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THE EFFECTS OF SELECTED FACTORS ON THE CHOICE OF FRESHMEN INSTRUMENTALISTS IN SMALL COLLEGES TO PARTICIPATE OR NOT TO PARTICIPATE IN THE COLLEGE CONCERT BAND

The Ohio State University Ph.D. 1982

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THE EFFECTS OF SELECTED FACTORS ON THE CHOICE OF
FRESHMEN INSTRUMENTALISTS IN SMALL COLLEGES
TO PARTICIPATE OR NOT TO PARTICIPATE
IN THE COLLEGE CONCERT BAND

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
1982

Reading Committee:
Jere L. Forsythe
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ACKNOWLEDGMENTS

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iii
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CHAPTER I
INTRODUCTION

Many small colleges experience serious difficulty establishing and maintaining a functional concert band. The directors of these bands find it challenging to maintain the quality, quantity, and instrumental balance of their ensembles. Since the number of interested students is usually small, there is little control over the performance ability of the students desiring to join the college concert band. These problems are particularly critical in small colleges. In larger universities it is usually easier to control for these factors simply because a larger pool of potential students exist.

Becoming a member of the concert band in a large university is often very difficult and competitive. At the beginning of each school year there are usually several freshmen instrumentalists entering the university who intend to audition for the concert band. With only a few seats open the band director and his staff may be very selective in making new additions to the concert band.

Concert band directors in small colleges usually do not have the opportunity to be so selective. Due to the size of the school, a proportionally smaller number of potential concert band members enroll each year. Students are often admitted into the band for
reasons other than their musical ability. For example, a student may be the only tuba player who had an interest in joining the concert band or a particular horn player will complete the horn section if admitted. Obviously, these are not ideal reasons for admitting students into a concert band, but often this is the situation in the small college.

Although the quality of the musician is usually the primary concern of the concert band director, the size and instrumental balance of the concert band are also ever present concerns. Usually, a desirable minimum number of band members would be quite acceptable if every member were a competent performer. However this is not a likely possibility in the small college, thus one must rely on relatively weaker players to complete the ensemble.

Music departments in large universities usually have a program in which several concert bands exist. There is usually one highly select concert band comprised of the better musicians, and two or three bands for those who were not selected to the top band. This system provides an excellent means by which to maintain the quality, quantity, and the instrumental balance of the top band. The small college by contrast, usually has only one concert band, if there is a full band at all, and it is usually comprised of musicians of widely varying abilities, from very good to below average. Also, parts of a section (e.g., second oboe or fourth horn), or even an entire section (e.g., the tuba section), might be missing due to the unavailability of students on those particular instruments.
Clearly one of the major factors affecting the quality, quantity and the instrumental balance is the feeder system. Usually the concert band director in a small college cannot anticipate the number, quality of students or the balance of instruments in the concert band until the first week of school in the fall. Band directors in other school systems have better control or even complete control over this factor.

Even at the public school level, the high school band director, in conjunction with the elementary and junior high school band directors, can reasonably anticipate the instruments he will have. He is able to have students switch instruments or start on certain instruments in the lower grades thus accommodating the necessary instrumentation each year. Also a certain amount of quality can be controlled for due to the fact that the band director has the same students for about eight years.

Although this situation is not exactly the same in the universities, there is much similarity. The university concert band, in a sense, has a feeder system of its own. Due to the large number of new students desiring to become members of the concert band, several concert bands can be maintained. This provides a constant resource of musicians that can be drawn upon in the event that a student drops out of the concert band or does not maintain a sufficiently high level of performance ability. The director also does not have to be concerned with students graduating and the vacancies created in the following year's concert band. He knows that musicians will usually be ready to assume these positions. The quality of many of these
students' playing ability can be assured due to the guidance and private instruction provided by a staff of private instructors. In most large universities with a school of music, there is at least one highly trained instructor for each instrument.

The concert band director in the small college, by contrast, rarely knows what to expect from year to year. A result of these problems is that some band directors in small colleges emphasize the development of small ensembles, e.g., brass and woodwind choirs, brass quartets and quintets, woodwind quintets, in lieu of a concert band. Many small college directors are even forced to discontinue their concert band or never attempt to organize one. It is actually easier to find good quality literature for these small ensembles than to find literature for a concert band which does not have a complete compliment of instruments. There is a large quantity of music published for these small ensembles which normally includes several alternate parts, e.g., brass music published by the Robert King Music Company. If the specified instrumentation is not available, other instruments can be utilized due to the substitute parts provided by the music publisher. On the other hand, the instrumentation for most advanced concert band literature is very specific and a greater variety of instruments is required. Small college concert bands often do not have a sufficient number of players to complete a full section, e.g., four horns or four or five percussionists, or for the more uncommon instrumental parts such as the bassoon, English horn, contrabass clarinet, or even the oboe.
In small colleges, the concert band director usually begins each school year confronted with the problem of determining how to persuade enough instrumentalists to enroll for the concert band. The problem is not so much that there are few students with high school band experience, for there are usually many students attending small colleges who have been a member of a high school concert band. Too often, the problem which confronts the college band director is that many of these potential concert band members, for various reasons, find the transition from high school to college the most likely time to discontinue participation in a concert band.

Since the small college usually has only a few instrumental music majors, the major recruitment effort must be directed toward the non-instrumental music major who has high school band experience. These are the students that the college concert band director must be able to recruit into the concert band as freshmen and retain for the succeeding years.

Retention of band members becomes vital to the survival of the concert band program in the small college. There must be a balance between the recruitment of new band members and the retention of the present members. A problem related to retention is that the nonmusic majors' schedules often do not allow them to participate in the band for more than two or three consecutive semesters due to required courses for their majors which conflict with the concert band rehearsal period. This problem may affect recruitment as well.

Often high school band members who matriculate to small colleges do want to become members of the concert band in their respective
college. During their high school tenure, participation in a concert band program was perhaps a vital and significant part of their lives. Too often though, these students complete their first college registration and the college concert band does not become a part of their schedules. Several possible explanations for this occurring are:

1. The student's adviser does not inquire about his desire to participate in the concert band.

2. The student does not inquire about the concert band.

3. The student's schedule becomes so full that something must be deleted.

4. The student has a class conflict with the concert band rehearsal period.

It must be the responsibility of the college band director to identify the college freshmen with high school band experience and to contact them before they schedule their college courses. As the number of college students declines, it is particularly important that the band director at the small college learn to be a skillful recruiter. Without an adequate recruiting program the small college concert band will be unable to survive. The band director must be personally convinced that the concert band is important to the total music program of the college. Thus, every effort must be made by the band director to promote and develop the concert band.

This present study confronts this problem by seeking to identify those factors which influence college freshmen with high school band experience to participate or not to participate in the small college
concert band. These factors may then provide a basis for developing corrective measures to assist the band directors in small colleges in maintaining and improving their concert band programs.

NEED FOR THE STUDY

It is of great importance to band directors in small colleges that incoming freshmen with high school band experience elect to participate in the college concert band. One of the goals of music education is to enable children to have a lifelong experience with, appreciation for, and understanding of music. Many students begin this process by studying a band instrument, but in many instances the student loses interest and does not continue beyond high school. It is imperative that high school and college band directors become cognizant of the factors which influence the student concerning his choice to continue or discontinue band participation.

