in steps as each variable is identified). Since none of the variables were weighted more than the others, this phenomenon seems to have no explanation. Table 7 is given in the order in which the computer program printed out the data since the Multiple R must be given in the order of its increase. Each of the 18 variables identified and retained as significant predictors of college band participation will now be discussed individually.
### Table 6
Simple Correlation Coefficients of Independent Variables With College Band Participation

<table>
<thead>
<tr>
<th>Variable Code (^a)</th>
<th>(r)</th>
<th>Variable Code</th>
<th>(r)</th>
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<tbody>
<tr>
<td>Area</td>
<td>0.062</td>
<td>M25A</td>
<td>-0.012</td>
</tr>
<tr>
<td>M1</td>
<td>0.626**</td>
<td>M25B</td>
<td>-0.150</td>
</tr>
<tr>
<td>M2</td>
<td>0.203</td>
<td>M25C</td>
<td>0.089</td>
</tr>
<tr>
<td>M3</td>
<td>0.303**</td>
<td>M26</td>
<td>0.312**</td>
</tr>
<tr>
<td>M4</td>
<td>0.238*</td>
<td>M27A</td>
<td>0.479**</td>
</tr>
<tr>
<td>M5</td>
<td>-0.013</td>
<td>M27B</td>
<td>-0.129</td>
</tr>
<tr>
<td>M6</td>
<td>0.371**</td>
<td>M27C</td>
<td>0.188</td>
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<tr>
<td>M7</td>
<td>0.130</td>
<td>M27D</td>
<td>-0.520**</td>
</tr>
<tr>
<td>M8</td>
<td>0.062</td>
<td>M28A</td>
<td>0.396**</td>
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<td>M9</td>
<td>0.279*</td>
<td>M28B</td>
<td>-0.150</td>
</tr>
<tr>
<td>M10</td>
<td>-0.018</td>
<td>M28C</td>
<td>-0.169</td>
</tr>
<tr>
<td>M11</td>
<td>-0.058</td>
<td>M28D</td>
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</tr>
<tr>
<td>M12</td>
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</tr>
<tr>
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<tr>
<td>M15A</td>
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<td>M30A</td>
<td>0.335**</td>
</tr>
<tr>
<td>M15B</td>
<td>0.000(^b)</td>
<td>M30B</td>
<td>0.000(^b)</td>
</tr>
<tr>
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<td>M30C</td>
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<tr>
<td>M15D</td>
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<td>M30D</td>
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<tr>
<td>M16</td>
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<td>M17</td>
<td>0.011</td>
<td>M32</td>
<td>0.209</td>
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<td>M19C</td>
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<td>M39</td>
<td>0.355**</td>
</tr>
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<td>M40</td>
<td>0.215</td>
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<tr>
<td>M20A</td>
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<td>0.000(^b)</td>
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<td>M21</td>
<td>0.322**</td>
<td>M44</td>
<td>0.044</td>
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<td>M22A</td>
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<td>M45</td>
<td>0.212</td>
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<td>M22B</td>
<td>-0.304**</td>
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<td>M47</td>
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<tr>
<td>M22E</td>
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<td>-0.324**</td>
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### Table 6 -- continued

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<tr>
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<th>Variable Code</th>
<th>r</th>
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<td>C6A</td>
<td>0.206</td>
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<tr>
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<td>1.000&lt;sup&gt;c&lt;/sup&gt;</td>
<td>C6B</td>
<td>0.000&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
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<td>C6C</td>
<td>-0.026</td>
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<tr>
<td>C1D</td>
<td>-0.422**</td>
<td>C6D</td>
<td>-0.101</td>
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<tr>
<td>C2B</td>
<td>0.069</td>
<td>C7B</td>
<td>0.000&lt;sup&gt;b&lt;/sup&gt;</td>
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<td>C7D</td>
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<td>0.264*</td>
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<td>0.308**</td>
<td>C8B</td>
<td>-0.017</td>
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<td>0.767**</td>
<td>C8C</td>
<td>0.456**</td>
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<td>C8D</td>
<td>0.032</td>
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<tr>
<td>C3D</td>
<td>-0.564**</td>
<td>C8E</td>
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<td>CTC</td>
<td>0.062</td>
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<sup>a</sup>Variable Code Key is as Follows: M = MEAI; B = Band Director's Questionnaire; C = College Questionnaire; InstW = Woodwind; InstB = Brass; InstP = Percussion; CTA = State University; CTB = Private University; CTC = Private College; Area = Urban, Rural-suburban strata.

<sup>b</sup>Correlation coefficients were not computed for these variables.

<sup>c</sup>Dependent variable.

*Significant at the .05 level.

**Significant at the .01 level.
Table 7

Significant Predictors of College Band Participation

Identified By Regression Analysis One

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects made their decision to play in the college band while still in high school.</td>
<td>M1</td>
<td>0.626</td>
<td>0.392</td>
<td>0.392</td>
</tr>
<tr>
<td>Subjects performed solos on their high school band instruments for clubs.</td>
<td>M18B</td>
<td>0.672</td>
<td>0.452</td>
<td>0.060</td>
</tr>
<tr>
<td>Subjects belonged to church instrumental groups.</td>
<td>M19C</td>
<td>0.699</td>
<td>0.489</td>
<td>0.037</td>
</tr>
<tr>
<td>Subjects had friends in the college band where they planned to attend college.</td>
<td>M26</td>
<td>0.720</td>
<td>0.512</td>
<td>0.029</td>
</tr>
<tr>
<td>Subjects did not choose rock as the musical style they liked best.</td>
<td>M22B</td>
<td>0.740</td>
<td>0.548</td>
<td>0.028</td>
</tr>
<tr>
<td>Subjects viewed the social aspects of the college band as being as important to them as the musical aspects.</td>
<td>M47</td>
<td>0.755</td>
<td>0.571</td>
<td>0.021</td>
</tr>
<tr>
<td>Subjects performed solos for district solo and ensemble contest on their band instrument.</td>
<td>M3</td>
<td>0.772</td>
<td>0.597</td>
<td>0.026</td>
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</table>
Table 7 -- continued

<table>
<thead>
<tr>
<th>Description</th>
<th>Code(^a)</th>
<th>Multiple R</th>
<th>(R^2)</th>
<th>(R^2) Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects played in a community orchestra.</td>
<td>M19D</td>
<td>0.778</td>
<td>0.621</td>
<td>0.024</td>
</tr>
<tr>
<td>Subject’s private instructor of their band instrument advised them to participate in the college band.</td>
<td>M30A</td>
<td>0.799</td>
<td>0.638</td>
<td>0.016</td>
</tr>
<tr>
<td>Subjects feel that playing in a college band shows responsibility by the player to the college to a lesser degree than college band non-participants.</td>
<td>M50</td>
<td>0.808</td>
<td>0.654</td>
<td>0.015</td>
</tr>
<tr>
<td>Subjects planned to be non-music majors to a lesser degree than college band non-participants.</td>
<td>M24B</td>
<td>0.818</td>
<td>0.670</td>
<td>0.016(^d)</td>
</tr>
<tr>
<td>High school friends of the subject’s advised them to play in the college band.</td>
<td>M28A</td>
<td>0.835(^b)</td>
<td>0.697</td>
<td>0.013</td>
</tr>
</tbody>
</table>

\(^a\) Codes
\(^b\) Significant at \(p < 0.01\)
\(^d\) Significant at \(p < 0.05\)
Subject's high school band director reported that they sat in the upper-third in their section of the high school band.

Subjects reported that they had always planned to play their instruments in the future.

Subjects expected the college band to require about the same amount of time that their high school band required.

Subjects had parents who advised them to participate in the college band.

Subjects view a college education as primarily that of vocational training.
Table 7 -- continued

<table>
<thead>
<tr>
<th>Variable Description</th>
<th>Code</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects played brass instruments</td>
<td>InstB</td>
<td>0.907$^b$</td>
<td>0.813</td>
<td>0.018$^d$</td>
</tr>
<tr>
<td><strong>Total $R^2$ Change</strong></td>
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<td></td>
<td>0.765$^c$</td>
</tr>
</tbody>
</table>

$^a$Variable code is as follows: $M = MEAI; B = Band Director's Questionnaire; InstB = Brass instrument.

$^b$Variables were excluded in this table between these variables due to failure of the excluded variables to account for the needed one % of the variance or were answer category variables that were not chosen by the subjects to a question that had an answer category variable that was chosen by the subjects.

$^c$Indicates the percentage of the variance accounted for when the decimal point is moved two places to the right.

$^d$The computer entered these variables out-of-order as indicated by the $R^2$ Change. Since the variables were not weighted when entered into the regression analysis, this occurrence cannot be explained.
Variable M1. The first variable identified as a significant predictor in the first regression analysis for college band participation concerns the subjects' intentions of participating in the college band while they were still in high school. The strength of this variable, which accounted for 39.2 per cent of the variance, seems to indicate that the subjects did, indeed, make their decision to participate in the college band while they were still in high school. This variable also seems to support the reports of Clothier (1967), McClarty (1968), and Mountford (1975), who reported that their subjects made their decisions to participate in the college band while still in high school. (p. 114) (p. 132) (p. 34) The results of this variable in this study could well be a validation of the above investigators' reports since they questioned their subjects after they got to college and this information revealed in this variable (M1) was obtained while the subjects were still in high school. Therefore, there seems to be a reasonably solid basis for stating that subjects who participate in the college band make their decision while still in high school. This variable is retained as a significant predictor of college band participation.

Variable M18B. The performance of solos for clubs seems to be associated with the decision to participate in the college band. This variable would seem to indicate that those who perform solos for community groups, which is a musical activity that is not required for high school band membership, have a relatively high degree of interest in the performance of their instrument which is carried over to college band participation. This variable is retained as a significant predictor of college band participation and accounted for six per cent of the
Variable M19C. Variable M19C represented the answer category variable of church instrumental group to question 19 on the MEAT. This question on the MEAT concerned the subjects' participation in community musical groups. Variable M19C has a low positive simple correlation with the dependent variable of college band participation (see Table 6). However, the F ratio for this variable was significant at the .01 level indicating that it was adding significantly to the prediction of college band participation. It also accounted for 3.7 per cent of the variance. Therefore, it is retained as a significant predictor of college band participation. It is possible that this variable is interacting with another to produce the significant level of prediction.

Variable M26. Having friends in the college band where the subjects planned to attend college seems to have had a positive influence on their decision to participate in the college band. It is possible that having friends in the college band where the subjects planned to attend may have provided some information that might have reduced apprehension on the part of the subject and provided an incentive to join the band. This variable does not indicate whether or not these college friends gave any advice to the subjects to join the college band. The variable does indicate that the presence of the subjects' friends in the college band had a positive influence on their decisions to join the band after they got to college. This variable accounted for 2.9 per cent of the variance and is retained as a significant predictor of college band participation.

Variable M22B. Question 22 on the MEAT concerned the musical style that the subjects liked best. The forced-choice answers available for
selection by the subjects were the musical styles of classical, rock, jazz, country-western, and good selections from any of these styles (see Appendix A). The answer category of country-western was not entered into the regression analysis as a variable since none of the 75 subjects selected this answer. Each of the other musical styles listed above were entered as separate variables into the regression analysis. The variable identified as a significant predictor of college band participation was the musical style of rock. Variable M22B had a negative simple correlation coefficient indicating that the college band participants did not select this answer category. An examination of the raw data did indeed confirm the fact that none of the college band participants selected rock as the musical style they liked best. Although the musical styles of classical (M22A), jazz (M22C), and good selections from any musical style (M22E) were selected by the college band participants (since all of these simple correlations were positive in Table 6), it is their lack of selection of rock that has become the predictor here. This variable is retained as a significant predictor of college band participation and it can be stated that those who chose to participate in the college band did not select rock as the musical style they liked best. Variable M22B accounted for 2.8 per cent of the variance.

Variable M47. The variable concerning the view of the subjects that the social aspects of the college band are as important to them as the musical aspects was identified as a significant predictor of college band participation. This variable (M47) accounted for 2.1 per cent of the variance and seems to indicate that a certain expectation of positive social experiences may be part of the decision to participate in the
college band. Perhaps those friends in the college band where the subjects planned to attend may have provided some information concerning the band's social activities. It also seems reasonable that the subjects' social experiences in the high school band may have had an influence on their expectations for good social experiences in the college band. However, the expectations of a good social climate in the college band does seem to be important and had a positive influence on the decision to participate in the college band. This variable is retained as a significant predictor of college band participation due to lack of interest.

**Variable M3.** The performance of solos on the high school band instrument seems to be an important musical function in terms of college band participation. Earlier in this chapter it was noted that the performance of solos on the high school band instrument for clubs was a predictor of college band participation. The performance of solos at district solo and ensemble contest has also been identified as a significant predictor. The performance of solos at district solo and ensemble contest has been cited by Stanley (1964), Clothier (1967), and Mountford (1975) as being a significant factor in college band participation decisions made by their subjects. (p. 51)(p. 114)(p. 36) It would seem that this variable is indicative of a relatively high degree of interest in the high school band instrument by the subject who participated in the college band in this study. Therefore, variable M3, representing the performance of solos at district solo and ensemble contest, is retained as a significant predictor of college band participation. Variable M3 accounted for 2.6 per cent of the variance.
Variable M19D. Question 19 on the MEAI concerned the participation of the subjects in community musical groups. It was noted earlier that participation in church instrumental groups was identified as a significant predictor of college band participation (variable M19C). This variable (M19D) was the answer category of community orchestra to question 19 on the MEAI (see Appendix A). Between variables 19C and M19D it would seem that participation in instrumental groups not connected with the high school band had an important positive influence on the decision by the subjects to participate in the college band. A relatively high interest in playing the high school band instrument would seem to be suggested since participation in community musical organizations are not required for membership in the high school band. Therefore, variable M19D, representing participation in a community orchestra, is retained as a significant predictor of college band participation. Variable M19D accounted for 2.4 per cent of the variance in this regression analysis.

Variable M30A. Variable M30A represented the answer category of letter A to question 30 on the MEAI (see Appendix A). This answer category variable indicated that the private instructors of the instrument the subjects played in the high school band did advise the subjects to "join the college band." In order for the private instructors to be able to give their advice, the subject would have to be taking private lessons on their high school band instrument at the time the decision to participate in the college band was being made. Variable M2, representing the number of years of private study on the high school band instrument, was not identified as a predictor but was positively correlated with college band participation (see Table 6). This would seem
to indicate that the college band participants did take private lessons on their instruments for a greater number of years than the college band non-participants and that it is very likely that they were taking lessons at the time they made their decisions to participate in the college band. The private instructor's advice to "join the college band" seems to be an important positive influence on the subjects' decisions to participate. Therefore, this variable (M30A) is retained as a significant predictor of college band participation. Variable M30A accounted for 1.6 per cent of the variance in this regression analysis.

Variable M50. Variable M50 seems to indicate that those who participate in the college band feel that their participation would show responsibility to the college but they felt this to a lesser degree than college band non-participants. This variable had a low negative correlation coefficient with college band participation, which would seem to suggest that these subjects did not feel that participation in the college band shows responsibility to the college on the part of the participant (see Table 6). However, the mean for this variable indicated that the selected sample as a whole agreed with the Likert-type statement representing this variable on the MEAI (see Appendix A). When the mean for this item was computed for the college band participants, it indicated that they agreed with the statement but to a slightly lesser degree than the sample as a whole. Thus, the interpretation of this variable here is that the subjects do feel that participation in the college band shows responsibility to the college, but they feel this to a lesser degree than college band non-participants (the rest of the selected sample). This variable is retained as a significant predictor of
college band participation and accounted for 1.5 per cent of the variance.

**Variable M24B.** The answer categories to question 24 on the MEAI were: (1) music major (variable M24A); (2) non-music major (variable M24B); and (3) undecided (variable M24C) (see Appendix A). Each of these answer categories were entered into the regression analysis as separate variables. Variable M24B was identified as a significant predictor of college band participation in this regression analysis.

Table 6 will reveal that variable M24B has a negative simple correlation that is significant at the .01 level. This would seem to indicate that college band participants were not non-music majors. On the other hand, variable M24A, the answer category of music majors, is positively correlated with college band participation and is significant at the .01 level. This information would seem to indicate that being a music major is associated with college band participation. Although the evidence here seems to indicate that being a non-music major is inversely related to college band participation, a look at the raw data will add some perspective to the interpretation of the variable.

There were 12 non-music majors among the 21 subjects making up the college band participants. Thus, 57 per cent of the participants were non-music majors. There were 59 subjects who were non-music majors among the total sample of 74. This indicates that 80 per cent of the total sample were planning to be non-music majors when they filled out the MEAI. Thus, the raw data seems to suggest that there is less relationship of the category variable of non-music major to college band participation than there is to the total sample. The interpretation of
variable M24B here is that the college band participants were non-music majors to a lesser degree than the rest of the sample. Variable M24B is retained as a significant predictor of college band participation. This variable accounted for 1.6 per cent of the variance.

**Variable M28A.** Peer influence and advice seems to be important in the decision to participate in the college band. Variable M38A in Table 7 indicates that the subjects' high school friends have advised them to participate in the college band. The exact nature of that advice, whether solicited or given voluntarily, is not known. In another study, Mountford (1975) found that the advice to "join the college band" by the high school friends of his subjects was identified as having a significant influence on their decision to participate. (p. 36) Variable M28A accounted for 1.3 per cent of the variance and is retained as a significant predictor of college band participation.

**Variable B2.** Variable B2 was the report of the high school band directors that the subjects sat in the upper-third of their section in the high school band. This variable was represented by question two on the Band Director's Questionnaire and was a cross-check question to item 13 on the MEAT (see Appendix A). The fact that the subjects were sitting in the upper-third of their sections in the high school band would seem to indicate that they had achieved some degree of success on their instrument. Other studies have noted that success on the instrument was a significant factor in the decision made by participants to join the college band. (Stanley, 1964, p. 52)(Clothier, 1967, p. 114)(Mountford, 1975, p. 36) Therefore, an important predictor of college band participation seems to be the position of the subject in the upper-third of their
section in the high school band. Variable B2 is retained as a significant predictor of college band participation. This variable accounted for 1.7 per cent of the variance.

**Variable M39.** College band participants seem to have always planned to play their instruments in the future. This variable would seem to be closely associated with variable M1, the first variable identified in this regression analysis, which concerned the subjects' decisions to participate in the college band while still in high school (see Table 7). Therefore, this variable seems to be interacting with the subjects' decisions to participate in the college band. Variable M39 is retained as a significant predictor of college band participation. This variable accounted for 1.6 per cent of the variance in this regression analysis.

**Variable M45.** College band participants seem to expect the time required of them by the college band to be about the same as was required of them in the high school band. It might be inferred from this statement that the time required of the subject in the high school band was not a negative factor since this variable is associated with college band participation in a positive manner (see Table 6). Certainly, the time required by the college band, as perceived by the subject while still in high school, would not appear to be an obstacle to college band participation. This variable is retained as a significant predictor of college band participation which accounted for 1.2 per cent of the variance in this regression analysis.

**Variable M27A.** The advice of the parents to "join the college band" was identified as a significant predictor of college band participation
which accounted for 1.5 per cent of the variance. The advice of the parents to "join the college band" seems to be important in the decision making process. Other studies have identified the importance of the parents' advice in the decision to participate in the college band. Clother (1967) and Mountford (1975) both reported that the parents' encouragement of college band participation on the part of their subjects was a significant factor in the subjects' decisions to participate.

Variable M27A is retained as a significant predictor of college band participation.

Variable M42. College band participants seem to feel that a college education is primarily that of vocational training. This variable seems to indicate that college band participants are highly vocationally oriented in their approach to a college education. This is somewhat surprising since it might be expected that those not participating in the college band would use the excuse that they needed to devote more time to their studies. College band participants would have no need for such an excuse. Perhaps those who had already decided to join the college band while in high school also had decided on their choice for their vocation and this was affecting their interpretation of question 42 on the MEAT (variable M24). The exact interpretation of this variable seems to be unclear. However, variable M42 is retained as a significant predictor of college band participation. This variable accounted for one per cent of the variance.

Variable InstB. It would appear, from variable InstB, that college band participants play brass instruments. The raw data showed that about half the total sample played brass instruments with 12 of the 21 college band participants playing those instruments. The remaining number of
college band participants played woodwind instruments. With the numbers of woodwind and brass players being roughly even, it is difficult to make a clear interpretation of this variable. However, this variable accounted for 1.8 per cent of the variance. Therefore, variable InstB is retained as a predictor of college band participation.

Variable Identified As Significant Predictors of College Band Participation From Regression Analysis Two

Three variables which accounted for a total of 67.9 per cent of the variance were identified as contributing one per cent or more of the variance. The first variable (C3B) identified in this regression analysis contributed 58.8 per cent of the variance and all of the F ratios were significant at the .01 level. Therefore, this second regression analysis run for the data collected on the College Questionnaire is retained as having achieved a significant level of prediction of college band participation. The three variables identified in this regression analysis will now be discussed individually.

Variable C3B. Question three on the College Questionnaire concerned the availability of a college-owned instrument to the subjects. The forced-choice answer category B (the subjects did not need a college owned instrument in order to participate in the college band) from question three was the variable identified as a significant predictor of college band participation. The fact that the subjects owned their own instrument was not the intent of this predictor identified here. There are two factors that seem to support this statement. First, variable M7 (ownership of the instrument) became a significant predictor of college band non-participation due to lack of interest. This indicates that the
Table 8

Significant Predictors of College Band Participation
Identified By Regression Analysis Two

<table>
<thead>
<tr>
<th>Variable</th>
<th>Code⁵</th>
<th>Multiple R</th>
<th>R²</th>
<th>R² Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects reported that they did not need a college-owned instrument in order to participate in the college band.</td>
<td>C3B</td>
<td>0.767</td>
<td>0.588</td>
<td>0.588</td>
</tr>
<tr>
<td>Subjects feel that band as an activity is appropriate for college students.</td>
<td>C9</td>
<td>0.817</td>
<td>0.668</td>
<td>0.079</td>
</tr>
<tr>
<td>Subjects are participating in small instrumental ensembles at the college they are attending.</td>
<td>CSC</td>
<td>0.923⁶</td>
<td>0.852</td>
<td>0.012</td>
</tr>
</tbody>
</table>

Total R² Change

⁵Variables were excluded in this table between this variable and the one prior to it due to failure of the excluded variables to achieve one % of the variance or were answer category variables that were not chosen by the subjects to a question that had an answer category variable that was chosen by the subjects.

⁶Indicates the percentage of the variance accounted for when the decimal point is moved two places to the right.

⁷Variable code key is as follows: C = College Questionnaire.
subjects who did not participate in the college band tended to own their own instruments. Also, variable M7 is positively correlated with college band participation. This indicates that college band participants also tended to own their own instruments. Second, variable C3C (I am not participating in the college band but would not have needed a college-owned instrument in order to participate) was positively correlated with college band non-participation due to lack of interest and was significant at the .01 level. It seems likely that this variable is interacting with the subjects' decisions to join the college band since ownership of the instrument seems to be ruled out as the intent of the predictor variable. Variable C3B accounted for 58.8 per cent of the variance and is retained as a significant predictor of college band participation.

Variable C9. The subjects' attitudes toward the appropriateness of band as an activity for college students appears to be an important predictor of college band participation. Question nine on the College Questionnaire was a Likert-type statement to which the subjects could agree or disagree. The raw data reveals that the college band participants disagreed with the statement (this was the only negatively worded question regarding college band participation on any of the questionnaires) that "band as an activity was more appropriate for high school students than college students" (see Appendix C). While it would seem natural for college freshmen to select an activity that they felt was appropriate for college students, the variable indicates that college band participants do not place participation in the band as an activity only for high school students. This view by the subjects seems to be important in predicting their participation in the college band. This variable (C9) is retained
as a significant predictor of college band participation and it accounted for 7.9 per cent of the variance.

**Variable C8C.** It appears that college band participants are likely to participate in small instrumental ensembles in addition to the college band. This variable tends to indicate that the subjects have a relatively high interest in their instruments since they are participating in both the college band and small instrumental ensembles at the college. Variable C8C also seems to indicate that other ensembles at the college were not substituted for college band in the subjects' college music experience. Variable C8C is retained as a significant predictor of college band participation. This variable accounted for 1.2 per cent of the variance in this regression analysis.

**Significant Predictors of College Band Non-participation**

Those subjects not participating in the college band gave the reasons for their non-participation as: (1) a failed audition; (2) work schedule conflicts; and (3) lack of interest. Since only one subject failed an audition for the college band, this category was not used as a dependent variable. The reasons for college band non-participation of work schedule conflicts, lack of interest, and class schedule conflicts were the dependent variables used for the regression analyses for college band non-participation. Two regression analyses were run on each of the dependent variables of college band non-participation as was done for the dependent variable of college band participation.

The regression analyses run for the dependent variables of work schedule conflicts and class schedule conflicts failed to identify
independent variables that, as a whole, achieved a significant level of prediction. In the case of each of the four regression analyses run for these dependent variables, a number of variables were identified that accounted for one per cent or more of the variance but the first variable identified was so weak that it failed to account for 20 per cent of the variance. Also, the F ratios were non-significant at the .05 level for both regression analyses for the dependent variable of work schedule conflicts as well as the second regression analysis for the dependent variable of class schedule conflicts. While the F ratios were significant at the .05 level for the first regression analysis run for the dependent variable of class schedule conflicts, the weakness of the first variable made it necessary to reject this dependent variable as having achieved a significant level of prediction of college band non-participation. Therefore, the dependent variables of work schedule conflicts and class schedule conflicts are rejected and it can be stated that no significant predictors were identified in this study for college band non-participation due to work and class schedule conflicts. The variables identified in these four regression analyses for work and class schedule conflicts can be observed in Tables 9 through 12.

**Significant Predictors of College Band Non-Participation Due to Lack of Interest From Regression Analysis One**

An inspection of Table 14 will reveal that the dependent variable of college band non-participation due to lack of interest had 18 variables identified as contributing one per cent or more to the variance with the first variable contributing 25.9 per cent (.259 in the $R^2$
Table 9

Variables Identified For College Band Non-participation
Due to Work Schedule Conflicts From
Regression Analysis One

<table>
<thead>
<tr>
<th>Variable Code^a</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>M9</td>
<td>0.279</td>
<td>0.078</td>
<td>0.078</td>
</tr>
<tr>
<td>M33</td>
<td>0.373</td>
<td>0.139</td>
<td>0.060</td>
</tr>
<tr>
<td>M45</td>
<td>0.416</td>
<td>0.173</td>
<td>0.033</td>
</tr>
<tr>
<td>M39</td>
<td>0.454</td>
<td>0.206</td>
<td>0.033</td>
</tr>
<tr>
<td>M44</td>
<td>0.487</td>
<td>0.237</td>
<td>0.031</td>
</tr>
<tr>
<td>M1</td>
<td>0.517</td>
<td>0.267</td>
<td>0.030</td>
</tr>
<tr>
<td>M43</td>
<td>0.541</td>
<td>0.293</td>
<td>0.026</td>
</tr>
<tr>
<td>M14</td>
<td>0.563</td>
<td>0.317</td>
<td>0.024</td>
</tr>
<tr>
<td>M3</td>
<td>0.587</td>
<td>0.345</td>
<td>0.027</td>
</tr>
<tr>
<td>M42</td>
<td>0.608</td>
<td>0.370</td>
<td>0.025</td>
</tr>
<tr>
<td>B1</td>
<td>0.628</td>
<td>0.394</td>
<td>0.023</td>
</tr>
<tr>
<td>M7</td>
<td>0.649</td>
<td>0.421</td>
<td>0.027</td>
</tr>
<tr>
<td>M13</td>
<td>0.663</td>
<td>0.440</td>
<td>0.018</td>
</tr>
<tr>
<td>M41</td>
<td>0.679</td>
<td>0.461</td>
<td>0.021</td>
</tr>
<tr>
<td>M21</td>
<td>0.689</td>
<td>0.475</td>
<td>0.013</td>
</tr>
<tr>
<td>M23</td>
<td>0.698</td>
<td>0.487</td>
<td>0.012</td>
</tr>
</tbody>
</table>

Total $R^2$ Change 0.481

Note. The variables identified by this regression analysis was rejected as having identified a significant level of prediction for this dependent variable because the first variable identified above did not account for the needed 20% of the variance and the F ratios were non-significant at the .05 level. Since these variables were rejected, the description of the variables was not given.

^aVariable code key is as follows: M = MEAI.
Table 10

Variables Identified For College Band Non-Participation

Due to Work Schedule Conflicts From

Regression Analysis Two

<table>
<thead>
<tr>
<th>Variable Code&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTC</td>
<td>0.183</td>
<td>0.033</td>
<td>0.033</td>
</tr>
<tr>
<td>CTA</td>
<td>0.221</td>
<td>0.048</td>
<td>0.015</td>
</tr>
<tr>
<td>C2E</td>
<td>0.258</td>
<td>0.067</td>
<td>0.014</td>
</tr>
<tr>
<td>C3B</td>
<td>0.434</td>
<td>0.188</td>
<td>0.121</td>
</tr>
<tr>
<td>C3C</td>
<td>0.469</td>
<td>0.220</td>
<td>0.031</td>
</tr>
<tr>
<td>C3D</td>
<td>0.486</td>
<td>0.236</td>
<td>0.016</td>
</tr>
<tr>
<td>C3E</td>
<td>0.505</td>
<td>0.255</td>
<td>0.019</td>
</tr>
</tbody>
</table>

**Total $R^2$ Change** 0.235

**Note.** The variables identified by this regression analysis was rejected as having identified a significant level of prediction for this dependent variable because the first variable identified above did not account for the needed 20% of the variance and the F ratios were non-significant at the .05 level. Since these variables were rejected, the description of the variables was not given.

<sup>a</sup>Variable code key is as follows: C = College Questionnaire; CTA = State University; CTC = Private College.
Table 11

Variables Identified For College Band Non-participation

Due to Class Schedule Conflicts From
Regression Analysis One

<table>
<thead>
<tr>
<th>Variable Code^a</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>M40</td>
<td>0.283</td>
<td>0.080</td>
<td>0.080</td>
</tr>
<tr>
<td>M44</td>
<td>0.362</td>
<td>0.131</td>
<td>0.050</td>
</tr>
<tr>
<td>M9</td>
<td>0.425</td>
<td>0.180</td>
<td>0.049</td>
</tr>
<tr>
<td>M14</td>
<td>0.474</td>
<td>0.224</td>
<td>0.043</td>
</tr>
<tr>
<td>M43</td>
<td>0.515</td>
<td>0.265</td>
<td>0.040</td>
</tr>
<tr>
<td>M12</td>
<td>0.558</td>
<td>0.311</td>
<td>0.046</td>
</tr>
<tr>
<td>M33</td>
<td>0.618</td>
<td>0.383</td>
<td>0.071</td>
</tr>
<tr>
<td>M42</td>
<td>0.636</td>
<td>0.404</td>
<td>0.021</td>
</tr>
<tr>
<td>M17</td>
<td>0.651</td>
<td>0.423</td>
<td>0.019</td>
</tr>
<tr>
<td>M32</td>
<td>0.661</td>
<td>0.436</td>
<td>0.013</td>
</tr>
<tr>
<td>M4</td>
<td>0.670</td>
<td>0.449</td>
<td>0.012</td>
</tr>
<tr>
<td>M10</td>
<td>0.678</td>
<td>0.460</td>
<td>0.011</td>
</tr>
<tr>
<td>M35</td>
<td>0.689</td>
<td>0.475</td>
<td>0.014</td>
</tr>
<tr>
<td>M6</td>
<td>0.701</td>
<td>0.491</td>
<td>0.015</td>
</tr>
<tr>
<td>M2</td>
<td>0.708</td>
<td>0.501</td>
<td>0.010</td>
</tr>
<tr>
<td>M7</td>
<td>0.715</td>
<td>0.511</td>
<td>0.010</td>
</tr>
</tbody>
</table>

Total $R^2$ Change 0.504

Note. The variables identified by this regression analysis was rejected as having identified a significant level of prediction for this dependent variable because the first variable above did not account for the needed 20% of the variance. These variables did have F ratios that were significant at the .05 level.

^aVariable code key is as follows: M = MEAI.
Table 12

Variables Identified For College Band Non-participation

Due to Class Schedule Conflicts From

Regression Analysis Two

<table>
<thead>
<tr>
<th>Variable Code^</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5</td>
<td>0.138</td>
<td>0.019</td>
<td>0.019</td>
</tr>
<tr>
<td>C9</td>
<td>0.201</td>
<td>0.040</td>
<td>0.021</td>
</tr>
<tr>
<td>CTA</td>
<td>0.242</td>
<td>0.058</td>
<td>0.014</td>
</tr>
<tr>
<td>C2E</td>
<td>0.282</td>
<td>0.079</td>
<td>0.016</td>
</tr>
<tr>
<td>C3D</td>
<td>0.367</td>
<td>0.135</td>
<td>0.054</td>
</tr>
<tr>
<td>C7D</td>
<td>0.410</td>
<td>0.168</td>
<td>0.022</td>
</tr>
<tr>
<td>C8B</td>
<td>0.439</td>
<td>0.193</td>
<td>0.024</td>
</tr>
</tbody>
</table>

Total $R^2$ Change 0.170

Note. The variables identified by this regression analysis was rejected as having identified a significant level of prediction for this dependent variable because the first variable identified above did not account for the needed 20% of the variance and the F ratios were non-significant at the .05 level. Since these variables were rejected, the description of the variables was not given.

^Variable code key is as follows: C = College Questionnaire; CTA = State University.
Change in Table 14). All of the F ratios were significant at the .01 level for all of the variables in this regression analysis. These statistics indicate that there is a significant level of prediction in this regression analysis for college band non-participation due to lack of interest. The total percentage of the variance accounted for by the variables in this regression analysis was 74.4 per cent. Therefore, this regression analysis has identified a number of variables, meeting the requirements for retention, that are indicating that a significant level of prediction has been achieved for the dependent variable of college band non-participation due to lack of interest.

Table 13 shows that the majority of the simple correlations for the dependent variable of college band non-participation due to lack of interest are negative. This is the result of these college band non-participants giving answers to the questions on the MEAT and the College Questionnaire that received a low coding number. The questions on these questionnaires were worded positively (with the exception of question nine on the College Questionnaire) in favor of college band participation. Since the computer reads only those numbers given it, the variables here are really functioning as if college band participation were the dependent variable with these subjects being but a sub-sample of the selected sample population. Therefore, the negative simple correlations of these variables in Table 13 are negative as regards college band participation and not negative to college band non-participation due to lack of interest. The use of the term dependent variable will continue to be used to describe the college band non-participants due to lack of interest since that is the term used for
<table>
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**Table 13 -- continued**

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<td>CTC</td>
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</table>

^Variable code key is as follows: M = MEAI; B = Band Director's Questionnaire; C = College Questionnaire; InstW = Woodwind; InstB = Brass; InstP = Percussion; CTA = State University; GTB = Private University; CTC = Private College; Area = Urban, Rural-suburban strata.

^b Correlation coefficients were not computed for these variables.

^c Dependent variable.

*Significant at the .05 level.

**Significant at the .01 level.
these sub-samples up to this point.

**Variable M39.** The first variables identified as a significant predictor of college band non-participation due to lack of interest concerns the fact that these subjects have always planned *not* to play their instruments in the future. This variable seems to provide some evidence that these college band non-participants had made their decision not to participate in the college band by the spring of their senior year in high school. Table 13 will reveal that the variable M1 (the subjects made their decision while in high school) had a negative simple correlation with college band participation significant at the .01 level. When the correlation coefficients of variables M39 and M1 are taken into consideration together, it seems to support the suggestion that college band non-participants due to lack of interest did, indeed, make their decision while still in high school. Variable M39 may also be a reflection of some degree of lack of interest in playing the instrument on the part of these college band non-participants. Other variables, to be reviewed later and identified in this regression analysis, also seem to support the suggestion that the subjects lacked interest in playing their instruments. Variable M39 is retained as a significant predictor of college band non-participation due to lack of interest. This variable accounted for 25.9 per cent of the variance in this regression analysis.