All too often college music ensembles do not meet and fulfill the musical needs of the college student. This is confirmed by Tross (1964) who states that "a rather limited learning experience is possible for music majors and students of other intellectual pursuits through the band and band department programs now found in some higher education institutions" (p. vi). Clark (1952) reports that "the musical diet of the college student who is not majoring in music is indeed a slim one in many institutions" (p. 50). Too often the college ensembles become a function of just the music department. Providing a significant contribution to the total college, in general, and more specifically to the general college student, is
often neglected. Clark further states that "it is high time for the liberal arts college to recognize its responsibility to provide a reasonable amount of natural, normal music participation for the vast majority of its students who are nonmusic majors" (p. 50).

The transition for high school band members to college is extremely critical. The musical and educational goals of the high school band director would seem diminished if the majority of the graduating band members discontinues playing their instruments. It is incumbent upon the college band director to make the college program so attractive that the college student will want to become a member and build upon his high school band experience. As Gehrken's (1939) points out, "the musically inclined college freshman is often bitterly disappointed to find that the art of music apparently has little standing in the college..." (p. 21). A meaningful musical experience must be at the heart of the band program. Noble (1961) believes that music must be the raison d'etre of the band (p. 46).

A need exists to identify those factors that are the most crucial to the student in determining whether band participation is continued in college. Ray (1966) acknowledges this need and states that "college music administrators and conductors of college musical groups share a growing concern about students who participate in musical organizations in high school but fail to continue such participation in the college or university" (p. 1). This concern is supported by McClarty (1968) who states that "music educators are becoming increasingly aware of the fact that an alarming proportion of band students do not continue participation in band throughout
their entire educational career" (p. 1).

The college band should provide students the opportunity to continue their high school band experience in a more meaningful way. It is especially important that the college band be able to provide a means by which the students' musical needs and their need for self-expression can be fulfilled. To achieve this Gehrken (1939) believes that the college band director must redefine the goals and objectives of the band. These goals and objectives must be integrated with other life activities (p. 20).

Noble (1961) believes that the typical incoming freshman is interested in concert experiences of the highest level possible (p. 46). If the interest of the student is not fulfilled, the student begins to question the significance of concert band membership. It is important to establish that playing an instrument is an avocation that can be and should be continued beyond high school. When a student goes to college, he has matured to the point where he believes that he should concentrate upon preparing himself for a life-long career. This student is often not interested in continuing those high school experiences which will not directly contribute toward this career goal. Perhaps, then, his reasons for not participating in college bands are related to his perception of differences between college and high school band experiences. The current study might reveal important answers to this question.

The percentage of students with high school band experience who do not participate in the college band program appears to be quite low. This should be of concern to both high school and college band
directors. Casey (1964) states that "some degree of judgment as to the success of a school music program may be made on the basis of the amount of participation of the student body in the program, and to the holding power of that program" (p. 2). The exact cause for students discontinuing band participation is difficult to identify. Farruggia (1969) states that there is probably not just one factor which is the cause, rather, several factors usually contribute to the choice of the student (p. 156).

The amount of research undertaken concerning college band participation is limited. Prior to 1964 few if any quality studies were done. Kruth (1964) stated, "Analysis of available literature reveals that more data are needed to determine causes for drop out in instrumental music. While the literature describes the problem of drop-out, the studies lack depth" (p. 39). The number of studies concerning the small college is even less. The four substantial studies that have been conducted are: Stanley (1964), Wolford (1964), Clothier (1967), and Mountford (1975). A study is needed which is current and which deals with both the participant and the nonparticipant.

Ray (1966) expresses concern for the difficulty of recruiting students in college music ensembles through the following statement:

Recruitment of college students to augment, and to fill vacancies in, college musical organizations occupies a prime place among administrative duties of many collegiate conductors. Success in this recruiting process is dependent upon retention in college ensembles of persons who enter them. (p. 46)
Mountford (1977) also supports this view.

College bands are dependent upon college students who have had high school band experience to make up its membership. The challenge presented to 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. (p. 1)

This problem is obviously compounded in the smaller colleges which have fewer students from which to recruit. Bisdorf (1965) states that "insufficient instrumental personnel to fill the ranks may make band and orchestra performance impossible" (p. 108). He goes on to state that "players of stringed instruments and double-reed instruments may be nonexistent in the small college" (p. 108).

There is a need for more research concerning the small college. "The problem of nonparticipation in the college band by experienced band musicians is particularly acute at the small college due to smaller college enrollment" (Mountford, 1977, p. 2). According to Whear (1960) "the problems which confront the director of a small college band include those of the band director in a large university plus a host of additional things which are frequently unrecognized" (p. 76). He goes on to attribute many of these problems to the high school band program (p. 76).

Clothier (1967) reinforced the need for further study into the problem:

Small college bands need more instrumentalists, and more instrumentalists need the small college band, in accordance with the
goals of music education. It was hoped that an identification of some of the factors influencing students to continue or discontinue band participation as entering college freshmen would suggest methods of increasing the continuity of band experience between high school and college. (p. 1)

Several studies have been made concerning the attrition of instrumental students at the elementary, junior high, and the high school levels. "There are, however, few studies dealing with the instrumental dropouts at the transition between high school and college" (McClarty, 1968, p. 3).

There are three primary points at which band members drop out of instrumental music. These points occur between elementary and junior high school, junior high and high school, and high school and college. "Grade levels that involve a change from one school to another seem to account for especially high dropout rates" (McClarty, 1968, p. 2). There is a need then for greater continuity between schools. Gehrkens (1939) states that "in addition to providing courses in music for each of these levels, we must make certain that the experiences provided at each point shall articulate with both the past and the future of the individual student" (p. 20). If the factors that cause students to drop out of the band program can be identified, corrective measures can be taken. McClarty (1968) believes that "although music educators have investigated reasons for drop-out, studies with documented data are limited and stress a need for further study" (p. 9). He further states that
with respect to the reasons students continue or discontinue participation in band, there seems to be evidence that further research is needed for documented data: (1) that is current...; and (3) that concerns students at the high school-college transitional level. (p. 10)

Mountford (1977) reinforces the point and states that "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" (p. 7). Further study to identify the factors which affect the choice of freshmen in small colleges with high school band experience to participate or not to participate in the college band is clearly needed.

THE PROBLEM

This study was undertaken to determine the effects of selected factors on the choice of freshmen in small colleges, who were in a high school band, to participate or not to participate in their college band. More specifically the problem was to determine the effects of three theoretical constructs, namely, Attitude, Social, and Musical, on college concert band participation or nonparticipation. These constructs are defined by a series of related items on the research questionnaire.

SECONDARY PROBLEMS

The following specific secondary problems are potential factors which may contribute to a student's choice and which are examined in the study.
1. Primary band instrument played.
2. Academic major in college.
3. Grade in which a band instrument is begun.
4. Playing an instrument in the band which is not the student's preferred choice.
5. Amount of time playing each week during high school.
6. Years of private lessons.
7. Self perception of one's playing ability.
8. Quality of one's high school band.
10. Musical background of parents.
11. Ownership of a band instrument.
12. Participation in solo contest.
13. The influence of the following individuals concerning high school band membership: parent, friend, nonmusic teacher, music teacher.
14. The influence of the following individuals concerning college band membership: parent, friend, professor, high school band director.
15. Ability to obtain a college band instrument.