**Variable M27D.** The lack of discussion of college band participation with the parents seems to be associated with college band non-participation due to lack of interest. It was noted earlier in this chapter that the advice of the parents to participate in the college
Table 14

Significant Predictors of College Band Non-participation

Due to Lack of Interest Identified by

Regression Analysis One

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Multiple R</th>
<th>R²</th>
<th>R² Change</th>
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</thead>
<tbody>
<tr>
<td>Subjects had not planned to play their instruments in the future.</td>
<td>M39</td>
<td>0.509</td>
<td>0.259</td>
<td>0.259</td>
</tr>
<tr>
<td>Subjects did not discuss college band participation with their parents.</td>
<td>M27D</td>
<td>0.584</td>
<td>0.342</td>
<td>0.082</td>
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<td>Subjects did not play solos for community groups.</td>
<td>M18A</td>
<td>0.645</td>
<td>0.412</td>
<td>0.074</td>
</tr>
<tr>
<td>Subjects did not view a college education as primarily that of vocational training.</td>
<td>M42</td>
<td>0.687</td>
<td>0.472</td>
<td>0.056</td>
</tr>
<tr>
<td>Subjects played brass instruments.</td>
<td>InstB</td>
<td>0.760</td>
<td>0.577</td>
<td>0.042</td>
</tr>
<tr>
<td>Subjects felt the need to take part in other extra-curricular activities than the college band.</td>
<td>M44</td>
<td>0.787</td>
<td>0.619</td>
<td>0.042</td>
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</table>
### Table 14 -- continued

<table>
<thead>
<tr>
<th>Description</th>
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<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects did not attend a concert, voluntarily, within the last school year.</td>
<td>M21</td>
<td>0.807</td>
<td>0.652</td>
<td>0.032</td>
</tr>
<tr>
<td>Subjects reported having little out-of-school time required of them by their high school bands.</td>
<td>M5</td>
<td>0.822</td>
<td>0.675</td>
<td>0.023</td>
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<tr>
<td>Subjects did not enjoy playing their instruments.</td>
<td>M35</td>
<td>0.834</td>
<td>0.695</td>
<td>0.019</td>
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<tr>
<td>Subjects have taken private lessons on their band instruments for less than one year.</td>
<td>M2</td>
<td>0.843</td>
<td>0.711</td>
<td>0.015</td>
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<tr>
<td>Subjects did not discuss college band participation with their high school band director.</td>
<td>M29C</td>
<td>0.853</td>
<td>0.728</td>
<td>0.016$^c$</td>
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<td>Subjects did not perform solos at district solo and ensemble contest.</td>
<td>M3</td>
<td>0.862</td>
<td>0.743</td>
<td>0.015</td>
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<tr>
<td>Subjects owned their own instruments.</td>
<td>M7</td>
<td>0.868</td>
<td>0.754</td>
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Table 14 -- continued

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Multiple R</th>
<th>R²</th>
<th>R² Change</th>
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</thead>
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<tr>
<td>Subjects reported that they did not like to play their instruments as well as they liked to listen to music.</td>
<td>M37</td>
<td>0.875</td>
<td>0.765</td>
<td>0.011⁹⁷</td>
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<td>Subjects reported that they sat in the middle to lower third of their sections in the high school band.</td>
<td>M13</td>
<td>0.883</td>
<td>0.780</td>
<td>0.014⁹⁷</td>
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<tr>
<td>Subjects did not view the social aspects of the college band as being as important as the musical aspects.</td>
<td>M47</td>
<td>0.891</td>
<td>0.793</td>
<td>0.014</td>
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<td>Subjects felt the need to excel in their academic subjects in college to a lesser degree than college band participants.</td>
<td>M43</td>
<td>0.912⁸</td>
<td>0.832</td>
<td>0.010</td>
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Table 14 -- continued

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<tr>
<th>Variable</th>
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<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
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<tr>
<td>The high school band directors viewed the subjects as being moderately successful or unsuccessful on their band instrument.</td>
<td>Bl</td>
<td>0.928&lt;sup&gt;b&lt;/sup&gt;</td>
<td>0.862</td>
<td>0.010</td>
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<td>0.744&lt;sup&gt;d&lt;/sup&gt;</td>
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<sup>a</sup>Variable code key is as follows: M = MEAT; B = Band Director's Questionnaire.

<sup>b</sup>Variables were excluded from this table that were printed out by the computer because they failed to account for the needed one % of the variance.

<sup>c</sup>These variables were entered out-of-order by the computer according to the $R^2$ Change. Since the variables were not weighted when they were entered into the regression analysis, this occurrence cannot be explained.

<sup>d</sup>Indicates the total percentage of the variance accounted for when the decimal point is moved two places to the right.
band was a significant predictor of college band participation. In this case, it is the lack of input by the parents in the decision making process that has become a significant predictor of college band non-participation due to lack of interest. Whether or not the subjects had already made their decision not to participate in the college band and felt consulting with their parents was not needed or the parents seemed to lack enough interest in the subjects' continued band participation in college to discuss the possibility with these subjects is not known. The parents seem to have either advised the subjects to join the college band (variable M27A) or they did not discuss the subjects' participation in the college band (variable M27D). The raw data reveals that only one subject among those college band non-participants due to lack of interest was advised by his or her parents not to join the band (variable M27B) and none of the college band participants received advice from their parents "not to join the band." Therefore, the advice or lack of discussion by the parents concerning college band participation had an important influence on the direction of the decisions made by the subjects. Variable M27D accounted for 8.2 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

Variable M18A. The non-performance of solos for community groups seems to be associated with college band non-participation due to lack of interest. The specific variable identified here is the non-performance of solos for church (see Table 14). However, Table 13 will reveal that the variable code M18B, the other possible community group for which solos could be played in question 18 on the MEAI, has almost the same
negative correlation with college band participation as variable M18A. Therefore, the interpretation here is that the lack of performance of solos for community groups is a significant predictor of college band non-participation due to lack of interest. As was noted earlier in this chapter, the performance or lack of performance of solos for community groups seem to be indicating the direction of the decisions made by the subjects concerning college band participation or non-participation. Variable M18A accounted for 7.2 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

Variable M42. College band non-participants who gave the reasons for their non-participation as a lack of interest seem to view a college education as being more than just vocational training. As was noted earlier in this chapter, this variable became a predictor of college band participation. That is, college band participants viewed college as being primarily that of vocational training. Whether or not this variable is interacting with the subjects' decisiveness concerning their vocational goals is not known. It is somewhat surprising that this variable would have split the sample in the direction that it did since it might be expected that college band non-participants would use the excuse that they needed to devote more time to their vocational major in college. Therefore, the exact intent of this variable seems to be unclear. However, variable M42 (these subjects feel that college is more than that of vocational training) is retained as a significant predictor of college band non-participation due to lack of interest. This variable accounted for 5.6 per cent of the variance in this regression analysis.
Variable InstB. There seems to be an association between playing a brass instrument and college band non-participation due to lack of interest. It was noted earlier in this chapter that the variable also became a predictor of college band participation. Both of the simple correlation coefficients for variable InstB were positive with regards to college band participation and non-participation. This seems to indicate that playing a brass instrument is associated with both college band participation and non-participation due to a lack of interest. The exact interpretation for the dual predictor role of playing a brass instrument seems to be unclear. This variable accounted for 4.2 per cent of the variance and is retained as a predictor of college band non-participation due to lack of interest.

Variable M44. The need to take part in extra-curricular activities other than the college band seems to be associated with college band non-participation due to lack of interest. This variable seems to indicate that these college band non-participants are considering other types of activities other than the college band in which they can participate. It would seem that this variable is interacting with variable M39, the first one identified in this regression analysis, which indicated that the subjects had not planned to play their instrument in the future. Variable M44 accounted for 4.2 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

Variable M21. Non-attendance of concerts (of any type), voluntarily, within a given school year seems to be a significant predictor of college band non-participation due to lack of interest. Attendance at
concerts seems not to be a priority value among these subjects since it is not a part of their behavior patterns. It might be hypothesized that this variable may be an indicator of a lower level importance for music, generally, in these subjects' lives than for college band participants. Table 13 will reveal that variable M38 (music is an important part of my life) has a negative correlation coefficient which indicates that college band non-participants tend to feel music is an important part of their lives to a lesser degree than the sample as a whole.

Table 6 will reveal that the college band participants had a higher level of interest in music, generally, than the college band non-participants since the correlation coefficient here is positive. Therefore, the fact that the subjects who did not participate in the college band due to lack of interest did not attend concerts, voluntarily, within a given school year seems to indicate that these college band non-participants also have a lower level of interest in music, generally, than do college band participants. Variable M21 accounted for 3.2 per cent of the variance and is retained as a significant predictor of college band participation due to lack of interest.

**Variable M5.** Less out-of-school time for high school band activities seemed to be required of college band non-participants than the rest of the sample. Table 13 will reveal that this variable has a negative correlation coefficient. The manner in which this variable was coded indicates that these subjects reported less out-of-school time required of them than the total sample had reported (see Appendix A). The raw data seems to indicate that the sample, as a whole, reported out-of-school time required for high school band activities to be on a bi-weekly basis.
College band non-participants due to lack of interest reported out-of-school time required of them for high school band activities to be less than once a month. Table 6 will reveal that variable M4 (the number of years the subjects played in a small ensemble while in high school) has a positive correlation with college band participation indicating that these subjects spent more than two years (the mean number of years for the total sample) in a small ensemble. This variable is negatively correlated for college band non-participants due to lack of interest (see Table 13). This information could indicate that those who participated in the college band spent more out-of-school time in small ensembles, which often requires out-of-school time, than did the college band non-participants. However, the exact meaning of this variable is not clear. It might be expected that those having the greatest amount of out-of-school time required of them for high school band might grow tired of the band experience and lose interest. Variable M5 accounted for 2.3 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

Variable M35. Lack of enjoyment of playing the high school band instrument seems to be associated with college band non-participation due to lack of interest. When this variable is viewed with variable M39 (subjects have not planned to play their instruments in the future), it would appear that a lack of interest in playing the instrument itself may be an important contributing factor to these subjects' lack of interest in participation in the college band. Variable M35 accounted for 1.9 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.
Variable M2. A fewer number of years of private study on the high school band instrument seems to be associated with college band non-participation due to lack of interest than is associated with college band participation. Table 13 will reveal that this variable has a low negative correlation with college band participation for these subjects. On the surface, this negative correlation might indicate that these subjects did not take private lessons on their high school band instrument. However, the raw data seems to indicate that these subjects took lessons privately for less than one year. The simple correlation for college band participants for variable M2 was positive (see Table 6). This correlation coefficient seems to indicate that college band participants took private lessons on their instruments for a greater number of years than the total sample (see Table 13). The mean number of years of private study for the total sample was one to two years. Therefore, the interpretation of this variable for college band non-participants due to lack of interest is that they studied privately on their instruments for less than one year. Variable M2 accounted for 1.5 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

Variable M29C. The lack of discussion of college band participation with the high school band director seems to be associated with college band non-participation due to lack of interest. Although the high school band director's advice to participate in the college band was not identified as a predictor of college band participation, this variable (M29A in Table 6) was significantly correlated with college
band participation at the .05 level. The simple correlation of variable M29C with college band non-participation due to lack of interest is significant at the .01 level (see Table 13). It appears that the high school band directors' advice, or lack of discussion, concerning college band participation is somewhat selective. The directors appear to be advising those subjects to participate in the college band who eventually do participate while the directors do not discuss the possibility of college band participation with those who eventually decide not to participate in the college band. It might be hypothesized that the directors are only advising those subjects to participate in the college band who are successful on their instruments. Since the college band participants were sitting in the upper-third of their sections in the high school band, as reported by their directors (variable B2 in Table 7), a certain degree of success on the instrument can be assumed. On the other hand, the directors appear not to have discussed college band participation with those they consider to be moderately successful or unsuccessful on their instruments. Variable B1 (the directors consider the subjects to be moderately successful or unsuccessful on their instruments) was a significant predictor of college band non-participation due to lack of interest and will be discussed later in this chapter. Therefore, variable M29C, concerning the lack of discussion of college band participation with the high school band director, is retained as a significant predictor of college band non-participation due to lack of interest. This variable accounted for 1.6 per cent of the variance in this regression analysis.
**Variable M3.** The non-performance of solos at district solo and ensemble contest seems to be associated with college band non-participation due to lack of interest. The identification of a lack of performance of solos at district solo and ensemble contest as a significant predictor of college band non-participation due to lack of interest seems to underscore the importance of the performance of solos at district contest as a positive influence on the decision to participate in the college band. This variable seems to be an indicator of a general lack of interest in playing the instrument on the part of these college band non-participants along with those variables cited earlier in this chapter (variables M18A, M35, and M37) that seemed to support this suggestion. Variable M3 accounted for 1.5 per cent of the variance and is retained as a significant predictor of college band participation due to lack of interest.

**Variable M7.** Ownership of the high school band instrument seems to be associated with college band non-participation due to lack of interest. In the study done by Clothier (1967), ownership of the instrument was a significant factor in the decision of his subjects to participate in the college band. (p. 112) Variable M7 here seems to be contradictory to the Clothier findings. The variable seems to be a reflection of the fact that the majority of the sample owned their own instruments. It will be recalled that earlier in this chapter the discussion of variable C3B (the college band participants did not need a college-owned instrument in order to participate in the college band), as well as variable C3D (the subjects were not participating in the college band but would not have needed a college-owned instrument)
seemed to indicate that the majority of the sample owned their own instruments. Variable M7 accounted for one per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

**Variable M37.** College band non-participants who give the reason for their non-participation as a lack of interest seem to like to listen to music more than they like playing their instruments. This variable seems to be interacting with variable M35 (a lack of enjoyment of playing the instrument) and is further indication that lack of interest in playing the instrument is a significant contributing factor to college band non-participation due to lack of interest. This variable accounted for 1.1 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

**Variable M13.** A position in the middle to lower third of the section in the high school band seems to be associated with college band non-participation due to lack of interest. When this variable is viewed along with variable B1 (the high school band directors' views that the subjects are moderately successful or unsuccessful on their instruments), the apparent lack of interest these subjects have in college band participation may be due to both lack of interest in playing the instrument, which has been inferred in a previous discussion, and lack of success on the instrument. It appears that these factors are interacting with each other to influence the decision of these college band non-participants to lay their instruments aside after high school graduation (variable M39 in Table 14). This variable accounted for 1.4 per cent of the variance and is retained as a
significant predictor of college band non-participation due to lack of interest.

Variable M47. The social aspects of the college band do not appear to be as important to these college band non-participants as the musical aspects. The question might be raised as to why these subjects would consider the social aspects of the college band to be less important than the musical aspects when they did not plan to join the college band? One explanation might be that the subjects were not expecting positive social experiences to be associated with college band participation. Since those subjects participating in the college band felt that the social aspects of the college band were as important to them as the musical aspects, the social aspects appear to be an indicator of the direction in which the decision to participate or not to participate in the college band was made. Variable M47 accounted for 1.4 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

Variable M43. College band non-participants who gave the reason for their non-participation as a lack of interest seem to feel the need to excel in their academic studies to a lesser degree than the total sample. Table 13 will reveal that this variable has a low negative correlation coefficient. The raw mean for the Likert-type statement on the MEAI (question 43 in Appendix A) indicated that the total sample "strongly agreed" that they feel the need to excel in
their academic studies in college. The raw mean for these college band non-participants indicated that they were in the "agree" answer category on this item. Therefore, this variable is interpreted to mean that these college band non-participants feel the need to excel in their academic studies but to a lesser degree than the other subjects in the selected sample. Variable M43 accounted for one per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

**Variable Bl.** The high school band directors of those subjects who did not participate in the college band due to lack of interest tend to rate these subjects as moderately successful or unsuccessful on their high school band instruments. It will be recalled that this variable along with variable M13 (the subjects sat in the middle to lower third of their sections in the high school band) seemed to indicate that the lack of interest in college band participation might be partly due to a lack of success on the instrument. Whether or not the high school directors conveyed their view of these subjects' success on their instruments to the subjects themselves is not known. However, the fact that the subjects were sitting in the middle to lower third of their section would seem to be an indicator of what the directors felt about their apparent lack of success on the instruments. Therefore, it would appear that variable Bl and variable M13 are interacting together to indicate that the college band non-participants who lacked interest in participating in the college band were less successful on their instruments than college band participants who were sitting in the upper-third of their sections in the high school band (variable B2 in Table 7).
Variable B1 accounted for one per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

**Significant Predictors of College Band Non-participation Due to Lack of Interest From Regression Analysis Two**

Five variables were identified as contributing one per cent or more to the variance from the second regression analysis for college band non-participants due to lack of interest. This second regression analysis included data collected from the College Questionnaire which the subjects filled out in the fall of 1976 when they got to college. The first variable in this regression analysis accounted for 21.5 per cent of the variance. All five variables had F ratios that were significant at the .05 level. Although the five variables identified as significant predictors of college band non-participation due to lack of interest accounted for only 28.9 per cent of the variance, this regression analysis is retained as having identified a significant level of prediction for the dependent variable of college band non-participation due to lack of interest since the other requirements, listed above, were met. The five variables identified as significant predictors for this dependent variable will now be discussed individually.