PURPOSE

The purpose of this study is to examine the effects of selected factors on the choice of college freshmen with high school band
experience to participate or not to participate in the college band. Effective recruitment in small colleges is especially crucial to the welfare of the concert band. The band directors at these colleges must be aware of the factors that are influencing the student's choice regarding concert band participation upon arriving at college. The concert band director cannot hope to achieve a balanced instrumentation or a functional number of band personnel without an effective recruitment program. This study will focus on those factors which influence the student to elect to continue participating in the concert band program as a student in a small college. Once these factors have been tested they will then be evaluated to determine the extent to which each contributes to the student's choice.

QUESTIONS

This study will be concerned with answering the following questions:

1. Are there certain factors which are common to the students who participate in the college concert band?

2. Are there certain factors which are common to the students who do not participate in the college concert band?

3. Do the college freshmen participants share common feelings and perceptions concerning their high school concert band experience?

4. Do the college freshmen nonparticipants share common feelings and perceptions concerning their high school concert band experience?
5. How does the attitude of the college concert band members toward the concert band compare with that of the noncollege concert band members?

6. How important are the social aspects of the concert band to the college concert band members compared with the noncollege concert band members?

7. How important are the musical aspects of the concert band to the college concert band members compared with the noncollege concert band members?

8. To what extent do the factors in question contribute to a student's choice to become a member of a concert band in a small college?

9. What do college freshmen in small colleges like the most and the least about their high school band experience?

10. What reason will a freshman in a small college with high school band experience give as to why he chose to participate or chose not to participate in the college concert band?

11. In what ways do students want the high school band program to be changed?

12. In what ways do college freshmen feel that their high school band experience has contributed to their lives?

13. How do the freshmen college concert band members perceive of their college concert band experience?

14. How do the freshmen noncollege concert band members perceive of their lack of participating in the college concert band?
ASSUMPTIONS

In this study the following assumptions will be made. It is assumed that:

1. The application of survey research techniques will ascertain meaningful results.

2. The conclusions of this study are applicable to colleges with comparable enrollments in other locations.

3. Student response to the questionnaire will represent unbiased attitudes by the subjects toward the questionnaire.

4. A questionnaire can be developed to identify those factors which contribute to the student's choice concerning band participation and the significance of each factor can be determined.

DEFINITIONS

Small College: A post secondary institution of higher education with an enrollment between 700 and 2,500 and which has a four year liberal arts program.

College Band Member: A college freshman enrolled as a member of the concert band.

College Nonband Member: A college freshman not participating in the concert band.

High School Band Experience: Participation in a high school concert band for at least one year.
Concert Band: An ensemble composed of brass, woodwind, and percussion instrumentalists performing concert band literature (as opposed to a jazz band, marching band, pep band, or any other small ensemble). Also, concert band will be used to include such terms as wind symphony, wind ensemble, or symphonic band.

Freshman: Any student attending college for the first time in the fall term of 1980.

Subjects: The subjects for this study are those students who have been a member of a high school concert band attending, as freshmen, a small college which has a concert band.

Attitude Construct: The grouping of those questionnaire items which pertain to attitudinal aspect of concert band participation. These questionnaire items include factors relating to the student's attitude toward: (1) the high school band--items 21, 29, 32, 35, 39, 40, and 42; (2) the college band--items 41 and 44; and (3) the continuation of his band experience--items 28 and 33.

Social Construct: The grouping of those questionnaire items which pertain to the social aspect of concert band participation. These questionnaire items include factors relating to the student's relationship: (1) with the high school director--items 24 and 34; (2) with his peers--items 22, 23, 47, and 48; and (3) between himself and the concert band--items 31 and 46.

Musical Construct: The grouping of those questionnaire items which pertain to the musical aspect of concert band participation. These questionnaire items include factors relating to: (1) the technical level of the music performed in high school--items 37
and 38, and in college--items 25 and 36; (2) the student's personal satisfaction received from the musical experience--items 27, 30, 41, and 45; and (3) the student's opinion of the high school band director's ability--item 26, and the ability of the college band director--item C65.

SCOPE AND LIMITATIONS

1. This study will be concerned with college freshmen with high school band experience.

2. This study will be concerned only with four year liberal arts colleges in Ohio with enrollments between 700 and 2,500.

3. This study will be concerned with those colleges which have a functioning concert band during the 1980-1981 school year.

4. College orchestras will not be included in this study.

5. A judgment concerning the quality of the concert band at the colleges participating in this study will not be made.

6. The results of this study can be generalized only for subjects attending similar colleges involved in this study.

SUMMARY

The purpose of this study is to determine the effects of selected factors on the choice of freshmen instrumentalists in small colleges to participate or not to participate in the college concert band. The need for such a study is based on the following: (1) the concert band director in the small college must be able to recruit and retain enough instrumentalists to assure an adequate level of
performance and a functional instrumental balance, (2) there are problems indigenous to the concert band programs of small colleges, (3) due to the fact that the concert bands in some small colleges have ceased to exist in recent years it is imperative that more research is undertaken to assist the present concert band directors in small colleges, (4) a study of this kind has not been conducted only with small colleges in Ohio, and (5) there is a need to update the findings of the few studies that have been made concerning college concert band participation.
CHAPTER II
REVIEW OF RELATED LITERATURE

The purpose of this study is to determine what influences freshmen in small colleges who have had high school band experience to participate or not to participate in the college band. A review of literature related to this study was undertaken to determine the nature and extent of the studies that have addressed this or similar problems.

Several sources were used to compile a bibliography of previous studies and related literature. The primary sources include: (1) bibliographies of dissertations and theses, (2) the Mechanized Information Center (MIC) at the Ohio State University, (3) bibliographies of doctoral dissertations contained in the Journal of Research in Music Education, and (4) the Educational Resources Information Center (ERIC).

A preliminary review of the literature revealed that this study deals with a problem that has not been extensively investigated. The review reported herein consists of only those studies that are the most relevant and have the greatest bearing upon the present study. These were the studies conducted by: Stanley (1964), Clothier (1967), McClarty (1968), and Mountford (1977). Although the sample population varied among these studies, i.e., the Clothier
study was conducted on the campuses of small liberal arts colleges, the studies of McClarty and Stanley were conducted at state universities, while Mountford's study was concerned with students both at state Universities and small liberal arts colleges. The investigator in each study was interested in determining those factors that influenced a college student with high school band experience to participate or not to participate in the college band.

STANLEY (1964)

The purpose of Stanley's study was to determine what factors contributed to the lack of participation in the college band program by students in colleges with high school band experience. He was concerned with the large number of students who do not continue their band participation in college.

Stanley felt that if certain questions concerning a student's band experience could be addressed properly, better insight could be acquired which would be useful in dealing with the problem. Stanley postulated several questions as to why so many students with high school band experience fail to continue band participation upon entering college. These questions include:

1. Does the high school band program in the public schools establish lasting musical values?

2. Is the lack of band participation due to the inadequacy of the high school band experience?

3. Do students lose interest in playing their instrument?
4. Do students feel that band participation at the college level is a worthwhile endeavor?

5. How much pressure is placed upon the students by their parents and/or their teachers to eliminate those activities which are not directly related to their major course of study?

Stanley limited his study to the freshman class at Ohio University, Athens, Ohio. Two groups were established by random sampling. One group was comprised of university non-band freshmen and the other group consisted of freshmen members of the Ohio University Band.

A personal interview with each member of the two research groups was the method by which data were collected. The responses each subject gave to several questions asked were recorded on a check sheet. The questions were grouped into three sections. The first section pertained to the student's high school band program, the second section asked for information concerning their musical background, and the third section was concerned with those factors which influenced their decision to continue or discontinue their band participation in college. The combined responses of each group were compared as the basis of the data analysis. A total of forty-eight university band students were interviewed and one hundred university non-band students were interviewed.