**Variable C9.** Variable C9 reveals an interesting attitude on the part of the college band non-participants who gave the reason for their non-participation as lack of interest. They seemed to feel that band as an activity is associated with activities engaged in by high school students but not college students. It appears that these subjects
Table 15
Significant Predictors of College Band Non-participation
Due to Lack of Interest Identified By
Regression Analysis Two

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Code&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Multiple R</th>
<th>R²</th>
<th>ΔR²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subj cts felt that band as an activity was more appropriate for high school students that it is for college students.</td>
<td>C9</td>
<td>0.463</td>
<td>0.215</td>
<td>0.215</td>
<td></td>
</tr>
<tr>
<td>Subj cts attended state universities.</td>
<td>CTA</td>
<td>0.565&lt;sup&gt;b&lt;/sup&gt;</td>
<td>0.319</td>
<td>0.020</td>
<td></td>
</tr>
<tr>
<td>Subj cts did not choose to participate in small instrumental music ensembles at the college they attended.</td>
<td>C8C</td>
<td>0.578</td>
<td>0.334</td>
<td>0.016</td>
<td></td>
</tr>
<tr>
<td>Subj cts were not contacted by a college band representative.</td>
<td>C2E</td>
<td>0.590</td>
<td>0.348</td>
<td>0.014</td>
<td></td>
</tr>
</tbody>
</table>
Table 15 -- continued

<table>
<thead>
<tr>
<th>Variable Description</th>
<th>Code</th>
<th>Multiple R</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects did not bother to find out whether or not a college-owned instrument was available to them to use.</td>
<td>C3E</td>
<td>0.628$^b$</td>
<td>0.395</td>
<td>0.024$^c$</td>
</tr>
<tr>
<td>Total $R^2$ Change</td>
<td></td>
<td></td>
<td></td>
<td>0.289</td>
</tr>
</tbody>
</table>

$^a$Variable code key is as follows: $C$ = College Questionnaire.

$^b$Variables were excluded in this table that were printed out by the computer because they failed to account for the needed one % of the variance.

$^c$This variable was entered out-of-order by the computer according to the $R^2$ Change. Since the variables were not weighted when they were entered into the regression analysis, this occurrence cannot be explained.

$^d$Indicates percentage of the variance accounted for when the decimal point is moved two places to the right.
perceive the band as an activity associated with a less sophisticated time in their lives. Whether or not this interpretation is correct, this variable sharply divided the sample and seemed to be an indicator of the direction their decision was made concerning college band participation. Those subjects who chose to participate in the college band felt that the band was an appropriate activity for college students. Variable C9 accounted for 21.5 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

Variable CTA. Attendance at state universities seems to be associated with college band non-participation due to lack of interest. The raw data indicates that 23 of the 30 subjects who were college band non-participants due to lack of interest were attending state universities (see Table 5). Table 13 will reveal that attendance at state universities (variable CTA) is positively correlated with college band non-participation due to lack of interest. Table 6 will reveal a very low but positive correlation of variable CTA with college band participation. Therefore, it appears that attendance at a state university is more likely to be associated with college band non-participation than with college band participation. An interesting fact is that the variable CTC (attendance at a private college) is positively correlated with college band participation and negatively correlated with college band non-participation due to lack of interest (see Tables 6 and 13). This would seem to suggest that those who attend private colleges might be more likely to join the college band than those who attend a state university. A feeling of a lack of qualification to be in the state
university bands by the subjects could be the reason for this variable (CTA) to have been associated with college band non-participation. Stanley (1964) and McClarty (1968) both reported that a feeling of a lack of musical qualifications for university band participation was an important factor influencing the decision of their subjects to decline participation in the college band. (p. 52)(p. 131) At private colleges the competition for admission to the college band might have been perceived by the sample, as a whole, as less demanding and they may have been more willing to participate. Variable CTA accounted for two per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.

**Variable CSC.** Participation in small instrumental ensembles at the college level are avoided as well as the college band by subjects who lack interest in the college band. Table 13 will reveal that this variable has a negative simple correlation coefficient indicating that there is considerable non-participation among these subjects in small instrumental ensembles at the college level. The raw data indicates that none of the college band non-participants due to lack of interest participated in a small instrumental ensemble at the college level. This variable seems to confirm these subjects' intentions not to play their instruments in the future (variable M39 in regression analysis one) since they do not play in any college ensemble. Variable CSC accounted for 1.6 per cent of the variance and is retained as a significant predictor of college band non-participation due to lack of interest.
Variable C2E. Subjects who gave the reason for their non-participation in the college band as lack of interest seem not to have been contacted by a college band representative, particularly the college band director. Table 6 will reveal that variable C2A (contact by the college band director) is positively correlated with college band participation while variable C2E (the subject was not contacted) is negatively correlated with college band participation. Conversely, variable C2E is positively correlated with college band non-participation due to lack of interest while variable C2A is negatively correlated with college band non-participation due to lack of interest (see Tables 6 and 13). This would seem to indicate that the director's contact of the subject was important in the decision making process concerning college band participation. It is possible that those subjects who were "successful" high school instrumentalists became known to the college directors and were contacted while those less "successful" subjects, as indicated by earlier predictors for this dependent variable, were overlooked. Whether or not contact by the college band director would have had an influence on the college band non-participants to participate is not known. Contact of the subjects by the director does seem to be important to college band participation and the lack of contact by the director is associated with college band non-participation. Variable C2E is retained as a predictor of college band non-participation due to lack of interest. This variable accounted for 1.4 per cent of the variance in this regression analysis.

Variable C3E. College band non-participants who gave the reason for their non-participation as a lack of interest seem not to have
bothered to investigate whether or not a college-owned instrument was available for them to use. This variable would seem to be interacting with their decision not to play in the college band. It also seems to lend further support to the suggestion that their decision was made before they reached college. Variable C3D (subjects did not participate in the college band but would not have needed a college-owned instrument in order to participate) had a significant positive correlation at the .01 level with college band non-participation due to lack of interest. The combination of the above suggestions with the variable identified here seems to indicate that the subject did not need a college-owned instrument and did not bother to find out whether one was available. Thus, the view that this variable (C3E) is interacting with their decision not to participate in the college band seems to have been supported by these variables. Variable C3E accounted for 2.4 per cent of the variance in this regression analysis and is retained as a significant predictor of college band non-participation due to lack of interest.

Urban-rural-suburban strata. Since the selected sample was stratified into urban and rural-suburban strata, it seemed important to report on this variable in the results of the study. Variable Area was not identified as a predictor of either college band participation or college band non-participation due to lack of interest. Tables 6 and 13 will reveal that this variable had a low positive correlation with college band participation. Since the coding for this variable was one for urban and zero for rural-suburban, these correlations would tend to be in favor of the urban strata. However, these correlation coefficients
are close to zero which would mean there was no correlation of this variable with college band participation. The fact that variable Area was not selected as a significant predictor of college band participation or non-participation would seem to indicate that the location of the high school, whether urban or rural-suburban, had little influence on the decision the subjects made to participate or not to participate in the band at the college level. Furthermore, it would seem to indicate that the selected sample had rather homogenous characteristics.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS,
AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether or not there are significant predictors of college band participation by college freshmen with high school band experience. A subordinate part of this study was to determine whether or not there are significant predictors of college band non-participation by college freshmen with high school band experience.

The need for the study was based on the following: (1) college bands need to increase the number of students participating in the band and a study of the significant predictors of college band participation might be the basis for a plan of action by high school and college band directors to help foster those areas in the school band experience identified as predictors of college band participation; (2) music educators are concerned with the apparent lack of carry-over of high school musical activities into college and adult life and would be interested in the identification of the significant predictors of college band participation in order to apply this information to their own teaching situations; (3) a longitudinal study, having predictive significance, is needed since a study of this type could not be found; and (4) there is a need to replicate, extend, and update certain aspects of the
results of the few studies done concerning college band participation to reflect the high school and college climate of the 1970's.

Studies in the carry-over of high school instrumental music activities into adult life and four studies done on college band participation by Stanley (1964), Clothier (1967), McClarty (1968), and a pilot study by Mountford (1975) formed the basis for the sub-hypotheses of this study. Since one of the needs for this study was to replicate, extend, and update certain aspects of the few college band studies done in the 1960's, the sub-hypotheses were taken from the significant results of these studies along with the results of the studies in the carry-over of high school instrumental music activities into adult life. These sub-hypotheses were then represented by at least one question on The Musical Experience and Attitude Inventory (MEAI), the Band Director's Questionnaire, and the College Questionnaire that were used to gather the data for the study (see appendices A through C).

Procedure

The development of the questionnaires. Since this study was to be a longitudinal study in which the subjects would be questioned at two periods in their lives, the sub-hypotheses were assigned to the MEAI, the Band Director's Questionnaire, and the College Questionnaire on the basis of when the sub-hypotheses, reworded as questions, could be best answered by those for whom they were prepared. All sub-hypotheses that could be answered while the subjects were still in high school were assigned to the 50-item MEAI. The one sub-hypothesis that required the high school band directors' answer concerning the subjects was assigned to the Band Director's Questionnaire. Those sub-hypotheses requiring
the subjects' answers after they arrived at college were assigned to the College Questionnaire.

All questions used on the questionnaires that were intended to obtain data of an informational nature were worded in question form with a maximum of five forced-choice answers available for selection. Questions of an attitudinal, valuative, or judgmental nature were worded in Likert-type statements to which the subjects could indicate that they strongly agreed, agreed, were undecided, disagreed, or strongly disagreed with the statement (see Appendices A through C). Since all of the questions used on the questionnaires in this study were of the two formats described above, it was decided to do the preliminary testing of the wording of the questions on the 50-item MEAT. The experience gained in the wording of the questions from the preliminary testing would then be applied to the development of the Band Director's Questionnaire and the College Questionnaire.

The preliminary testing of the MEAT was begun in October of 1975 and involved three steps. First, the questions to be used on the MEAT were given to college band students who were asked to evaluate the questions as to whether they were worded in a positive, negative, or ambiguous manner (see Appendix E). Second, an A Postori version of the MEAT was developed with the forced-choice answers deleted. This allowed the respondent to write his or her answers freely. This A Postori questionnaire was administered to ten high school band seniors who were planning to attend college in the fall of 1976 and was given to test the forced-choice answers to be sure that they were surveying all of the possible answers that could be given to the questions (see Appendix F). Third, when the
adjustments to the forced-choice answers were made on the MEAI from the
results of the A Postori questionnaire, the MEAI was given to high school
band seniors who were planning to attend college in the fall of 1976 in a
pilot test. Both high schools were not part of the high schools from
which the selected sample was drawn and were selected for the preliminary
testing on that basis. All of the preliminary steps in the development
of the MEAI were successful and were completed by December of 1975.

The Band Director's Questionnaire involved two questions and was de-
developed in December of 1975. The first question involved the director's
view of the subjects' success on their instruments in his high school
band. The second question was a cross-check question of item 13 on the
MEAI concerning the third of the section in which the subject sat in the
high school band (see Appendix B). This questionnaire was given to the
high school band directors at the same time that the MEAI was admin-
istered to the subjects.

The College Questionnaire was constructed for the purpose of:
(1) determining the subjects' positions concerning their participation
or non-participation in the college band; (2) obtaining data on the
influences of college life on the subjects' decision to participate or
not to participate in the college band; and (3) obtaining follow-up
information originally obtained from the subjects on the MEAI (see
questions 24 and 30 in Appendix A). This questionnaire was developed
and mailed to the subjects in the fall of 1976 when they got to
college (see Appendix C).

The selection of the sample. The selected sample for this study
was drawn from public high schools in Stark County, Ohio. Stark County
is 73.4 per cent urban as reported by the United States Department of Commerce. (Bureau of the Census, 1972, p. 366) The county has three large population centers. Canton, Ohio, has a population in excess of 100,000 while Alliance and Massillon, Ohio, have populations between 50,000 and 100,000. The high schools were classified as urban and rural-suburban by the Stark County Superintendent of Schools. The urban high schools were in the three large population centers and were out of the jurisdiction of the Stark County Superintendent of Schools. The rural-suburban high schools were outside the three large population centers and were under the jurisdiction of the Stark County Superintendent of Schools. The target population and the selected sample were stratified according to the urban and rural-suburban classification described above.

In late December of 1975, the band directors in the 20 public high schools in Stark County, Ohio, were contacted by telephone and a letter requesting permission to use their college-bound seniors for the study. A return post card was received from 19 of the high school band directors containing their signature and the signature of the high school principal granting permission to conduct the study with their high school band seniors. One high school declined to participate in the study due to unhappy experiences with research projects in the past.

A visit was made by the investigator to each of the 19 cooperating high schools in the study for the purpose of identifying the target population. On each visit, the investigator read the following statement to the band:

How many seniors in this band have applied or are in the process of applying for admission to a private college or state university
where a college band is likely to exist? This does not include those seniors who plan to attend technical colleges or nursing schools (see Appendix I).

Those seniors responding to this statement were asked to retire to another room and were given a verbal description of the study. Since some of the high school principals asked that the subjects be allowed to decline participation in the study, all were given the opportunity to decline. All of the students identified in the target population agreed to be in the study. A total of 32 students were identified in the urban strata and 159 students in the rural-suburban strata for a total of 191 high school band seniors in the target population.

The 191 students identified in the target population were listed alphabetically in the urban and rural-suburban strata without regard to the high school from which they were drawn. A table of random numbers was consulted and a 75 per cent random selection of the urban population was made while a 50 per cent selection of the rural-suburban population was taken. The selection process yielded 24 names in the urban strata and 79 names in the rural-suburban strata for a total of 103 subjects in the original selected sample.

The collection of the data.

Each participating high school that had subjects selected in the sample were visited again in April and May of 1976. The MEAI was administered to the subjects and the Band Director's Questionnaire was given to the high school band director. The subjects filled in the requested information on the cover of the MEAI and were asked to read the description of the study given on the cover of the questionnaire. The subjects were assured that they would not be identified individually
in the study and were encouraged to give accurate and honest answers to all of the questions on the MEAI. The Band Director's Questionnaire contained the names of the subjects of the study that were in the director's band and he was asked to answer each of the two questions by rating each subject as the question directed (see Appendix B). Five subjects were lost to the study at the time of the administration of the MEAI. These subjects had change of plans concerning college attendance. Thus a total of 98 subjects filled out the MEAI.

Several of the high schools that were visited at the time of the administration of the MEAI had subjects that were absent from school on the day the investigator visited. A copy of the MEAI along with a stamped and self-addressed envelope was left with the high school band director to give to those subjects who were absent. The high school band directors supervised the subjects' completion of the MEAI and they mailed the questionnaires to the investigator. All 98 MEAI forms were received by the end of May of 1976.

The information the subjects gave on the cover of the MEAI was transferred to four by six cards. This information was then used in gaining the telephone numbers of the subjects' parents and for the purpose of getting the addresses for the mailing of the letters to the parents.

In the fall of 1976 the parents were sent a letter along with a description of the study informing them of their son's or daughter's involvement in the study and informing them of a telephone call that would be made to obtain the college mailing address of their son or daughter (see Appendix K). In early October of 1976, all 98 parents
were contacted by telephone and the college mailing address of their son or daughter was obtained. It was learned at this time that 12 subjects had failed to attend college as they had originally planned and it was necessary to drop them from the study. This meant that 86 subjects were still eligible for the study and that number of College Questionnaires were mailed to the subjects in October of 1976.

The majority of the subjects of this study attended colleges and universities in the state of Ohio. However, some of the subjects attended colleges and universities in the states of Arizona, Georgia, Indiana, Missouri, Pennsylvania, and West Virginia. Thus a broad spectrum of state universities and private colleges and universities in Ohio and other states were attended by the subjects of this study. This fact is important since college band programs ranging from those that are well known and considered to be outstanding to those that are not well known and might be less than outstanding were represented by the colleges and universities that were attended by the subjects. This study, then, seems to have satisfied the criticism of Conrey (1971) that Clothier (1967) and McClarty (1968) did not include any outstanding college band programs in their studies. (p. 28)

In the months of October and November of 1976, the return of the College Questionnaire was being received from the subjects. It was learned at this time that the Kent State University-Stark County Branch did not have a college band. This made it necessary to drop the 11 subjects attending that college from the study. This further reduced the sample from 86 to the final sample size of 75 subjects. The total loss of subjects from the original sample of 103 was
28 subjects. This was a 27.1 per cent attrition rate for the selected sample. All of the subjects lost to the study were dropped for failure to attend college as planned or they attended a college that had no college band.

A total of 67 College Questionnaires were received from the first mailing. This represented at 89 per cent return at this time. The eight subjects who failed to return their questionnaires were sent a second one along with a letter requesting their immediate return (see Appendix N). Three of the subjects had to be contacted by telephone when the second mailing of the questionnaire to them failed to gain the return of these forms. By mid-November of 1976, a 100 per cent return of the College Questionnaires was achieved from the 75 subjects still eligible for the study.

A total of 21 subjects indicated on the College Questionnaire that they were members of the band where they attended college. This represented 28 per cent of the sample in this study and was close to the 32 per cent rate of college band participation in the study reported by Clothier (1967). (p. 118) Those subjects not participating in the band gave the reasons for their non-participation as: (1) a failed audition (one subject); (2) work schedule conflicts (23 subjects); and (3) lack of interest (30 subjects).

Those subjects who reported that they were members of the college band had that membership validated by their director. The Validation Sheet was sent to the director given by the subjects on question one of the College Questionnaire (see appendices C and D). The Validation Sheet was mailed to 11 college band directors. Seven directors returned
their signed Validation Sheets from the first mailing. Those college band directors failing to return their Validation Sheets were contacted by telephone and asked to validate the membership of those subjects who indicated that they were in that director's band. The telephone contact of the college directors was necessary since the treatment of the data was to be done in December of 1976 and there was not time to do a second mailing of the Validation Sheets. All 21 subjects who indicated that they were members of the college band had their membership validated by their director.

The treatment of the data. The treatment of the data included:

(1) the coding of the answers given by the subjects to the questions on the MEAI and the College Questionnaire and the responses of the high school band directors to the questions on the Band Director's Questionnaire; (2) the transfer of these codings to computer cards; and (3) the statistical treatment of the data through the use of the BMDO2R program which is a step-wise multiple regression analysis.

The coding of the subjects' answers to the questions on the two questionnaires they filled out and the high school band directors' responses to the questions on the Band Director's Questionnaire were coded on Fortran Coding Forms. Those questions having forced-choice answers with a hierarchy of preferred answers regarding college band participation were given numbers of five, for the most preferred answer, to one, for the least preferred answer. If a forced-choice answer had a "none" category, the numbers given in the coding were from four, for the most preferred answer, to zero, for the "none" category. Only one column was given for each question on the Fortran Coding Form and on the computer cards for questions having answers in
the hierarchical format regarding college band participation. Those questions on the questionnaires that had forced-choice answers of a categorical nature were given one column for each answer category to these types of questions. This meant that each answer category would be entered as a separate variable in the regression analysis. The category that was checked by the subject was coded as a one and the other answer categories left unchecked were coded as a zero. After the codings had been completed, they were checked twice against the subjects' responses on the MEAT and the College Questionnaire and the responses of the high school band directors on the Band Director's Questionnaire before the codings were transferred to the computer cards.

Since this study was endeavoring to establish predictive validity for those sub-hypotheses appearing in question form on the three questionnaires used in this study it was decided to use the BMD02R program which is a step-wise multiple regression analysis to treat the data. The original intent of the study was to run regression analyses on five dependent variables of: (1) college band participation; (2) college band non-participation due to a failed audition; (3) college band non-participation due to work schedule conflicts; (4) college band non-participation due to class schedule conflicts; and (5) college band non-participation due to lack of interest. These dependent variables were obtained from the subjects' responses to questions one and four on the College Questionnaire (see Appendix C). The dependent variables were reduced to four when only one subject reported that he had auditioned for the college band and had failed that audition. Since a regression analysis cannot be run for a case of one, this subject's
data card was not entered into the treatment of the data. Thus the total N for the treatment of the data was 74.

A total of 116 variables were produced from the answers to the questions on the three questionnaires used in the study. Since 116 variables were too many for the program to handle on a single regression card (a total of 100 variables was the maximum number that could be run for each regression card with no more than 200 variables being run for each dependent variable), it was necessary to split the data between two regression analyses for each dependent variable. The data was divided for the two regression analyses on the basis of when the data was collected. Regression analysis one for each of the dependent variables included the data obtained from the MEAT and the Band Director's Questionnaire which was collected in the spring of 1976. Regression analysis two for each of the dependent variables was run for the data collected from the College Questionnaire that was filled out by the subjects in the fall of 1976. The dependent variables were:

1. college band participation;
2. college band non-participation due to work schedule conflicts;
3. college band non-participation due to class schedule conflicts; and
4. college band non-participation due to lack of interest.

Results of the Study

Significant predictors of college band participation. Regression analysis one for the dependent variable of college band participation identified 18 variables that each accounted for one per cent or more of the variance. The first variable, which should account for no less than 20 per cent of the variance, accounted for 39.2 per cent. All of the F
ratios (the internal test made by the program to determine whether or not each variable added to those already in the multiple correlation coefficient is significantly contributing to the prediction of the dependent variable) were significant at the .01 level. The total percentage of the variance accounted for by the 18 variables identified was 76.5 per cent. In view of these factors, it can be stated with confidence that a significant level of prediction was achieved by the variables identified in this regression analysis for the dependent variable of college band participation.

The variables that were identified as significant predictors of college band participation are listed here in the order in which they contributed to the variance. The percentage that each variable contributed is given in parentheses.

There is an association between the subjects' decision to participate in the college band and:

1. that decision being made while the subjects were still in high school. (39.2%)
2. the subjects' performance of solos on their band instrument for clubs. (6%)
3. the subjects' participation in a church instrumental ensemble. (3.7%)
4. the presence of older friends of the subjects' in the college band where they planned to attend college while they were still in high school. (2.9%)
5. the subjects' non-selection of the musical style of rock as the musical style they liked best. (2.8%)
6. the subjects' performance of solos on their band instruments at district solo and ensemble contest. (2.6%)
7. the participation of the subjects in a community orchestra that is not connected to the high school. (2.4%)
8. the advice of the private instructor of the instrument the subjects played in the high school band to "join the college band." (2.4%)

9. the subjects' view that the social aspects of the college band was as important to them as the musical aspects. (2.1%)

10. the subjects' playing of brass instruments. (1.8%)

11. the report of the high school band directors that the subjects sat in the upper-third of their sections in the band. (1.7%)

12. the planning of the subjects to be non-music majors but to a lesser degree than the college band non-participants. (1.6%)

13. the subjects' report of having always planned to play their instruments in the future. (1.6%)

14. the subjects' feelings that participation in the college band shows responsibility on their part but to a lesser degree than non-participants. (1.5%)

15. the advice of the subjects' parents to "join the college band." (1.5%)

16. the advice of the subjects' high school friends to "join the college band." (1.3%)

17. the subjects' expectations that the college band will take about the same amount of time as their high school band required. (1.2%)

18. the subjects' view that a college education is primarily that of vocational training. (1%)

Three variables that accounted for one per cent or more of the variance were identified as significant predictors of college band participation from regression analysis two. The F ratios for the three variables identified were all significant at the .01 level. The total variance accounted for by the three variables was 67.9 per cent. These factors indicate that a significant level of prediction was achieved for the variables in this regression analysis for the dependent variable
of college band participation.

There is an association between the subjects' decision to participate in the college band and:

1. the subjects' report that they did not need a college-owned instrument in order to participate in the college band. (58.8%)
2. the subjects' feelings that the band as an activity is as appropriate for college students as it is for high school students. (7.9%)
3. the subjects' participation in small instrumental ensembles at the college where they attend. (1.2%)

Significant predictors of college band non-participation. The regression analyses which were run for the dependent variables of college band non-participation due to work and class schedule conflicts were rejected as having identified a significant level of prediction among the variables. While a number of variables were identified that accounted for one per cent or more of the variance, the first one identified in each regression analysis failed to account for the needed 20 per cent of the variance. The F ratios for both regression analyses for the dependent variable of work schedule conflicts and the second regression analysis for the dependent variable of class schedule conflicts were non-significant at the .05 level. The first regression analysis for the dependent variable of class schedule conflicts did have F ratios that were significant at the .05 level but the failure of the first variable to account for the needed 20 per cent of the variance made it necessary to reject this one as having a significant level of prediction of college band non-participation.

The dependent variable of college band non-participation due to lack of interest had 18 variables identified as contributing one per cent
or more of the variance in the first regression analysis. The first variable identified in this regression analysis accounted for 25.9 per cent of the variance and the F ratios for all of the variables were significant at the .01 level. The total percentage of the variance accounted for by the 18 variables was 74.4 per cent. Therefore, a significant level of prediction was achieved by the variables identified in this regression analysis for the dependent variable of college band non-participation due to lack of interest.

There is an association between the subjects' decision not to participate in the college band due to lack of interest and:

1. the subjects' plans not to play their band instruments in the future. (25.9%)
2. the subjects' non-discussion of college band participation with their parents. (8.2%)
3. the subjects' non-performance of solos on their band instrument for community groups. (7.4%)
4. the subjects' view that a college education is more than primarily that of vocational training. (5.6%)
5. the subjects' playing of brass instruments. (4.2%)
6. the subjects' feelings that they need to take part in other extra-curricular activities beside the college band. (4.2%)
7. the subjects' non-attendance of concerts (of any type), voluntarily, within the last school year. (3.2%)
8. the subjects' report that they had less out-of-school time required of them for the high school band than college band participants. (2.3%)
9. the subjects' lack of enjoyment of playing their band instrument. (1.9%)
10. the subjects' non-discussion of college band participation with their high school band director. (1.6%)
11. the subjects' private study of their band instrument for less than one year. (1.5%)
12. the subjects' non-performance of solos at district solo and ensemble contest. (1.5%)

13. the subjects' report that they sat in the middle to lower third of their section in the high school band. (1.4%)

14. the subjects' view that the social aspects of the college band are not as important to them as the musical aspects. (1.4%)

15. the subjects' report that they do not like to play their instrument as well as they like to listen to music. (1.1%)

16. the subjects' ownership of their instruments. (1%)

17. the subjects' feelings that they need to excel in their academic studies to a lesser degree than college band participants. (1%)

18. the high school band directors' views that the subjects were moderately successful or unsuccessful on their band instruments. (1%)

Five variables were identified as contributing one per cent or more to the variance from regression analysis two for college band non-participation due to lack of interest. The first variable identified accounted for 21.5 per cent of the variance and the F ratios for the five variables were significant at the .05 level. Although the five variables identified by this regression analysis accounted for only a total of 28.9 per cent of the variance, the variables identified were retained as significant predictors of college band non-participation due to lack of interest since the other requirements, listed above, were met.

There is an association between the subjects' decision not to participate in the college band and:

1. the subjects' feelings that band as an activity is not as appropriate for college students as it is for high school students. (21.5%)
2. the subjects' non-attempts to find out whether or not a college-owned instrument was available for them to use. (2.4%)

3. the subjects' attendance of a state university. (2%)

4. the subjects' non-participation in small instrumental ensembles at the college they attended. (1.6%)

5. the non-contact of the subjects by a college band representative. (1.4%)

Conclusions

The major hypothesis and all sub-hypotheses except sub-hypothesis one were concerned with college band participation only. Sub-hypothesis one was the only sub-hypothesis concerned with college band non-participation. The retention or rejection of the major hypothesis and the sub-hypotheses of this study was based on whether or not the variables representing them from the regression analyses run for college band participation were identified as significant predictors. The results of the regression analyses run for college band non-participation due to lack of interest (the only dependent variable among the three used for college band non-participation to be retained as having identified a significant level of prediction among the variables identified) will not be repeated when sub-hypothesis one is discussed.

The major hypothesis will be listed and discussed first with sub-hypothesis one being listed and discussed in that order. The other sub-hypotheses will then be listed and discussed according to those that are: (1) accepted; (2) partially accepted; and (3) rejected but that had answer category variables to questions that represented the rejected sub-hypotheses that were identified as significant predictors of college
band participation. Those sub-hypotheses that were rejected as having predictive significance for college band participation will be listed last.

Major Hypothesis

There are significant predictors of college band participation by college freshmen with high school band experience.

The major hypothesis is retained since the results of the study indicated that the variables identified as significant predictors of college band participation in both regression analyses run on that dependent variable met the requirements for retention. The total percentage of the variance (the subjects' decision to participate in the college band) was 76.5 per cent for the first regression analysis and 67.9 per cent for the second regression analysis indicating that the significant predictors identified for college band participation accounted for the majority of the decision made by the subjects.

Therefore, it can be stated with confidence that there are significant predictors of college band participation by college freshmen with high school band experience.

Sub-hypothesis One

There are significant predictors of college band non-participation due to:

a. a failed audition
b. work schedule conflicts
c. class schedule conflicts
d. lack of interest

by college freshmen with high school band experience.
This sub-hypothesis can be only partially retained. College band non-participation due to a failed audition is rejected because only one subject auditioned for the college band and failed that audition. A regression analysis cannot be run for a case of one. College band non-participation due to work and class schedule conflicts are also rejected because a significant level of prediction of college band non-participation was not identified by the variables from the regression analyses run on these two dependent variables. The only sub-sample of sub-hypothesis one that is retained as having identified a significant level of prediction was college band non-participation due to lack of interest. Therefore, it can be stated with confidence that there are significant predictors of college band non-participation due to lack of interest by college freshmen with high school band experience.

Sub-hypotheses Retained for College Band Participation

Sub-hypotheses retained concerning the subjects' intentions concerning college band participation. Subjects who participate in the college band are those who:

1. state that they will participate in the college band when they get to college, when that statement was made by the subject while he or she was still in high school. (sub-hypothesis three)

Sub-hypotheses retained concerning the school band experience. Subjects who participate in the college band are those who:

1. have performed solos on their high school band instrument at district solo and ensemble contest. (sub-hypothesis six)

2. sat in the upper-third of their sections in the high school band. (sub-hypothesis 20)

3. play brass instruments. (sub-hypothesis 22)
Sub-hypotheses retained concerning community musical activities.

Subjects who participate in the college band are those who:

1. have performed solos for community groups on their high school band instrument. (sub-hypothesis 27).

2. belong to community instrumental music ensembles not connected with the high school. (sub-hypothesis 29)

Sub-hypotheses retained concerning the influence of others on the subjects' decision to participate in the college band. Subjects who participate in the college band are those who (whose):

1. have friends who are a part of the college band where they plan to attend college. (sub-hypothesis 35)

2. have parents who have advised them to participate in the college band. (sub-hypothesis 36)

3. have high school friends who advised them to participate in the college band. (sub-hypothesis 37)

4. private instructor of the instrument they play in the high school band advised them to participate in the college band. (sub-hypothesis 39)

Sub-hypotheses retained concerning the college band and college life. Subjects who participate in the college band are those who:

1. have always planned to play their high school band instrument in the future. (sub-hypothesis 41)

2. view a college education as primarily that of vocational training. (sub-hypothesis 47)

3. view the college band as requiring about the same amount of time as their high school band required. (sub-hypothesis 50)

4. view the social aspects of the college band as being as important to them as the musical aspects. (sub-hypothesis 53)

5. participate in other vocal and/or instrumental music ensembles at the college they attend. (sub-hypothesis 60)
6. feel that band as an activity is as appropriate for college students as it is for high school students. (sub-hypothesis 61)

Sub-hypotheses Partially Retained For College Band Participation

Sub-hypotheses that are partially retained concerning the college band and college life. Since these sub-hypotheses are only partially retained, the qualification of the sub-hypothesis will be given in parentheses.

Subjects who participate in the college band are those who:

1. feel that playing in a college band shows responsibility to the college on the part of the player (but to a lesser degree than college band non-participants). (sub-hypothesis 54)

2. are planning to be non-music majors (but to a lesser degree than college band non-participants). (sub-hypothesis 58)

Sub-hypotheses That Are Rejected For College Band Participation But That Had Other Variables Identified As Significant Predictors From That Sub-hypothesis

The following sub-hypotheses were rejected but had answer category variables identified as significant predictors from questions that represented these sub-hypotheses on the MEAT and the College Questionnaire. In both cases, these sub-hypotheses were but one answer category along with four other possible answers to the questions on the questionnaires. Each of the answer categories to these questions were entered as separate variables into the regression analyses for college band participation.

Sub-hypothesis concerning the subjects' musical values. Subjects who participate in the college band are those who:

1. like good selections from several musical styles. (sub-hypothesis 33)
This sub-hypothesis is rejected. However, the category of rock was identified as a significant predictor of college band participation. College band participants do not choose the category of rock when the musical styles of classical, rock, jazz, country-western, and good selections from any of these styles are available for selection. It was the non-selection of rock by the college band participants that is the significant predictor.

Sub-hypotheses concerning the college band and college life.
Subjects who participate in the college band are those who:

1. have a college-owned instrument available to them. (sub-hypothesis 45)

This sub-hypothesis is rejected. College band participants do not need a college-owned instrument in order to participate in the band. Simple ownership of the instrument is not the predictor of college band participation here since the majority of the sample owned their own instruments. The significant predictor here is the fact that whether or not the college has an instrument available for the subjects to use, they did not need it in order to participate.

Sub-hypotheses That Are Rejected for College Band Participation

Sub-hypotheses that are rejected concerning the sample. Subjects who participate in the college band are those who:

1. attend the type of high school (urban or rural-suburban) that will become a predictor of college band participation. (sub-hypothesis two)

Sub-hypotheses that are rejected concerning the school band experience. Subjects who participate in the college band are those who (whose):
1. consider themselves to be successful on their high school band instrument. (sub-hypothesis four)

2. have taken at least one year of private lessons on the instrument they play in the high school band. (sub-hypothesis five)

3. have performed in small instrumental ensembles while in high school. (sub-hypothesis seven)

4. regard marching band in high school to be a worthwhile activity. (sub-hypothesis eight)

5. had extra-school demands made on their time because of the high school band. (sub-hypothesis nine)

6. have practiced their high school band instrument at home while they were in high school. (sub-hypothesis 10)

7. own their own instrument. (sub-hypothesis 11)

8. were members of high school bands receiving high ratings (I or II) at district contest. (sub-hypothesis 12)

9. were a part of high school bands that took trips. (sub-hypothesis 13)

10. like their high school band director. (sub-hypothesis 14)

11. high school band director considers them to be successful on their instrument. (sub-hypothesis 15)

12. regard concert band as the most important part of their high school band experience, educationally. (sub-hypothesis 16)

13. began their instruments in the elementary grades. (sub-hypothesis 17)

14. participated in other non-instrumental music ensembles while they were in high school. (sub-hypothesis 18)

15. made the original selection of their band instrument themselves. (sub-hypothesis 19)

16. enjoy the instrument they play in the high school band. (sub-hypothesis 21)
Sub-hypotheses that are rejected concerning the home musical environment. Subjects who participate in the college band are those who:

1. have had at least one parent who played an instrument in the high school band. (sub-hypothesis 23)
2. have taken lessons on other instruments. (sub-hypothesis 24)
3. families sing or play instruments in the home on at least an occasional basis. (sub-hypothesis 25)
4. have older brothers or sisters who have played in the high school band. (sub-hypothesis 26)

Sub-hypotheses that are rejected concerning community musical activities. Subjects who participate in the college band are those who:

1. plan to play their high school band instrument for community groups in the future. (sub-hypothesis 28)
2. belong to community vocal music ensembles not connected with the high school. (sub-hypothesis 30)

Sub-hypotheses that are rejected concerning the subjects' musical values. Subjects who participate in the college band are those who:

1. like playing their high school band instrument as well as they like to listen to music. (sub-hypothesis 31)
2. feel that music is an important part of their life. (sub-hypothesis 32)
3. have attended more than one concert (of any type), voluntarily, within the last school year, other than those in which they participated. (sub-hypothesis 34)

Sub-hypotheses that are rejected concerning the influence of others on the subjects' decision to participate in the college band. Subjects who participate in the college band are those who:

1. view the auditions for the band as a positive challenge. (sub-hypothesis 42)
2. view a scholarship as a positive inducement to play in the band. (sub-hypothesis 43)

3. are contacted by a representative of the band. (sub-hypothesis 44)

4. have some advance opinion of the quality of the band where they plan to attend college. (sub-hypothesis 46)

5. feel the need to excel in their academic studies in college. (sub-hypothesis 48)

6. feel the need to participate in several extra-curricular activities. (sub-hypothesis 49)

7. have class schedules that do not interfere with the rehearsal schedule of the band. (sub-hypothesis 51)

8. anticipate the enjoyment of the college band experience. (sub-hypothesis 52)

9. view the tours taken by the college band as a positive inducement to join. (sub-hypothesis 55)

10. feel that participation in the college band will give them a needed break in the college day. (sub-hypothesis 56)

11. are music majors. (sub-hypothesis 57)

12. attend the type of college (state university, private college or university) that will become a predictor of college band participation. (sub-hypothesis 59)

**Implications**

There are several implications for college and high school band directors from the results of this study that need to be discussed. The most important implication seems to be that the decision to participate in the college band is the result of individual motivation and values on the part of the subjects. When the significant predictors of college band participation are considered as a whole, it is the interest of the subjects in their instruments that is predicting their decision to participate in the college band. The performance of solos,
participation in community instrumental groups, and the position of the
subjects in the upper-third of their sections in the high school band
are activities and positions held by the subjects that seem to indicate
that interest in the instrument is the most important implication from
the study.