The more significant findings of Stanley's study relating to why a student continues band participation in college are:
1. A student is more likely to continue band participation in college if he sat high in section while in high school.

2. Participation in high school solo and ensemble contest was a significant factor.

3. Individual practice outside of high school time and exposure to musical performances contributed to continued band participation in college.

4. The students' feeling toward their high school band director was important.

5. There is a strong relationship between the student's enjoyment of participation and continued participation in college.

A hierarchy of importance was not assigned to his conclusions. A comprehensive statement concerning why students participate or fail to participate in the college band was also not presented.

CLOTHIER (1967)

Clothier investigated factors that influenced college freshmen with high school band experience to participate or not to participate in band. Five liberal arts colleges in Iowa: Coe, Cornell, Grayson, Simpson, and William Penn; participated in the study. Clothier employed a questionnaire as the principle instrument for collecting data. The questionnaire contained seventy-five items and was divided into two parts. Part I was concerned with the subject's background in instrumental music and Part II dealt with why a student chooses to continue or discontinue band in college. Part II was concerned with the influence of various elements of band
membership: (1) persons, (2) high school band experience, (3) college life, (4) college band, and (5) other influences.

Follow-up techniques which included telephone calls and personal contact were employed. This accounted for a high rate of return of the questionnaire. The subjects were both music and non-music majors in small liberal arts colleges. Out of 282 potential band members, a total of ninety (31.9% for the five colleges) elected to participate in the band.

Clothier found, not surprisingly, that those college freshmen who participate in band are generally those who have shown the greatest ability and interest in instrumental music. It was discovered that these students:

1. participated in their high school band during their senior year.
2. spent the greatest amount of time practicing their instrument during high school years.
3. participated in state or district solo contests during high school.
4. participated in small ensembles in high school.
5. felt that they were among the better players in their high school band.
6. owned their instrument.

The two items most often given as being the most important by those who joined the college band were: (1) the importance of music in their lives and (2) the general effect of their high school band experience.
It was found that those students who decided not to participate in band felt:

1. that they did not intend to play their instrument in any way during college.

2. that they would seldom play their instrument after high school.

3. that academic pressures precluded their participation in the college band.

The findings of this study indicate that college band participation is the cumulative result of various factors contributing to the student's decision. The most important factors are those influences related to college life. Next in importance are factors related to the influence of the high school experience, the influence of other persons, and to those of the college band.

MCCLARTY (1968)

The purpose of this study was to determine the reasons why certain former band students elect to continue or discontinue band upon entering the University of Montana. McClarty's study involved 183 freshmen at the University of Montana. Students for this study were selected only from freshmen who had participated in a high school band during their junior and senior years.

The instrument employed to obtain data was an opinionnaire constructed of seventy-five items. As in the Clothier study a high rate of return of the opinionnaire was achieved by employing follow-up techniques, i.e., telephone calls and personal contact. Of the
183 opinionnaires mailed to the subjects 178 (97.26%) were returned. It was discovered that only twelve out of a potential group of 183 (6.56%) elected to participate in the band.

McClarty initiated the study with several assumptions. These included:

1. that a very high percentage of potential freshmen band members as non-music majors chose not to participate (this is evidenced by the low percentage mentioned above).

2. that the majority of potential freshmen band members had sufficient musical ability to pass the audition.

3. that the opinionnaire employed could reveal the specific reasons students elected to continue or discontinue band participation.

4. that the reasons students chose to participate were not necessarily exactly opposite to reasons students chose not to participate.

McClarty concluded that the freshmen who elected band at the University of Montana did so because they:

1. anticipated enjoying the musical and social activities of the University of Montana band.

2. highly enjoyed the instrument they played in the high school band and desired further skill development on that instrument.

3. had a very satisfying total high school band experience.

4. had a favorable preconceived image of the University of Montana band.
5. decided while still in high school to participate in the University of Montana band.

6. had received academic credit for participating in high school band.

It was also concluded that the students who did not participate in the band did so because of:

1. nonmusical demands and/or conflicts prevented their enrolling in band.

2. a loss of interest in musical participation in general or had greater interest in nonmusical courses or organizations.

3. a question regarding their ability to meet the band entrance requirements.

4. apprehension regarding auditions for the band.

5. a decision not to participate while still in high school.

6. an opinion that more credit for band should be given.

McClarty utilized an interesting format for the construction of his opinionnaire. Each of the seventy-five items on the opinionnaire contained two parts. The first part of each item asked the subject to rank his attitude or the status of that particular statement, i.e., how much did you like the instrument you primarily played or what was the condition of the instrument you played. The second part of each item asked the subject to rank the degree to which his response on each item influenced his decision to participate in the University of Montana band. There were five sections to the opinionnaire: (1) high school band participation, (2) personal data, (3) University of Montana attendance, (4) guidance and counsel,
and (5) an open section for additional influences or comments.

MOUNTFORD (1977)

Mountford conducted one of the most thorough and extensive studies concerned with college band participation. His study was designed to determine whether or not there are significant predictors of college band participation by college freshmen with high school band experience. To collect data Mountford developed three questionnaires. The Musical Experience and Attitude Inventory (MEAI) and the College Questionnaire were given to the student subjects. A Band Director's Questionnaire was developed and administered to the high school band directors involved in the study. The MEAI was administered while the subjects were seniors in high school. These students had indicated that they planned on attending college. In the fall Mountford located the subjects and verified that they were attending college. The College Questionnaire was then mailed to the subjects to complete and return.

Mountford's major hypothesis was that there are significant predictors of college band participation by college freshmen with high school band experience. He then developed sixty-one sub-hypotheses based on studies conducted by Stanley (1964), Clothier (1967), McClarty (1968), and Mountford (1975). The independent variables, the sub-hypotheses, were tested against the dependent variable, college band participation, to determine the existence of any significant predictors of college band participation.
Eighteen predictors of college band participation, which were determined to be significant, were identified. The student making a decision to participate in the college band while the student is in high school was ascertained to be the most significant predictor. Other predictors included such items as performance of solos, playing in church groups, peer pressure, and the advice of adults.

There were also eighteen predictors of college band non-participation which were determined to be significant. The most significant of these predictors was the student's decision not to play their instruments in the future. Other predictors included failure to discuss college band participation with their parents, lack of enjoyment in playing their instrument, and lack of private study.

**SUMMARY**

All of the studies reviewed examined factors affecting college band participation. Based upon the items included in the questionnaires of each study there are many factors that were of common concern to all investigators. The questionnaire items can be placed into one of two general categories: (1) factors related to the high school music experiences and (2) factors related to the college band experience. Within the first category the principle areas of interest were: (1) musical background, e.g., year in which an instrument was started, years of private study, instrument played; (2) influence of others, e.g., influence of the band director, parents, friends; (3) the high school band experience; and (4) the students' perception of the importance of music in their own lives.
The second category of questionnaire items pertained to the college band experience, and common areas of interest were: (1) ownership of an instrument; (2) the students' perception of the college band; (3) the influence of others; (4) the relationship between college life and the college band (e.g., Does the student have adequate time to participate in the band?, Is being in a band in college as important as it was in high school?, Does the student have friends in the college band?); and (5) the role that playing an instrument assumes after high school.
CHAPTER III
PROCEDURE

The purpose of this study was to determine the effects of selected factors on the choice of freshmen in small colleges, with high school band experience, to participate or not to participate in the college concert band. The study was designed to collect data by means of a questionnaire (Appendix A). The questionnaire obtained information concerning the student's musical background and the attitudinal, social, and musical aspects of concert band participation. The data from the questionnaire would then be analyzed to determine if there are significant differences between responses of the college concert band members and those who elected not to participate during the freshman year.