The oft-stated charge that the high school band is over-working
the students or is over-emphasizing performance that tends to tire the
students is not supported by the evidence of this study. Not one of
the sub-hypotheses that involved the large group experiences of the
high school band was retained as having predictive significance for
college band participation. Those sub-hypotheses that were retained
from those concerned with the school band experience involved indivi-
dual initiative on the part of the subject. As far as the charge that
high school bands over-work their students through extra-school rehears-
als for performances is concerned, this study revealed that the college
band participants reported more out-of-school time required of them
than did the college band non-participants (see the results of the study
in this chapter for college band non-participation due to lack of inter-
est). Therefore, the high school band experience seems to be a
neutral factor in the decision to participate in the college band by the
college freshmen with high school band experience.

The home musical environment seems to be a neutral factor in the
decision of the subjects to participate in the college band. None of
the sub-hypotheses concerning the home musical environment were retained
as having predictive significance for college band participation.
Whether or not the parents or older brothers or sisters played in the
high school band or the family plays and/or sings in the home does not seem to be a contributing factor to the decision to participate in the college band.

The influence of persons close to the subjects on their decision to participate in the college band is second only in importance to the personal interest of the subject in their instrument in predicting their decision. The parents, high school friends, older friends who are members of the college band where the subjects planned to attend, and the private instructor are all exerting a positive influence on the subjects' decision to participate in the college band. This would seem to support Mager's (1968) statement that attitudes are strongly influenced by people. (p. 11) It is possible that the advice of the people close to the subjects to participate in the college band is a reflection of the interest these persons see displayed by the subjects in their instruments.

Another important implication of this study is that those who are college band participants made their decision to participate while they were still in high school. Since the studies of college band participation done by Clothier (1967), McClarty (1968), and Mountford (1975) also found that their subjects made their decision to participate in the college band while still in high school, a certain amount of confidence can be placed in the fact that the decision is, indeed, made at the high school level. Any plan that is to be implemented to increase the number of college band participants will have to be concentrated at the high school level. Also, future studies of college band participation can be concentrated at the college level with confidence that the
decision to participate in the band was made by the students while they were still in high school.

The expectations the subjects had about the college band and college life exerted a positive influence on their decision to participate. Several significant predictors were identified from those sub-hypotheses concerned with the college band and college life, but one predictor seems to warrant special discussion. The subjects seem to be expecting a positive social experience as a result of their participation in the college band. The social aspects of the college band experience are at least as important to the prospective participant as the musical aspects. When this predictor is combined with the one that indicated that the subjects had older friends in the college band before they got to college, it would seem that college band directors could help the recruitment of future band members by providing good social experiences. This fact should be carried home by the members of the band to those still in the high school band who are planning to attend that college the following fall.

The last implication concerning college band participation is that those who participate in the band have a broader musical taste than those who do not participate. While college band participants will select classical, jazz, or good selections from any style, they do not choose rock or country-western music as the style of music they like best (country-western was not selected by any of the subjects). The musical style of rock seems to be an important predictor since the college band participants do not like rock best while rock is positively correlated with college band non-participation due to lack of interest.
Since those who participated in the college band and those who did not come from the same high school bands, it appears that the high school band is not having a consistent influence on the musical tastes of its members. The individual values and selection processes of the band members themselves would appear to be the stronger influence on the musical tastes that are predicting college band participation.

Lack of interest in participation in the college band seems to be the important reason for college band non-participation given by the subjects of this study. The reasons of work and class schedule conflicts given by some of the subjects that did not participate in the college band did not have significant predictors identified. It seems likely that lack of interest was the real reason for these subjects' non-participation since they did not have enough interest to put college band participation ahead of class or work schedules. The significant predictors identified for college band non-participation due to lack of interest are as much predictors of the subjects' lack of interest in college band participation as it is of their decision not to participate.

The most important implication concerning college band non-participation is that the subjects seemed to be on opposite sides of many questions of the questionnaires of this study from the college band participants. When predictors of college band non-participation due to lack of interest are considered together, these subjects tended to be less than successful on their instruments and were not interested in playing their instruments, much less playing them after high school graduation. This is in contrast to the findings that college band participants enjoyed playing their instruments in high school and planned on playing
them in the future. The predictors that indicated that the college band participants and non-participants due to lack of interest were in opposition to each other on these musical activities and attitudes (the college band participants having positive positions on these predictors while the non-participants had negative positions) were the:

(1) playing of solos on the high school band instrument for community groups and at district solo and ensemble contest; (2) participation in community instrumental music ensembles; (3) enjoyment of playing their instrument; (4) plans to play their instrument in the future; (5) third of the section in which the subject sat in the high school band; (6) discussion of college band participation with their parents; and (7) their feeling that the band as an activity is as appropriate for college students as it is for high school students. Although the significant predictors of college band participation and non-participation due to lack of interest must be considered as a whole since they each are contributing to the percentage of the decision (variance), the above predictors would seem to be the most important when considering a plan of action to help increase the number of high school band graduates who will participate in the college band. These predictors divided the two groups of subjects and indicated the direction their decision was made concerning college band participation.

The implications of this study can be summarized by stating that college band participants are interested in the performance of their instrument both in the high school band and for non-school musical activities while the college band non-participants who lack interest in college band participation are less than successful on their instruments.
and are not interested in the performance of that instrument in the high school band, much less for out-of-school groups. The high school band experience itself did not appear to influence the decision to participate or not to participate in the college band. The decision appears to be the result of the individual interest in the instrument which comes from the students' personal interests, values, and motivations.

**Recommendations**

The recommendations from the results of this study will take two forms. First, recommendations for the implementation of the results of this study in the endeavor to increase the number of college band participants will be listed. Secondly, recommendations for improving the study in future efforts at research in college band participation will be discussed.

**Recommendations to increase college band participation.** It seems to be difficult to develop a plan that will help to increase the participation of high school band graduates in the college band when so much of their decision seems to be based on individual motivation for playing their instrument. However, some actions can be taken that might help some high school band members to make a favorable decision concerning college band participation. The most important point that needs to be made here is that any plan to help increase college band participation must be undertaken while the prospective participant is still in high school. This means that college and high school band directors must work together in their efforts to increase college band participation. Whether it is justified or not, the greater responsibility for the
Implementation of these recommendations will fall on the shoulders of the high school band directors since they are in daily contact with the prospective college band member. With these factors in mind, the following list of recommendations are given in the hopes that their implementation will help increase college band participation.

1. College and high school band directors need to be in contact with each other and with the prospective college band member for the purpose of advising the prospective college band member of the advantages of college band participation. The college band directors can contact the high school directors for the names, addresses, and telephone numbers of prospective members in order that these prospective members can be contacted by the college band director. The high school band director needs to be stressing the importance of college band participation with all of his students and not just those whom he considers to be successful on their instruments. College bands, particularly small college bands, need musicians of differing abilities to fill their ranks.

2. High school band directors need to encourage their students to participate in solo and ensemble contest as soloists. The more stress that is placed on the development of individual musical skills the more likely the student will develop a feeling of success on his instrument that will carry over to college band participation. If a choice must be made between placing time and effort on the preparation of individual solos for solo and ensemble contest and the preparation of the large band for contest, the former should receive the most attention since the high ratings at band contest were negatively correlated with college band participation.

3. High school band directors not only need to cooperate with their students in their participation in community instrumental ensembles, they need to actively encourage this type of participation for all of their students. This type of musical activity is likely to help increase the students' interest in their instrument which will be a positive influence on their decision to participate in the college band.

4. High school and college band directors need to make contact with the parents of the prospective band member explaining the advantages of college band participation and encouraging them to discuss the possibility of band participation with their son or daughter who will be attending college.
5. Although high school band directors tend to stress private study for their band members in order to improve the quality of the high school band, they should stress it for the individual success that private study will bring to the student. This individual success is likely, then, to carry over to college band participation when they get to college.

6. Whatever can be done by the high school band director to discourage the idea that band as an activity is more appropriate for high school students than for college students would be a positive step in influencing the decision to participate in the college band by his students.

7. College band directors need to make the social opportunities as positive as possible since a positive social climate seems to be one of the expectations that college band participants seem to have while they are still in high school.

8. The present college band member is an important asset in recruiting prospective members for future years since they are friends of prospective members and seem to be influential in the decision of these students to participate.

**Recommendations for improving the study.** Although this study has areas where improvement can be made, it also had four notable strengths. First, the design of this study was a longitudinal approach to the gathering of the data. This made possible the identification of the significant predictors for college band participation and non-participation which was the purpose of this study. No sample matching was necessary since the subjects of the study were the same at both periods of time when the data was gathered. Secondly, sample bias was eliminated as a factor in the results of the study since a 100 per cent return of the College Questionnaire was achieved (the MEAI and the Band Director's Questionnaire were collected when they were administered in the spring of 1976). Thirdly, the sub-hypotheses of this study were developed from the significant results of other college band participation studies and studies in the carry-over of instrumental music activities
from high school to adult life, making this study a culmination of these studies up to this point in time. The questions on the questionnaires of this study that resulted from these sub-hypotheses produced significant predictors of college band participation that accounted for a total of 76.5 per cent of the decision from the data collected on the MEAI and the Band Director's Questionnaire and 67.9 per cent of the decision from the data collected on the College Questionnaire. These percentages are high and indicated that the majority of the decision was accounted for by this study. Also, the percentage of the decision of those who did not participate in the college band due to lack of interest was high for the data collected on the MEAI and the Band Director's Questionnaire at 74.4 per cent. Only the data collected from the College Questionnaire for college band non-participants who lacked interest in college band participation failed to account for a majority of the decision. The percentage of the decision accounted for in the data collected from the College Questionnaire was 28.9 per cent. Finally, a broad spectrum of colleges and universities having college bands that are regarded as outstanding, as well as those that are not so regarded, were attended by the subjects of this study. This would seem to satisfy the criticism of the Clothier (1967) and McClarty (1968) studies by Conrey (1971) when he noted that no outstanding band program was represented in their studies, thus implying that this lack of an outstanding college band program might have altered the results of the studies. (p. 28)

Although the above strengths of the study were apparent, there were certain areas that need attention if replication of this study is to be
undertaken in the future.

1. The college band non-participants should not be divided according to the reason they gave for their non-participation in the college band. The division of the college band non-participants resulted in 23 subjects failing to have significant predictors identified for their decision. The reasons given for the subjects' non-participation should be merely independent variables rather than dependent variables as they were in this study.

2. While urban and rural-suburban high schools were included in the stratification of the sample, this stratification was non-significant indicating that the sample was rather homogenous. Although high schools with large black populations were involved in the urban strata, blacks were not identified in either the target population or the selected sample. Table 1 indicates that Stark County, Ohio, has a low percentage of blacks within its boundaries. Also, the subjects in the rural-suburban strata were largely suburban. Therefore, a study including a number of blacks and high schools in counties having largely farming families needs to be done. This study cannot be generalized to these types of populations.

3. While the selected sample was randomly selected from all of the high school band seniors of Stark County, Ohio, public high schools that indicated that they were planning to attend a college where a band is likely to exist, the total number in the final sample was small. Replication of this study should be done in several counties in different states in the United States so that the results can be more broadly generalized.
APPENDIX A

MUSICAL EXPERIENCE AND ATTITUDE INVENTORY
MUSICAL EXPERIENCE AND ATTITUDE INVENTORY

Name ___________________________ School ___________________________
Home Address ___________________________ Telephone __________
City ________________________ Zip Code __________ Inst. _____________
Parents or Guardians Full Name __________________________
College You Plan to Attend __________________________

THIS IS NOT A TEST. You have been selected from a large group of high school seniors who play in the band in several Stark County high schools and who plan to attend college this fall. This study, of which you are a vital part, is seeking to identify those significant predictors of college band participation by college freshmen with high school band experience. The procedure of the study will include the collection of information concerning your school band experience, community musical activities, home musical environment, personal musical values, factors at the college level that will affect your decision to participate or not to participate in the college band, and the influence of others on your decision to participate or not to participate in the college band. Most of the information from the above categories will be collected in this questionnaire. The remaining items of information will be collected from a questionnaire that will be sent to you next fall when you get to college. The return of the short questionnaire sent to you this fall will be vital to the study. Your honest and accurate answers concerning your present position to the following questions will help make this study a success. No one but the questionnaire administrator will be allowed to see your answers to these questions and you will not be identified individually in the study.
I. Please check (☑) the blank next to the answer that best represents your present position or attitude. Choose only one answer.

1. Assuming that you will pass the auditions, what are your plans concerning your participation in the college band when you get to college?
   ____ a. I definitely plan to be in the college band.
   ____ b. I am fairly certain that I will be in the college band.
   ____ c. I am fairly certain that I will not be in the college band.
   ____ d. I definitely will not be in the college band.
   ____ e. I am uncertain about my plans to be in the college band.

2. How long (total time) have you taken private lessons on the instrument you now play in the high school band?
   ____ a. Four years or more
   ____ b. Two to four years
   ____ c. One to two years
   ____ d. Less than one year
   ____ e. None

3. How many years have you played a solo on your band instrument at the high school district solo and ensemble contest?
   ____ a. Four years
   ____ b. Three years
   ____ c. Two years
   ____ d. One year
   ____ e. None
4. How many years have you played in a small ensemble (brass, woodwind, percussion, or stage band) while you have been in the high school band?

___ a. Four years
___ b. Three years
___ c. Two years
___ d. One year
___ e. None

5. Considered as a whole (average), to what extent have you had to use out-of-school time for high school band rehearsals or performances during the school year?

___ a. Every week
___ b. Bi-weekly
___ c. Once a month
___ d. Less than once a month
___ e. None

6. How often do you practice your band instrument at home?

___ a. Daily
___ b. Every few days
___ c. Weekly
___ d. A few times a month
___ e. Rarely or none at all

7. Do you own the instrument you play in the high school band?

___ a. Yes
___ b. No
8. What rating did your high school band receive at district contest last year?
   ___ a. I
   ___ b. II
   ___ c. III
   ___ d. Lower than a III
   ___ e. We did not go to contest

9. How often does your high school band take trips?
   ___ a. Four or more times a year
   ___ b. Three times a year
   ___ c. Two times a year
   ___ d. Once a year
   ___ e. None

10. At what grade level did you begin playing a band instrument?
    ___ a. Fourth grade
    ___ b. Fifth grade
    ___ c. Sixth grade
    ___ d. Seventh or eighth grade
    ___ e. Ninth grade or above

11. Are you a member of a choir in your high school?
    ___ a. Yes
    ___ b. No
12. Who selected your instrument when you began playing a band instrument?
   ___ a. You
   ___ b. Your parents or guardians
   ___ c. You and your parents or guardians together
   ___ d. Your band director
   ___ e. I played an instrument that was in the family or given or loaned to me by friends.

13. Considering the number of players in your section of the band, in what third of the section do you sit?
   ___ a. Upper-third
   ___ b. Middle-third
   ___ c. Lower-third
   ___ d. There are less than three in my section.
   ___ e. My section is not divided into parts.

14. Have either of your parents or guardians played an instrument in the high school band where they attended high school?
   ___ a. My father (male guardian)
   ___ b. My mother (female guardian)
   ___ c. Both parents (guardians)
   ___ d. Neither parent (guardian)

15. What other instruments (than your high school band instrument) have you studied (taken lessons)? If you have studied more than one instrument in the following classifications of instruments, choose the one you play the best.
   ___ a. Keyboard (piano, organ, or accordion)
   ___ b. Percussion
   ___ c. Wind (another band instrument)
   ___ d. String (violin, cello, guitar, etc.)
   ___ e. None
16. On what basis does your family play and/or sing together when they are at home?

   ___ a. Weekly
   ___ b. Monthly
   ___ c. A few times a year
   ___ d. Rarely
   ___ e. None

17. Do you have an older brother, sister, or twin who has played an instrument in the high school band?

   ___ a. Older brother
   ___ b. Older sister
   ___ c. Both
   ___ d. Twin
   ___ e. None

18. For what type of community groups have you played solos on your band instrument while you have been in the high school band?

   ___ a. Church
   ___ b. Clubs (any type)
   ___ c. Both of the above
   ___ d. None

19. Do you belong to a community instrumental music group (other than the high school groups) in which you play the instrument you play in the high school band?

   ___ a. Community band
   ___ b. Dance band (including rock groups)
   ___ c. Church group
   ___ d. Community orchestra
   ___ e. None
20. Do you belong to a community vocal music group that is not connected with the high school?
   ___ a. Church group
   ___ b. Club vocal ensemble
   ___ c. Both of the above
   ___ d. Community chorus
   ___ e. None

21. How many concerts (of any type) have you voluntarily attended (other than those in which you performed) within this last school year?
   ___ a. Five or more
   ___ b. Three to four
   ___ c. Two
   ___ d. One
   ___ e. None

22. What style of music do you like best?
   ___ a. Classical, broadway musicals, or easy listening
   ___ b. Rock
   ___ c. Jazz
   ___ d. Country-western
   ___ e. Good selections from any of the above styles

23. What is the quality of the college band where you plan to attend college?
   ___ a. Excellent
   ___ b. Good
   ___ c. Fair
   ___ d. Poor
   ___ e. I do not know.
24. What will be your major field of study at the college you plan to attend?