To explain and describe this procedure the following aspects of the study are discussed: (1) the development of the questionnaire, (2) the selection of the colleges involved in this study, (3) the identification and selection of the students that formed the sample population, (4) the distribution and collection of the questionnaire, (5) the treatment of the data, and (6) data analysis.
THE DEVELOPMENT OF THE QUESTIONNAIRE

A questionnaire approach was considered an appropriate means of determining the effects of various factors on the choice of college freshmen concerning concert band participation. Prior studies have indicated that there are several factors acting collectively to influence the student's choice. In the present study selected factors were subsumed under three constructs, Attitudinal, Social, and Musical, to determine the collective effects of related items on the questionnaire. These factors may individually and collectively contribute to each student's choice. Although many specific factors may affect concert band participation these three factors seem to categorize the probable reasons for participation or nonparticipation. At various times each of these constructs assumes greater prominence. In the lower grades, for example, students often begin a band instrument for nonmusical reasons. The attitudinal and social constructs exert greater influence, e.g., a student may want to begin a band instrument because of its physical beauty (attitude) and because his friend is in the band (social). Later in high school a student may continue to participate in band because of the pleasure that performing music brings (musical construct) in spite of a personal dislike of the band director (attitude construct). It may be important to establish the importance of all three constructs and the various ways they affect the decision.

Potential band students in small colleges fit into two categories: (1) those who do not have an active role in making the
decision and (2) those who are able to decide for themselves. Two examples of the first category are: (1) the instrumental music major for whom concert band participation is a requirement as part of the recommended course of study and (2) the noninstrumental music major who, due to a required course which conflicts with the concert band period, is not able to schedule the concert band. This study, though, is not concerned with these students. It is concerned rather with those students, with high school concert band experience, who have the college concert band period open on their schedules and the factors which influence them either to continue or not to continue their concert band participation. Thus the questionnaire had to be designed to focus upon these students and possible factors pertinent to them.

The questionnaire consists of six sections: (1) a letter of introduction, (2) verification of high school band experience, (3) background information, (4) statements designed to solicit information about the attitudinal, social, and musical aspects of concert band participation, (5) open-ended questions and (6) statements concerning the college concert band. Both college concert band members and nonmembers were instructed to answer sections 2-5. Section 6 was divided into two sets of ten items each. The band members were to answer one set and the nonmembers were to answer the other set.

It was decided to include both questions and statements of the multiple-choice type. According to Babbie (1973) "both questions and statements may be used profitably in survey research. Using both in a given questionnaire gives the researcher more flexibility in
the design of items and can make the questionnaire more interesting as well" (p. 140). Questions are useful in that responses can be obtained which allow the researcher to describe the subject based upon those responses. Statements are appropriate for obtaining information concerning the attitudes held by the people responding to them.

Often, the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. If he is able to summarize the attitude in a fairly brief statement, he will often present that statement and ask respondents whether they agree or disagree with it. (Babbie, 1973, p. 140)

Scheaffer, et. al., (1979) states that "a questionnaire should be constructed to encourage participation by the respondents" (p. 26). Of the three common questionnaire types in use, i.e., dichotomous, multiple-choice, and open-ended, it was decided to keep the dichotomous type to a minimum. Although this is the simplest form, and is easy to construct, "it sometimes oversimplifies an issue and does not provide room for compromise" (Scheaffer, et. al., 1979).

**Letter of Introduction**

A letter of introduction (Appendix A, p. 193) was included in the questionnaire. The intent of the letter was to: (1) inform each subject as to the background of the research project, (2) explain the subject's role in the study, (3) explain the purpose of the questionnaire, and (4) provide instructions as to completing and returning the questionnaire.
Verification of High School Band Experience

The sample population was identified as freshmen in small colleges in Ohio with high school concert band experience. Due to the difficulty of obtaining a list of these students at each college it was necessary, as an additional means of verification, to have each subject indicate on the questionnaire whether or not he or she had been a member of a high school concert band. Students verified this simply by checking "yes" or "no" on the questionnaire (item 1).

Background Information

To conduct a study that would accurately identify and evaluate those factors that influence a student's choice concerning college concert band participation, it was decided to consider both the past experiences and the present attitudes of the sample population. It was felt that including informational material about the musical background of each subject would make this study more meaningful. One of the objectives of the study was to compare the responses given to background information by the college concert band members and the nonmembers.

The items of the questionnaire that provide background information are numbered 6 through 20 (Appendix A, pp. 194-196) each requesting only one item of information. Items 17 and 18 required more extensive responses with each having four parts. This entire section of items is referred to as the Background Information Inventory (BII).
Main Body of the Questionnaire

The main body of the questionnaire contained statements subsumed under the three categories of potential influence, (1) attitude, (2) social, and (3) musical. These items are numbered 21 through 48 (Appendix A, pp. 196-198) and are referred to as the Attitudinal, Social, and Musical Inventory (ASMI).

Each of the statements in the ASMI are accompanied by a Likert-type response format using "strongly agreed," "agreed," "disagreed," or "strongly disagreed." The response of "no opinion" was omitted in order to force a response either positively or negatively. In order to eliminate confusion, no negatively stated items were included on the questionnaire. "The appearance of a negation in a questionnaire item paves the way for easy misinterpretation" (Babbie, 1973, p. 143).

Open-ended Questions

Often, responding to an established set of possible answers to closed-ended questions on a questionnaire can be confining and unintentionally over simplify an individual's perspective.

The chief shortcoming of closed-ended questions lies in the researcher's structuring of responses. Where the relevant answers to a given question are relatively clear, this may present no problem. In other cases, however, the researcher's structuring of responses may overlook some important responses. (Babbie, 1973, p. 141)
It was the intention of the investigator to give the respondents an opportunity to provide answers, in their own words, to a number of open-ended items on the questionnaire which were felt to be of interest. This was done for two primary reasons: (1) certain items did not lend themselves to the Likert type of response and (2) it was important to allow the respondents the freedom to express their personal feelings. Once the questionnaires were returned, these open-ended questions would be coded into logical groups. The open-ended questions on the questionnaire are numbered 49 through 54. (Appendix A, pp. 198-199)

Statements Concerning the College Concert Band

Prior to this section of the questionnaire, both groups of subjects from the sample population were instructed to respond to the same questionnaire items. It was of interest within this study to separate the two groups of subjects, members and nonmembers, and to structure questionnaire items that were based upon their decision concerning membership. Two different sets of items were developed for each group: Part V for the college concert band members and Part VI for the college concert band nonmembers. (Appendix A, pp. 199-200)

Piloting the Questionnaire

After the questionnaire was developed, a pilot copy was given to students and members of the music faculty at the Mount Vernon Nazarene College. These individuals were instructed to evaluate the questionnaire concerning: (1) clarity of the instructions and questionnaire
items, (2) areas which might have been omitted from the questionnaire, (3) the ordering of the questionnaire items, (4) the appearance and format of the questionnaire, and (5) any general suggestions. As a result of this pilot administration, the size of the questionnaire was reduced from ten pages to five pages by duplicating on both sides of each page. It was felt that the bulk of the sample questionnaire would be somewhat intimidating and that a more compact version of the questionnaire would be preferable. No other significant changes were found to be necessary. The questionnaire required only ten to twelve minutes to complete.