   ____ a. Music
   ____ b. Non-music
   ____ c. I am undecided.

25. What type of college do you plan to attend?

   ____ a. State university
   ____ b. Private university
   ____ c. Private college
   ____ d. Junior college or branch campus

26. Do you have any friends who are now a part of the college band where you plan to attend college?

   ____ a. Yes
   ____ b. No

27. What has been the advice given you by your parents or guardians concerning your possible participation in the college band?

   ____ a. To join the college band
   ____ b. Not to join the college band
   ____ c. There is conflicting advice between my parents or guardians.
   ____ d. We have not discussed it.

28. What has been the advice given you by your high school friends concerning your possible participation in the college band?

   ____ a. To join the college band
   ____ b. Not to join the college band
   ____ c. There is conflicting advice among my friends.
   ____ d. We have not discussed it.
29. What has been the advice given you by your high school band director concerning your possible participation in the college band?

  ___ a. To join the college band
  ___ b. Not to join the college band
  ___ c. We have not discussed it.

30. What has been the advice given you by your private instructor of the instrument you play in the band concerning your possible participation in the college band?

  ___ a. To join the college band
  ___ b. Not to join the college band
  ___ c. We have not discussed it.
  ___ d. I do not take lessons on my band instrument.

II. The following questions are of a judgmental, value, or attitude nature. These questions are in the form of statements to which you may react by circling Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA), or Strongly Disagree (SDA). Only circle one answer.

31. I consider myself to be successful on the instrument I play in the high school band.

      SA   A   U   DA   SDA

32. Marching band is a worthwhile part of the high school band experience.

      SA   A   U   DA   SDA

33. I like my high school band director.

      SA   A   U   DA   SDA

34. Concert band is the most important part of the high school band experience, educationally.

      SA   A   U   DA   SDA
35. I enjoy playing the instrument I play in the high school band.

SA A U DA SDA

36. If requested, I plan to play solos on my high school band instrument for community groups in the future.

SA A U DA SDA

37. I like to play my high school band instrument equally as well as I like listening to music.

SA A U DA SDA

38. Music is an important part of my life.

SA A U DA SDA

39. I have always planned to play my high school band instrument after high school graduation.

SA A U DA SDA

40. I view the auditions for the college band as a positive challenge.

SA A U DA SDA

41. If I were given a scholarship to play in the college band, I would join the college band.

SA A U DA SDA

42. I view a college education as primarily that of vocational training.

SA A U DA SDA

43. I feel the need to excel in my academic subjects when I get to college.

SA A U DA SDA
44. I feel the need to take part in other extra-curricular activities than the college band when I get to college.
   SA   AU   DA   SDA

45. I expect that the college band will require about the same amount of time as my high school band has required.
   SA   AU   DA   SDA

46. I anticipate the enjoyment of the college band activities.
   SA   AU   DA   SDA

47. The social aspects of the college band participation are as important to me as the musical aspects.
   SA   AU   DA   SDA

48. I view the tours made by the college band as an important reason for me to join the college band.
   SA   AU   DA   SDA

49. My participation in the college band would provide a needed break in the routine of the college day.
   SA   AU   DA   SDA

50. Participation in a college band displays a sense of responsibility, on the part of the college student, to the college he attends.
   SA   AU   DA   SDA

THANK YOU FOR YOUR TIME AND EFFORT ON THIS QUESTIONNAIRE.
REMEMBER TO RETURN THE QUESTIONNAIRE THAT WILL BE SENT TO YOU NEXT FALL WHEN YOU GET TO COLLEGE.
APPENDIX B

BAND DIRECTORS QUESTIONNAIRE
BAND DIRECTORS QUESTIONNAIRE

The following questions are a part of the study your band students have been involved with in the past month. The first question below is one of the questions coming from the sub-hypotheses of the study. The second question is a cross-check question that was also given to the band students.

1. Using the letters beside the names of your band members, indicate, by circling the appropriate letters, whether you feel the student is very successful (v.s.), successful (s.), moderately successful (m.s.), or unsuccessful (u.s.), on the instrument he or she plays in your band according to the standards you have set in your mind for senior band members.

V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
V.S.  S.  M.S.  U.S.
2. Using the categories listed beside the names of your band students, indicate, by circling the appropriate letters, in which third of his or her section that student now sits as a part of the band (Upper 3rd, Middle 3rd, Lower 3rd, or Not Applicable*).

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<td>U. 3rd</td>
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<td>L. 3rd</td>
<td>N.A.</td>
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*Use this category for students who are in sections with less than three players or for sections where the seating is not so arranged.
APPENDIX C

COLLEGE QUESTIONNAIRE
Enclosed you will find the last questionnaire for the study in which you agreed to participate last spring. You will recall that you filled out a fifty item questionnaire last spring concerning your home, community, and school musical experiences and attitudes. The College Questionnaire, enclosed here, will deal with aspects of college life and will ask the all important question concerning your participation in the marching and/or concert band at your college. The return of the College Questionnaire is vital to the success of the study. Please sit down right now and fill out the questionnaire and place it in the self-addressed and stamped envelope and put it in the mail today. I will contact you repeatedly until I have the return of this questionnaire.

It is important for you to fill out this questionnaire even though you may not be participating in the marching and/or concert band. The study is seeking information about college students who are not participating in the college band as well as those students who are participating in the college band.

Read all of the questions and possible answers carefully. Do not leave any questions blank. Please double check to be sure that you have responded to all questions before you mail the questionnaire.

I will be looking for the immediate return of the College Questionnaire from you. Thank you for your help in making this study a success.

Sincerely,

Richard D. Mountford
COLLEGE QUESTIONNAIRE

Please check (_) the blank next to the answer that best represents your present position or attitude concerning the questions. Choose only one answer unless instructed otherwise.

1. What is your position regarding participation in the marching and/or concert band at the college you attend?
   ____ a. I am a member of the marching and/or concert band. (Please print the full name of your college band director in the blank provided below. He must be contacted to validate your membership in the band. College band director's full name: ___________________.
   ____ b. I auditioned for the marching and/or concert band but was not accepted.
   ____ c. I am not a member of the marching and/or concert band because of a lack of interest on my part.
   ____ d. I am not a member of the marching and/or concert band because of conflicts in my work schedule.
   ____ e. My college does not have a marching and/or concert band.

2. Were you, at any time, contacted (by phone, letter, in person, etc.) by a representative of the marching and/or concert band concerning your possible participation in that group?
   ____ a. I was contacted by the college band director.
   ____ b. I was contacted by a student member of the college band.
   ____ c. I was contacted by another college official.
   ____ d. I was contacted by a college band alumnus.
   ____ e. I was not contacted.
3. Was a college owned instrument available for your use in the college marching and/or concert band?
   ___ a. I am now using a college-owned instrument in the college band.
   ___ b. I did not need a college-owned instrument in order to participate, as I am now doing, in the college band.
   ___ c. I am not participating in the college band because a college-owned instrument was not available for me to use.
   ___ d. I am not participating in the college band but would not have needed a college-owned instrument to be in the band.
   ___ e. I did not bother to find out whether a college-owned instrument was available.

4. Does your class schedule conflict with the scheduled rehearsal hours of the college marching and/or concert band?
   ___ a. yes
   ___ b. no
   ___ c. I do not know.

5. What is your intended major in college?
   ___ a. Music
   ___ b. Non-music
   ___ c. Undecided

6. What was the advice your college advisor gave you concerning your possible participation in the college marching and/or concert band?
   ___ a. To join the band
   ___ b. Not to join the band
   ___ c. He/she gave no advice.
   ___ d. We did not discuss it.
7. Since the time you filled out the last questionnaire, what has been the advice given you by your private instructor of the instrument you played in the high school band concerning your possible participation in the college band?

   ___ a. To join the band
   ___ b. Not to join the band
   ___ c. We did not discuss it.
   ___ d. I did not take lessons on my band instrument.

8. Are you a member of any other college musical organizations? (You may check more than one answer, if necessary.)

   ___ a. Orchestra
   ___ b. Choir
   ___ c. Small instrumental ensemble
   ___ d. Jazz or Rock group
   ___ e. None

Please respond to the following statement by circling SA (strongly agree), A (agree), U (undecided), D (disagree), SD (strongly disagree).

9. I feel that participation in a band is a more appropriate activity for high school students than for college students.

   SA  A  U  D  SD

THANK YOU FOR YOUR HELP IN MY STUDY. YOUR CONTRIBUTION TO THE STUDY HAS BEEN VITAL. PLEASE PLACE THIS QUESTIONNAIRE IN THE SELF-ADDRESSED ENVELOPE AND MAIL IT IMMEDIATELY.
APPENDIX D

VALIDATION SHEET AND LETTER SENT TO COLLEGE BAND DIRECTORS
VALIDATION SHEET

The following college freshmen have indicated that they are or have been a member of the band you direct this fall. Would you check the names below against your roster (or other band rosters at your school) to see if they are, indeed, a member of the college band.

Please place a check (✓) box beside the name of the student as to whether he/she has or has not been in your band this fall. Be sure to sign your name in the place indicated. Return this sheet in the self-addressed and stamped envelope as soon as possible.

<table>
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<tr>
<th>In the band</th>
<th>Not in the band</th>
<th>Name</th>
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Signed ________________________________________

Check the box if you would like to have the results of the study mailed to you when it is completed.

☐
Enclosed you will find a list of college freshmen who have indicated to me that they are members of your band. Since the doctoral dissertation I am doing on college band participation by college freshmen requires that those subjects who indicate that they are a member of a college band must have that position validated by their college band director, I am asking that you look over the names and check them against your roster to see if they are a member of your band. Would you then check the appropriate box by the student's name, sign the sheet, and return it to me immediately. Since the data processing cannot proceed until I have the return of all these validations, I am requesting that you not delay sending the validation sheet.

You will also find enclosed a description of the study for your information. If you would like to have the results mailed to you, so indicate on the validation sheet.

It is my personal opinion that this dissertation will be of help to those of us who work with college bands. At the very least, it will give some idea of the college climate, as regards participation in the college band of the 1970's.

Thank you for your help in this study and may this be one of your best years as a college band director.

Sincerely,

Richard D. Mountford
Associate Professor of Music
MUSICAL EXPERIENCE AND ATTITUDE INVENTORY

The following questions will be used in a study of significant predictors of college band participation by college freshmen with high school band experience. Each question should be clear in its intent and be perceived as being stated in a positive or negative manner. You are being asked to rate each question on its wording and label that wording as being positive (P), negative (N), or ambiguous (A). If a question or statement is made in a generally positive manner, circle the P. If the question or statement is made in a generally negative manner, circle the N. If the question or statement is not clear as to what information is wanted or is worded in a confused manner, circle the A and identify the ambiguous part of the question or statement.

P  N  A  1. What are your plans concerning your participation in the college band when you get to college?
   a. I definitely plan to be in the college band.
   b. I am fairly certain that I will be in the college band.
   c. I am fairly certain that I will not be in the college band.
   d. I definitely will not be in the college band.
   e. I am uncertain about my plans to be in the college band.

P  N  A  2. How long (total time) have you taken private lessons on the instrument you now play in the high school band?
   a. Four years or more.
   b. Two to four years.
   c. One to two years.
   d. Less than one year.
   e. None.
3. How many years have you played a solo on your band instrument at district contest?
   a. Four years.
   b. Three years.
   c. Two years.
   d. One year.
   e. None.

4. How many years have you played in a small ensemble (brass, woodwind, percussion, or stage band) while you have been in the high school band?
   a. Four years.
   b. Three years.
   c. Two years.
   d. One year.
   e. None.

5. Considered as a whole (average), to what extent have you had to use out-of-school time for high school band rehearsals or performances during the school year?
   a. Every week.
   b. Bi-weekly.
   c. Once a month.
   d. Less than once a month.
   e. None.

6. How often do you practice your band instrument at home?
   a. Daily.
   b. Every few days.
   c. Weekly.
   d. A few times a month.
   e. Rarely or none at all.
A 7. Do you own the instrument you play in the high school band?
   a. yes
   b. no

A 8. What rating did your high school band receive at district contest last year?
   a. I
   b. II
   c. III
   d. Lower than a III
   e. We did not go to contest.

A 9. How often does your high school band take trips together?
   a. Four or more times a year
   b. Three times a year
   c. Two times a year
   d. Once a year
   e. None

A 10. At what grade level did you begin playing a band instrument?
    a. Fourth grade
    b. Fifth grade
    c. Sixth grade
    d. Seventh or eighth grade
    e. Ninth grade or above
PN A 11. Are you a member of a choir in your high school?
   a. yes
   b. no

PN A 12. Who selected your instrument when you began playing a band instrument?
   a. You
   b. Your parents or guardians
   c. Your band director
   d. Your grandparents
   e. I played an instrument in the family or one that was given or loaned to me.

PN A 13. Considering the number of players in your section of the band, in what third of the section do you sit?
   a. Upper-third
   b. Middle-third
   c. Lower-third
   d. There are less than three in my section.

PN A 14. Have either of your parents or guardians played an instrument in the high school band where they attended high school?
   a. My father (male guardian)
   b. My mother (female guardian)
   c. Both parents (guardians)
   d. Neither parent (guardians)

PN A 15. What other instruments (than your high school band instrument) have you studied (taken lessons)?
   a. Piano, Organ, or Accordion
   b. Guitar
   c. Another band instrument
   d. String instrument (violin, cello, etc.)
   e. None
P N A 16. On what basis does your family play and/or sing together when they are at home?
   a. Weekly
   b. Monthly
   c. A few times a year
   d. Rarely
   e. None

P N A 17. Do you have an older brother, sister, or twin you has (is) played (playing) an instrument in the high school band?
   a. Older brother
   b. Older sister
   c. Both
   d. Twin
   e. None

P N A 18. For what type of community groups have you played solos on your band instrument while you have been in the high school band?
   a. Church
   b. Clubs (any type)
   c. Both of the above
   d. None

P N A 19. Do you belong to a community instrumental music group (other than the high school groups) in which you play the instrument you play in the high school band?
   a. Community band
   b. Dance band (including rock groups)
   c. Church group
   d. Community Orchestra
   e. None
P N A 20. Do you belong to a community vocal music group that is not connected with the high school?
   a. Church group
   b. Club vocal ensemble
   c. Both of the above
   d. Community chorus
   e. None

P N A 21. How many concerts (of any type) have you voluntarily attended (other than those in which you performed) within this last school year?
   a. Five or more
   b. Three to Four
   c. Two
   d. One
   e. None

P N A 22. What styles of music do you like best?
   a. Classical, semi-classical, and/or broadway musicals
   b. Rock
   c. Jazz
   d. Country-western
   e. Good selections from any of the above styles

P N A 23. What is the quality of the college band where you plan to attend college?
   a. Excellent
   b. Good
   c. Fair
   d. Poor
   e. I do not know.
What will be your major field of study at the college you plan to attend?

a. Music
b. Non-music
c. I am undecided.

What type of college do you plan to attend?

a. State University
b. Private University
c. Private College
d. Junior College or Branch Campus
e. Undecided

Do you have any friends who are now a part of the college band where you plan to attend college?

a. Yes
b. No

What has been the advice given you by your parents or guardians concerning your participation in the college band?

a. To join the college band
b. Not to join the college band
c. There is conflicting advice between my parents or guardians.
d. We have not discussed it.

What has been the advice given you by your high school friends concerning your participation in the college band?

a. To join the college band
b. Not to join the college band
c. There is conflicting advice among my friends.
d. We have not discussed it.
PNA 29. What has been the advice given you by your high school band director concerning your participation in the college band?

a. To join the college band
b. Not to join the college band
c. We have not discussed it.

PNA 30. What has been the advice given you by your private instructor of the instrument you play in the band concerning your participation in the college band?

a. To join the college band
b. Not to join the college band
c. We have not discussed it.
d. I do not take lessons on my instrument.

The following questions are of a judgmental, value, or attitude nature. They are worded as statements to which the subject will respond. Continue rating the statements as you have the questions prior to this section of the questionnaire.

PNA 31. I consider myself to be successful on the instrument I play in the high school band.

SA A U DA SDA

PNA 32. Marching band is a worthwhile part of the high school band experience.

SA A U DA SDA

PNA 33. I like my high school band director.

SA A U DA SDA

PNA 34. Concert band is the most important part of the high school band experience, educationally.

SA A U DA SDA

PNA 35. I enjoy playing the instrument I play in the high school band.

SA A U DA SDA
P N A 36. If requested, I plan to play solos on my high school band instrument for community groups in the future.

SA  A  U  DA  SDA

P N A 37. I like to play my high school band instrument as well as I like to listen to music.

SA  A  U  DA  SDA

P N A 38. Music is an important part of my life.

SA  A  U  DA  SDA

P N A 39. I have never planned to play my high school band instrument after high school graduation.

SA  A  U  DA  SDA

P N A 40. I view the auditions for the college band as a positive challenge.

SA  A  U  DA  SDA

P N A 41. If I were given a scholarship to play in the college band, I would join the college band.

SA  A  U  DA  SDA

P N A 42. I view a college education as primarily that of vocational training.

SA  A  U  DA  SDA

P N A 43. I feel the need to excel in my academic subjects when I get to college.

SA  A  U  DA  SDA

P N A 44. I feel the need to take part in other extra-curricular activities than the college band when I get to college.

SA  A  U  DA  SDA

P N A 45. I expect that the college band will require about the same amount of time as my high school band has required.

SA  A  U  DA  SDA
PNA 46. I anticipate the enjoyment of the college band activities.

SA A U DA SDA

PNA 47. The social aspects of the college band participation are as important to me as the musical aspects.

SA A U DA SDA

PNA 48. I view the tours made by the college band as an important reason for me to join the college band.