SELECTION OF COLLEGES

While this study involves concert band programs at small colleges, the investigator was not able to find an established definition for a "small college." It was decided, therefore, to establish arbitrary parameters by which the colleges would be selected. The following definitions were established: (1) a minimum enrollment of 700, (2) a maximum enrollment of 2,500, and (3) a four year liberal arts college. Although the range of the enrollment is somewhat wide it was felt that these colleges encounter similar problems and concerns regarding the concert band program. Technical schools, seminaries, and regional campuses of larger universities were not included in this study.

The registrar at the Mount Vernon Nazarene College was contacted regarding resource material that would contain statistical information about colleges in Ohio. The "Tabular Data" section of the College
Blue Book was recommended. This catalog lists every college alphabetically grouped by state. All or part of the following information was provided for each college: address, telephone number, president, admissions director or registrar, type of school, entrance examinations required, entrance policies, admission plans, units required, affiliations, enrollment, and so forth. This information was based upon the 1979 enrollments. Table 1 is the list of colleges that was initially established. It is assumed that these enrollment figures proportionally approximate the 1980-1981 enrollments. These enrollment figures reflect the 1979-1980 "head count" as opposed to the Full Time Equivalent (FTE).

In the fall of 1980, each of the colleges from Table 1 were contacted, via a telephone conversation, to determine the existence of a functioning concert band and the name of the concert band director. Confirmation was made with either the (1) chairman of the music department, (2) band director, or (3) music secretary. As a result of this procedure, the colleges in Table 2 represent those colleges which had a functioning concert band.

The academic dean of each college in Table 2 was contacted by means of a letter (Appendix B). The purpose of this letter was to explain the purpose of the research project and to solicit his or her consent to include that college in the study. The academic dean was asked to complete the College Dean's Consent Form (Appendix C) and return it to the investigator in a self-addressed stamped envelope which was enclosed with the letter. If consent was not given, that college was dropped from the study. If consent was given,
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Antioch College</td>
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<tr>
<td>Yellow Springs, Ohio</td>
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</tr>
<tr>
<td>2. Ashland College</td>
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<td>Ashland</td>
<td></td>
</tr>
<tr>
<td>3. Cedarville College</td>
<td>1183</td>
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<td>Cedarville</td>
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</tr>
<tr>
<td>4. Central State University Wilberforce</td>
<td>2131</td>
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<td>5. Denison University Granville</td>
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<td>6. Edgecliff College</td>
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<td>7. Heidelberg College</td>
<td>943</td>
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<td>Tiffin</td>
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<td>Gambier</td>
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<tr>
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<td>Alliance</td>
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<td>Mount Vernon</td>
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<td>New Concord</td>
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<td>-------------------------------</td>
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<td>Pepper Pike</td>
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<td>Canton</td>
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<td>22. Wilberforce University</td>
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<tr>
<td>Wilberforce</td>
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</tr>
<tr>
<td>23. Wittenberg University</td>
<td>2270</td>
</tr>
<tr>
<td>Springfield</td>
<td></td>
</tr>
<tr>
<td>24. Wooster, College of</td>
<td>1776</td>
</tr>
<tr>
<td>Wooster</td>
<td></td>
</tr>
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</table>

Total number of colleges: 24
Mean enrollment: 1374.5
Range: 704-2288
<table>
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<tr>
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<th>ENROLLMENT</th>
<th>BAND DIRECTOR</th>
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<td>Merylin Ross</td>
</tr>
<tr>
<td>Rio Grande, Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Malone College</td>
<td>782</td>
<td>Richard Mountford</td>
</tr>
<tr>
<td>Canton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Defiance College</td>
<td>805</td>
<td>Richard Stroede</td>
</tr>
<tr>
<td>Defiance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Muskingum College</td>
<td>938</td>
<td>Todd Fiegel</td>
</tr>
<tr>
<td>New Concord</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Mt. Vernon Nazarene College</td>
<td>940</td>
<td>Garen Milton</td>
</tr>
<tr>
<td>Mount Vernon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Heidelberg College</td>
<td>943</td>
<td>John Owen</td>
</tr>
<tr>
<td>Tiffin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mount Union College</td>
<td>1114</td>
<td>Carl Kandel</td>
</tr>
<tr>
<td>Alliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Hiram College</td>
<td>1150</td>
<td>Alexander Sidorowicz</td>
</tr>
<tr>
<td>Hiram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Cedarville College</td>
<td>1183</td>
<td>Mike Di Cuirci</td>
</tr>
<tr>
<td>Cedarville</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Otterbein College</td>
<td>1585</td>
<td>Gary Tirey</td>
</tr>
<tr>
<td>Westerville</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Marietta College</td>
<td>1600</td>
<td>Dean Cummings</td>
</tr>
<tr>
<td>Marietta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. College of Wooster</td>
<td>1776</td>
<td>Stewart Ling</td>
</tr>
<tr>
<td>Wooster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Ashland College</td>
<td>2189</td>
<td>Tony Dibartolomeo</td>
</tr>
<tr>
<td>Ashland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Wittenberg University</td>
<td>2270</td>
<td>Richard Butts</td>
</tr>
<tr>
<td>Springfield</td>
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<td></td>
</tr>
<tr>
<td>COLLEGE</td>
<td>ENROLLMENT</td>
<td>BAND DIRECTOR</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>15. Ohio Wesleyan University</td>
<td>2288</td>
<td>Alex Biamonte</td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of colleges: 14

Mean (X) enrollment: 1447

Range: 747-2288
the investigator made contact with the concert band director by means of a similar letter and he, in turn, was asked to return the consent form.

At this point some procedural confusion arose. Several of the academic deans did complete and return the College Dean's Consent Form. Some though, forwarded the form on to the concert band director without signing the form. It was the intention of the investigator to make official contact with each of the concert band directors only after the Academic Dean's Consent Form was returned with permission given. This meant that these concert band directors were introduced to this project indirectly by means of a letter of introduction addressed to the academic dean. Apparently some of the academic deans left the decision concerning participation in this project entirely up to the concert band directors. Some of these consent forms were returned with only the concert band director's response and signature.

Another point of confusion was related to the failure of some of the academic deans to return the consent form. The writer made a personal telephone call to those deans, and the purpose of the research study was explained over the telephone. Permission to proceed with the study was solicited at this time. This procedure was acceptable although the consent form with a response and signature was preferred.

Once permission to proceed with the study was given by the academic dean, the concert band director was contacted. An additional point of contact was made by the investigator via a telephone call to
each concert band director. The purpose of this call was to personally introduce the investigator and answer any questions which the director might have concerning the study. The results of soliciting permission from the academic dean and the concert band director at each college from Table 2 is indicated in Table 3. This table represents those colleges that participated in the study. This process was completed by April, 1981.

It is interesting to note that between the time confirmation of a concert band was made in the fall of 1980, and contact was made to initiate the study in April of 1981, three of the colleges had to be removed from the study for the following reasons:

1. "Does not have a concert band any more."

   2 colleges

2. "We do not have a band program suitable for your research needs."

   1 college

This situation dramatically illustrated the problem that concert band programs face in small colleges and provided further credence for the need for this study.

IDENTIFICATION AND SELECTION OF SAMPLE POPULATION

The target sample population for this study was all of the freshmen at the five colleges from Table 3 who had high school concert band experience. The actual sample population were those students who actually completed and returned the questionnaire. The initial task facing the investigator was to identify the sample population.
### TABLE 3: COLLEGES PARTICIPATING IN THE STUDY

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>ENROLLMENT</th>
<th>BAND DIRECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Malone College Canton</td>
<td>782</td>
<td>Richard Mountford</td>
</tr>
<tr>
<td>2. Muskingum College New Concord</td>
<td>938</td>
<td>Todd Fiegel</td>
</tr>
<tr>
<td>3. Mt. Vernon Nazarene College Mount Vernon</td>
<td>940</td>
<td>Garen Milton</td>
</tr>
<tr>
<td>4. Otterbein College Westerville</td>
<td>1585</td>
<td>Gary Tirey</td>
</tr>
<tr>
<td>5. Ashland College Ashland</td>
<td>2184</td>
<td>Tony Dibartolomeo</td>
</tr>
</tbody>
</table>

Total number of colleges: 5
Mean (X) enrollment: 1286.8
Range: 782-2189
Two methods of identifying the sample population were used.
The first method involved the students' ACT Student Profile. After consulting with the registrar of the Mount Vernon Nazarene College, it was discovered that information pertaining to a student's out-of-class accomplishments was contained in the Student Profile Section of the ACT Assessment 1980-1981 National Registration Folder (Appendix D). This section, the "Out-of-class Accomplishments," provided information pertaining to music as well as other areas of interest. The music book (122-128) contained information pertaining to vocal and instrumental music interest. Item number 126 pertained to instrumental music in high school. A list of students was compiled by selecting those who had checked this item, number 126, positively. Students were selected by this method at two of the five colleges: Malone College and Mount Vernon Nazarene College. It was later discovered that this method had three slight disadvantages. First, item number 126 asked for instrumental interest in general, not specifically concert band. This would include students who played non-concert band instruments (e.g., piano and guitar). This required that an additional step be taken in identifying only those who had been a member of the high school concert band. The second disadvantage of this method was that all colleges do not require ACT scores as an entrance requirement. The third disadvantage of this method was that some students had taken the ACT examination late and the colleges' registrars did not have the ACT assessment folder.
At one of the two colleges this information was contained in a computer, and it was very easy to obtain a printout of the desired
students. At the other of the two colleges the information had not been transferred to computer, therefore each student's folder had to be examined by the investigator to obtain the desired information.

The second method by which students were identified was from existing lists of freshmen with high school band experience compiled by the concert band directors. As a regular part of their recruiting procedure, three of the concert band directors were able to provide the writer with a list of such students. These colleges include: Ashland College, Muskingum College, and Otterbein College. These lists had been compiled by the director, during the registration period in the fall of 1980. The concert band directors at these three colleges were very helpful in sharing this information with the investigator. It was explained that these lists of students were not going to be used in any way to recruit concert band members to another music program.

At this point in the study, the process of obtaining the names of students forced some of the colleges to be eliminated from Table 2 that had originally approved of the study. Due to a personal interpretation of the Student Privacy Act by some of the academic deans, consent was not given to the investigator to conduct the study on their campuses. It was felt that the desired information should not be given to personnel not directly affiliated with their respective college. The investigator, therefore, did not make further requests. This particular situation eliminated three potential colleges from the study.
DISTRIBUTION AND COLLECTION OF THE QUESTIONNAIRE

Early in April 1981, the investigator visited each college for the purpose of mailing the questionnaires to the sample population. Enclosed with each questionnaire was a self-addressed envelope in which each respondent was asked to return the completed questionnaire. By permission of the concert band directors at each college, the self-addressed envelopes were addressed to either the director himself or the music secretary. Each respondent was instructed to return the completed questionnaire before he or she left college for the summer break. A container was provided in which to collect the questionnaires as they were returned.

One point of concern to the investigator involved the various postal systems at the colleges. Three of the colleges gave each student an individual mailbox and mailing address. This method proved to be the most useful. At two of the colleges, though, mail was addressed to just the dormitory in which the student lived. Off-campus students had a general mailing address. The investigator's concern was that the latter method would not prove as effective as the first method for the distribution of the questionnaire. The greater concern, though, was with the method by which the respondents would return the completed questionnaires. At four of colleges the postal service would deliver each completed questionnaire to the appropriate location, i.e., concert band director or music secretary. At the fifth college students did not have a means by which the completed questionnaires could be returned to the appropriate location.
mentioned above. This obviously presented a significant problem.

It was decided, with the suggestion of the concert band director at that college, that a concert band member would be selected from each dormitory. Each of the completed questionnaires in each dormitory would be returned to that concert band member who in turn would bring those questionnaires to the concert band director.

Each questionnaire was addressed and grouped by dormitory, if applicable. This was to facilitate the distribution of the questionnaires by the campus mail service. Table 4 represents the number of questionnaires distributed at each college.

An important element of this study was to establish a method by which the investigator could communicate with those respondents failing to complete and return the questionnaire. It was imperative that the questionnaires be returned before the students left college for the summer break. This allowed the respondents from three to four weeks to complete and return the questionnaires.

To prompt early completion of the questionnaire by the respondent, it was necessary to communicate with the respondents within a short time after they received the questionnaires. Babbie (1973) states that "in general, the longer a potential respondent delays replying, the less likely he is to do so at all" (p. 163). It was decided to employ the campus news service at each college as the primary means by which this communication could be made. It was discovered that the campus news service of each college published a weekly newsletter that contained important announcements and other college related information. Copies of these newsletters were
<table>
<thead>
<tr>
<th>COLLEGE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ashland College</td>
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<td>Malone College</td>
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<tr>
<td>Mount Vernon Nazarene College</td>
<td>104</td>
</tr>
<tr>
<td>Muskingum College</td>
<td>63</td>
</tr>
<tr>
<td>Otterbein College</td>
<td>111</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>448</strong></td>
</tr>
</tbody>
</table>
distributed to the students and displayed at prominent locations throughout the campus of each college. It was felt that this would be an effective means by which to communicate with each subject. The investigator obtained permission from the editors of the campus news services to have an announcement included in their weekly newsletters. The announcement was addressed to those students participating in the research project, and it reminded them to complete and return the questionnaires. This announcement was entered into the colleges' newsletters each week until their respective commencements.

During the week following each of the colleges' commencements the questionnaires were collected. The writer intended to personally visit each college and collect the returned questionnaires but two of the concert band directors volunteered to mail them. The questionnaire return rate is indicated in Table 5. Of the 448 questionnaires distributed 189 (42.0%) were returned. To some extent this return rate was expected by the investigator and it is felt that it is somewhat misleading. Babbie (1973) states that "a response rate of at least 50.0% is adequate for analysis and reporting. A response rate of at least 60.0% is good. And a response rate of 70.0% or more is very good" (p. 165). It will be remembered that the questionnaires were sent to students with high school instrumental music experience. Several of these students possibly did not participate in their high school concert band. It is felt that many of these students did not take the time to return the questionnaire because it did not apply to them. This accounts, to a great extent, for the obtained return rate. An additional explanation is provided by
<table>
<thead>
<tr>
<th>College</th>
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<th>Total Questionnaires Returned</th>
<th>Usable Questionnaires</th>
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<td></td>
<td></td>
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<td>51</td>
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<td>College</td>
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<td>73</td>
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<td></td>
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<td>37</td>
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<td>Otterbein College</td>
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<td>44</td>
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<td>135</td>
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<tr>
<td>X</td>
<td>89.6</td>
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<td></td>
<td></td>
<td>27</td>
<td>71</td>
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</table>
Scheaffer, et. al., (1979):

The self-administered questionnaire does not require interviewers, and thus its use results in a savings in the cost of the survey. This savings in cost is usually bought at the expense of a lower response rate. Nonresponse can be a problem in any form of data collection, but since we have the least contact with respondents in a mailed questionnaire, we frequently have the lowest response. (p. 25)

Of the questionnaires that were returned, 135 or 71.0% were usable. A questionnaire was defined as being usable if the respondent had checked "Yes" to the questionnaire item number one. Due to the complexity and difficulty of determining a meaningful response rate, Table 6 is presented without the intention of suggesting a definitive response rate that will be applied to this study. The final number of subjects in the sample population was 135.