SA A U DA SDA

PNA 49. My participation in the college band would provide a needed break in the routine of the college day.

SA A U DA SDA

PNA 50. Participation in a college band displays a sense of responsibility, on the part of the college student, to the college he attends.

SA A U DA SDA
APPENDIX F

A POSTORI QUESTIONNAIRE FOR THE MEAI
A POSTORI QUESTIONNAIRE
FOR THE
MUSICAL EXPERIENCE AND ATTITUDE INVENTORY

THIS IS NOT A TEST. The following questions are being presented to you in view of your plans to attend college next year and your participation in the high school band throughout your years in high school. This is a preliminary questionnaire to one that will be given to Stark County public high school senior band members who plan to attend college next fall. The purpose of this preliminary questionnaire is to check the questions to be used in the final questionnaire giving the respondent an opportunity to write in the answers freely rather than being forced to choose between four or five possible answers. By using this open-ended or a postori type of questionnaire, the questions and their four or five possible answers can be checked to see that no important alternative answer is overlooked in the final questionnaire. Therefore, this questionnaire is a very important part of the study. No one will be allowed to see your answers but the administrator of the questionnaire. Please be as honest and accurate as possible about your present position concerning the questions below. You may write as much or as little as you feel is necessary to convey your position concerning the questions.

Answer the following questions in a manner that will best represent your present position or attitude to the following questions. Write as much or as little as you feel necessary to answer the questions.

1. What are your plans concerning your participation in the college band when you get to college?

2. How long (total time) have you taken private lessons on the instrument you now play in the high school band?

3. How many years have you played a solo on your band instrument at district contest?
4. How many years have you played in a small ensemble (brass, woodwind, percussion, or stage band) while you have been in the high school band?

5. To what extent (on the average) have you had to use out-of-school time for high school band rehearsals or performances during the school year?

6. How often do you practice your band instrument at home?

7. Do you own the instrument you play in the high school band?

8. What rating did your high school band receive at district contest last year?

9. How often (on the average) does your high school band take trips together during the school year?

10. At what grade level did you begin playing a band instrument?
11. Are you a member of a choir in your high school?

12. Who selected your instrument when you began playing a band instrument?

13. Considering the number of players in your section of the band, in what third of the section do you sit?

14. Have either of your parents or guardians played a band instrument in the high school band where they attended high school?

15. What other instruments (than your high school band instrument) have you studied (taken lessons)?

16. On what basis (days, weeks, months, etc.) does your family play and/or sing together when they are at home?

17. Do you have an older brother, sister, or twin who has (is) played (playing) an instrument in the high school band?
18. For what type of community groups have you played solos on your band instrument while you have been in the high school band?

19. Do you belong to a community instrumental music group (other than the high school groups) in which you play the instrument you play in the high school band?

20. Do you belong to a community vocal music group that is not connected with the high school?

21. How many concerts (of any type) have you voluntarily attended (other than those in which you performed) within this school year?

22. What styles (types) of music do you like best?

23. What is the quality of the college band where you plan to attend college?
24. What will be your major field of study at the college you plan to attend?

25. What type of college (private, state university, etc.) do you plan to attend?

26. Do you have any friends who are now a part of the college band where you plan to attend college?

27. What has been the advice given you by your parents or guardians concerning your participation in the college band?

28. What has been the advice given you by your high school friends concerning your participation in the college band?

29. What has been the advice given you by your high school band director concerning your participation in the college band?
30. What has been the advice given you by your private instructor of the instrument you play in the band concerning your participation in the college band?

31. To what degree do you consider yourself to be successful on the instrument you play in the high school band?

32. To what degree do you consider marching band to be a worthwhile part of the high school band experience?

33. To what degree do you like your high school band director?

34. To what degree do you consider concert band to be the most important part of the high school band experience, educationally?

35. To what degree do you enjoy playing the instrument you play in the high school band?
36. If you are requested to play solos on your high school band instrument for community groups in the future, will you do so?

37. Do you like to play your high school band instrument as well as you like to listen to music?

38. To what degree is music an important part of your life?

39. Do you plan to play your high school band instrument after high school graduation?

40. How do you feel about the auditions for the college band?

41. What influence would a scholarship have on your decision to play in the college band?
42. Do you view a college education as primarily that of vocational training?

43. How important do you feel the need to excel in academic subjects to be for you?

44. Do you feel it is important for you to take part in other extra-curricular activities other than college band when you get to college?

45. Do you think the college band will require about the same amount of time as your high school band has required?

46. To what degree do you anticipate enjoying the college band activities when you get to college?

47. To what degree do you feel that the social aspects of the college band are as important as the musical aspects?
48. Do you feel that the tours the college band makes is an influencing factor on your decision to join the college band?

49. To what degree do you feel that the college band would provide a needed break in the routine of the college day?

50. To what degree do you feel that playing in the college band displays a sense of responsibility, on your part, to the college you will attend?
APPENDIX G

LETTER FROM STARK COUNTY SUPERINTENDENT OF SCHOOLS

INDICATING TYPES OF PUBLIC HIGH SCHOOLS IN

STARK COUNTY, OHIO
December 19, 1975

Mr. Richard D. Mountford
Assistant Professor of Music
Malone College
Canton, Ohio 44709

Dear Mr. Mountford:

As per your request I am hereby listing the secondary schools in the city and local school systems of Stark County.

I am labeling each one in either urban or rural-suburban stratification.

Urban

Alliance
Canton Lehman*
Canton Lincoln*
Canton McKinley
Massillon Washington

Rural-Suburban

Canton South
Fairless
Jackson Memorial
GlenOak-East Campus
Lake
Louisville
Marlington
Minerva
North Canton Hoover
Northwest
Osnaburg
Perry
Sandy Valley
Tuslaw

* Converting to Jr. High status at end of 75-76 term.

It is a pleasure to cooperate with you for your research project.

Sincerely yours,

R. G. Drage, Ph. D.
Superintendent
Stark County Schools

RGD: ua
APPENDIX H

LETTER, DESCRIPTION OF THE STUDY, AND RETURN POSTCARD,
SENT TO STARK COUNTY, OHIO, HIGH SCHOOL BAND DIRECTORS
Mr. John Bonar
Lehman High School
1120 15th St. NW
Canton, OH 44703

Dear John,

I am writing to request your assistance in the research being done for my doctoral dissertation for Ohio State University. The project requires the use of seniors who are in the high school band and who are planning to attend college next fall where a marching and/or concert band is likely to exist (technical colleges and nursing schools are not included). The details of the research project are contained in an enclosed two-paged document, but your involvement in the project would be as follows:

1. Both you, as the band director, and your principal will be asked to grant permission to use your band seniors as part of the sample and to sign and return the self-addressed card enclosed in this mailing.

2. You will be asked to obtain the names of those seniors in your band who are planning to attend a college that fits the requirements of this study and send them to me where they will be placed in a list for random selection along with other Stark County high school band seniors. Instructions for this phase of the study will be sent in February.

3. If students are selected from your high school in the random selection process, a date will be set in April or May of this year in which a questionnaire will be administered by me to those selected seniors in your band. A date will be set that is mutually satisfactory.

4. You will be asked to supply information on two items in the research involving those seniors in your band who are part of the study sample.

Since the cooperation of all the Stark County high schools is needed to complete this research, it is my hope that you will be able to be included in the study.

Please note all of the enclosed material and return the enclosed card with both your signature and the signature of your principal granting permission to do the research in your school by January 23, 1976. If you have questions, I can be reached at Malone College -- 454-3011 or at home -- 456-4421.

Sincerely,

Richard D. Mountford
Assistant Professor of Music
SIGNIFICANT PREDICTORS OF COLLEGE BAND PARTICIPATION
BY COLLEGE FRESHMEN WITH HIGH SCHOOL BAND EXPERIENCE

The purpose of this study is to determine those factors (predictors) in a high school band member's school, home, and community musical activities; personal musical values; perception of the college band experience; and, his susceptibility to the influence of others on his decision to be in the college band that will predict that student's continued participation in the marching and/or concert band at the college level. There is a need for a study of this type that collects data on the various factors listed above while the student is still in high school and then follows that student to college to "observe" the student's choice of participation or non-participation in the college band. By doing a longitudinal study of this nature, those factors that appear to be influencing the decision of the student to be a part of the college band can be labeled as significant predictors of college band participation by students with high school band experience. Hopefully, a number of contradictions in the results of previous studies in the carry-over of high school musical activities into adult life and college band studies will be clarified.

The study will have significance for high school band directors since those factors that will predict continued use of the student's instrumental music training can be encouraged by the directors and, hopefully, increase the probability that the student will continue to use his high school band experience at the college level. College band directors will be able to identify those high school band students who are more likely to choose college band participation with greater efficiency of time and effort.

The Procedure

The hypothesis and sixty-two sub-hypotheses have been derived from the significant results of studies dealing with the carry-over of high school musical activities into adult life and studies concerning college band participation by college freshmen with high school band experience. The sub-hypotheses have been the source of the questions used in the three questionnaires of this study. The Musical Experience and Attitude Inventory (MEAI) will be administered in April and May of this year to selected Stark County high school seniors who were a part of the high school band and who indicated that they plan to attend a college where a band is likely to exist. The Band Directors Questionnaire will be administered at the same time as the MEAI. In the fall, a letter will be sent to the parents of those students who completed the MEAI describing the study and forewarning them of a call that is intended to obtain the mailing address of their son or daughter at the college they are attending. When the mailing address is obtained, the College Questionnaire will be sent to the subjects for data concerning their participation or non-participation in the college band and other college related questions. The subjects will be contacted as many times as is necessary in order to obtain the return of the College Questionnaire.
The time table for the study is as follows:

1. November - January -- The preliminary work to be done on the MEAI will be completed. This includes the piloting of the instrument.

2. January - February -- The letters requesting the permission to use those graduating seniors who are members of the band in all of the Stark County public high schools will be sent. A return deadline of January 23, 1976, is set for returning the card containing the band directors' and high school principals' signatures granting permission to do the study in their school.

3. February - March -- The high school band directors of all the Stark County public high schools will receive a form and instructions on obtaining the names of those high school seniors in their band who are planning to attend college where a college band is likely to exist (technical colleges and nursing schools will be excluded). A deadline of March 19, 1976, will be set for the return of the list of names of those high school band seniors planning to attend college.

4. March -- When all the names have been returned to Mr. Mountford, they will be placed in two lists in alphabetical order. These two lists are the stratification by rural-suburban and urban classification of the high schools the students attend. A table of random numbers will be used to select the study sample from the two lists of names. An equal number of students in each of the strata will be used.

5. April - May -- The MEAI will be administered to those high school band seniors selected for the study by Mr. Mountford at the students' schools. The band directors will also be asked to complete the questions on the High School Band Directors Questionnaire.

6. Fall -- The college address of the students in the sample will be obtained from their parents and the College Questionnaire will be sent to the students. Confirmation of the students' college band participation will be made with the college band directors at the schools where the students are attending.
Dear Mr. Mountford,

We hereby grant permission to you to use our high school band seniors in your dissertation research.

Band director

Principal

School
APPENDIX I

TARGET POPULATION FORM
How many seniors in this band have applied or are in the process of applying for admission to a private college or state university where a college band is likely to exist? This does not include those seniors who plan to attend a technical college or nursing school.

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APPENDIX J

LETTER GIVING INSTRUCTIONS ON FILLING OUT THE MEAI TO SUBJECTS ABSENT ON THE DAY THEIR SCHOOL WAS VISITED
Dear

I'm sorry you were absent the day I brought the questionnaires by the high school for you to fill out for my research project. However, you can see that I left a questionnaire with your band director for you to fill out and mail to me.

Please follow the instructions given you below and you will not have problems with the questionnaire.

1. Print all information requested on the front of the questionnaire. Do not leave any of the blanks unfilled. Where it says "Inst.," list the instrument you are now playing in band. If you play a percussion instrument, list percussion. All questions in the questionnaire dealing with your instrument will refer to the instrument you list in the front of the questionnaire.

2. Read all questions and instructions carefully and when answering questions select only one answer. If it is possible for you to check more than one answer, choose the answer that represents the most involvement on your part.

3. When you have finished the questionnaire, put it in the self-addressed envelope, seal it, and give to your band director to mail. Do not show any of your answers to anyone.

Remember that you will be receiving another "nine-question" questionnaire next fall when you get to college. A prompt return of that questionnaire will save both of us much time and effort.

Thank you for your willingness to be a part of the study and for the return of this questionnaire.

Sincerely,

Richard D. Mountford
APPENDIX K

LETTER AND DESCRIPTION OF THE STUDY SENT
TO PARENTS OF THE SUBJECTS
Dear

Your son, who graduated from high school this past spring, agreed to be a part of a research project approved by both the high school band director and principal. The research project is being conducted for my doctoral dissertation at The Ohio State University.

Your son's involvement in the study was to fill out a questionnaire this past spring and then he was informed that a questionnaire will be sent to him when he gets to college this fall. In order for the questionnaire to be sent to your son this fall, I will have to get his mailing address at the college he will be attending.

The reason for this letter is two-fold. First, I wished to forewarn you that I will be calling you to get your son's college mailing address so that you would not be surprised by the requested information. Second, I hope that you will be able to get the mailing address early as I will need to call you for it in late September or, at the latest, mid-October.

The final phase of the data collection process for my study, that of getting the information from the questionnaire to be sent to your son at college, is vitally important to the study. If this questionnaire is not returned, your son will be lost to the study without the possibility of being replaced. A loss of any of the subjects in this study could adversely affect the results.

You will find a description of the study with the purposes outlined in an enclosed sheet. If you have any questions about the study or your son's involvement in the study you can reach me at 456-4421.

Thank you for your help in making this study a success.

Sincerely,

Richard D. Mountford
Associate Professor of Music
Dear

Your daughter, who graduated from high school this past spring, agreed to be a part of a research project approved by both the high school band director and principal. The research project is being conducted for my doctoral dissertation at The Ohio State University.

Your daughter's involvement in the study was to fill out a questionnaire this past spring and then she was informed that a questionnaire will be sent to her when she gets to college this fall. In order for the questionnaire to be sent to your daughter this fall, I will have to get her mailing address at the college she will be attending.

The reason for this letter is two-fold. First, I wished to forewarn you that I will be calling you to get your daughter's college mailing address so that you would not be surprised by the requested information. Second, I hope that you will be able to get the mailing address early as I will need to call you for it in late September or, at the latest, mid-October.

The final phase of the data collection process for my study, that of getting the information from the questionnaire to be sent to your daughter at college, is vitally important to the study. If this questionnaire is not returned, your daughter will be lost to the study without the possibility of being replaced. A loss of any of the subjects in this study could adversely affect the results.

You will find a description of the study with the purposes outlined in an enclosed sheet. If you have any questions about the study or your daughter's involvement in the study you can reach me at 456-4421.

Thank you for your help in making this study a success.

Sincerely,

Richard D. Mountford
Associate Professor of Music
SIGNIFICANT PREDICTORS OF COLLEGE BAND PARTICIPATION
BY COLLEGE FRESHMEN WITH HIGH SCHOOL BAND EXPERIENCE

The purpose of this study is to determine those factors (predictors) in a high school band member's school, home, and community musical activities; personal musical values; perception of the college band experience; and his susceptibility to the influence of others on his decision to be in the college band that will predict that student's continued participation in the marching and/or concert band at the college level. There is a need for a study of this type that collects data on the various factors listed above while the student is still in high school and then follows that student to college to "observe" the student's choice of participation or non-participation in the college band. By doing a longitudinal study of this nature, those factors that appear to be influencing the decision of the student to be a part of the college band can be labeled as significant predictors of college band participation by students with high school band experience. Hopefully, a number of contradictions in the results of previous studies in the carry-over of high school musical activities into adult life and college band studies will be clarified.

The study will have significance for high school band directors since those factors that will predict continued use of the student's instrumental music training can be encouraged by the directors and, hopefully, increase the probability that the student will continue to use his high school band experience at the college level. College band directors will be able to identify those high school band students who are more likely to choose college band participation with greater efficiency of time and effort.

The Procedure

The hypothesis and sixty-two sub-hypotheses have been derived from the significant results of studies dealing with the carry-over of high school musical activities into adult life and studies concerning college band participation by college freshmen with high school band experience. The sub-hypotheses have been the source of the questions used in the three questionnaires of this study. The Musical Experience and Attitude Inventory (MEAI) was administered in April and May of this year to selected Stark County high school seniors who were a part of the high school band and who indicated that they plan to attend a college where a band is likely to exist. The Band Director's Questionnaire was administered at the same time as the MEAI. In the fall a letter will be sent to the parents of those students who completed the MEAI describing the study and forewarning them of a call that is intended to obtain the mailing address of their son or daughter at the college they are attending. When the mailing address is obtained, the College Questionnaire will be sent to the subjects for data concerning their participation or non-participation in the college band and other college related questions. The subjects will be contacted as many times as is necessary in order to obtain the return of the College Questionnaire.
APPENDIX L

SECOND LETTER SENT TO SUBJECTS FAILING TO
RETURN THE COLLEGE QUESTIONNAIRE
At the beginning of this month, I mailed out the last questionnaire in the study in which you agreed to participate. Since the mail is a rather unpredictable thing, you may not have received the questionnaire or your return of the questionnaire may not have reached me. Therefore, you will find enclosed another copy of the College Questionnaire. I have received seventy-four of the eighty-six questionnaires mailed. It is very important that I have all of the questionnaires returned. Will you please sit down right now and fill out the questionnaire and place it in the self-addressed and stamped envelope and put it in the mail today.

It is important for you to fill out this questionnaire even though you may not be participating in the marching and/or concert band. The study is seeking information about college students who are not participating in the college band as well as those who are.

Even though you may have filled out the College Questionnaire and mailed it, I would be grateful if you fill out the enclosed copy and mail it to me. Maybe your second mailing will reach me. Read all of the questions and possible answers carefully. Do not leave any questions blank. Please double check to be sure that you have responded to all the questions before you mail the questionnaire.

I will be looking for the immediate return of the College Questionnaire from you.

Sincerely,

Richard D. Mountford
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