TREATMENT OF THE DATA

The initial step upon collecting the completed questionnaires was to convert the responses on each questionnaire to numeric data which could be recorded on IBM Fortran Coding Forms. To facilitate this process a codebook was developed. The function of a codebook is to assist the researcher by identifying variables in the data file (Babbie, 1973, p. 195). A copy of the questionnaire was used as the basis of the codebook. Responses to dichotomous questionnaire statements, i.e., yes-no and female-male, were given the numeric values of one and two, respectively.
Questionnaire items numbers 3 and 4 required that the respondent provide a written response (Figure 1).

3. What is your major band instrument?
4. What is your major in college?

FIGURE 1: QUESTIONNAIRE ITEMS 3 AND 4 REQUIRING A WRITTEN RESPONSE.

These responses were grouped and given a numeric value represented in Table 6 (Instrument) and Table 7 (Major).

TABLE 6: CODE FOR INSTRUMENTS

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<th>MAJOR BAND INSTRUMENT</th>
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</tr>
<tr>
<td>02</td>
<td>Clarinet (family)</td>
</tr>
<tr>
<td>03</td>
<td>Saxophone (family)</td>
</tr>
<tr>
<td>04</td>
<td>Oboe</td>
</tr>
<tr>
<td>05</td>
<td>Bassoon</td>
</tr>
<tr>
<td>06</td>
<td>Trumpet (Cornet)</td>
</tr>
<tr>
<td>07</td>
<td>Horn</td>
</tr>
<tr>
<td>08</td>
<td>Trombone</td>
</tr>
<tr>
<td>09</td>
<td>Euphonium (Baritone)</td>
</tr>
<tr>
<td>10</td>
<td>Tuba</td>
</tr>
<tr>
<td>11</td>
<td>Percussion</td>
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## TABLE 7: CODE FOR ACADEMIC MAJORS

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<th>Questionnaire Item 4</th>
<th>Academic Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Business</td>
</tr>
<tr>
<td>02</td>
<td>Physical Education</td>
</tr>
<tr>
<td>03</td>
<td>Undecided</td>
</tr>
<tr>
<td>04</td>
<td>Music</td>
</tr>
<tr>
<td>05</td>
<td>Social Science</td>
</tr>
<tr>
<td>06</td>
<td>Science</td>
</tr>
<tr>
<td>07</td>
<td>Education</td>
</tr>
<tr>
<td>08</td>
<td>Religion</td>
</tr>
<tr>
<td>09</td>
<td>Art</td>
</tr>
<tr>
<td>10</td>
<td>Speech</td>
</tr>
<tr>
<td>11</td>
<td>English</td>
</tr>
<tr>
<td>12</td>
<td>Home Economics</td>
</tr>
</tbody>
</table>
CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this research project was to study the effects of selected factors on the choice of freshmen with high school concert band experience to participate or not to participate in a college concert band. Due to the nature of the problem under study, an eclectic approach to the analysis of the data was undertaken. The presentation and analysis of the data collected in this research project is divided into the following areas: (1) a comparison of the college concert band members and nonmembers based upon their responses to the BII and the ASMI (sections of the questionnaire), (2) analysis of the College Profile (questionnaire items 55 through 65 for both research groups), (3) a report of the responses to the Open-Ended Questions (questionnaire items 49 through 54), and (4) an analysis of the effects of the three constructs, i.e., Attitude, Social, and Musical, upon college concert band participation.

The analysis of the data was based upon the responses given on the research questionnaire by a total of 135 freshmen with high school band experience representing five colleges in Ohio, i.e., Ashland College, Malone College, Mount Vernon Nazarene College, Muskingum College, and Otterbein College. These students were assigned to one of two research groups: (1) college concert band
members ("members") or the (2) college students who are not members of a concert band ("nonmembers"). A general overview of the population's profile is presented in Tables 8-12.

### TABLE 8: POPULATION PROFILE BY COLLEGE

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashland College</td>
<td>17</td>
<td>12.6</td>
</tr>
<tr>
<td>Malone College</td>
<td>21</td>
<td>15.6</td>
</tr>
<tr>
<td>Mount Vernon Nazarene College</td>
<td>40</td>
<td>29.6</td>
</tr>
<tr>
<td>Muskingum College</td>
<td>22</td>
<td>16.3</td>
</tr>
<tr>
<td>Otterbein College</td>
<td>35</td>
<td>25.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE 9: POPULATION BY COLLEGE CONCERT BAND MEMBERSHIP

<table>
<thead>
<tr>
<th>MEMBERSHIP</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members</td>
<td>40</td>
<td>27.0</td>
</tr>
<tr>
<td>Nonmembers</td>
<td>95</td>
<td>73.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### TABLE 10: POPULATION BY SEX

<table>
<thead>
<tr>
<th>SEX</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>57.5</td>
<td>72</td>
<td>75.8</td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
<td>42.5</td>
<td>23</td>
<td>24.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
<tr>
<td>INSTRUMENT</td>
<td>MEMBERS</td>
<td>NONMEMBERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Flute</td>
<td>10</td>
<td>25.0</td>
<td>21</td>
<td>23.6</td>
</tr>
<tr>
<td>Clarinet (family)</td>
<td>4</td>
<td>10.0</td>
<td>25</td>
<td>28.1</td>
</tr>
<tr>
<td>Saxophone (family)</td>
<td>3</td>
<td>7.5</td>
<td>14</td>
<td>15.7</td>
</tr>
<tr>
<td>Oboe</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bassoon</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Trumpet (Cornet)</td>
<td>7</td>
<td>17.5</td>
<td>12</td>
<td>13.5</td>
</tr>
<tr>
<td>Horn</td>
<td>4</td>
<td>10.0</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>Trombone</td>
<td>6</td>
<td>15.0</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>Euphonium (Baritone)</td>
<td>1</td>
<td>2.5</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>Tuba</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Percussion</td>
<td>.3</td>
<td>7.5</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>89</td>
<td>100.0</td>
</tr>
</tbody>
</table>

No Response: NONMEMBERS 6
TABLE 12: POPULATION BY ACADEMIC MAJOR

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Business</td>
<td>6</td>
<td>15.4</td>
<td>19</td>
<td>20.7</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>7.7</td>
<td>9</td>
<td>9.8</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
<td>17.9</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Social Science</td>
<td>1</td>
<td>2.6</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
<td>28.2</td>
<td>16</td>
<td>17.4</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>5.1</td>
<td>17</td>
<td>18.5</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>5.1</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>2.6</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Speech</td>
<td>4</td>
<td>10.3</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
<td>5.1</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>100.0</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

No response: MEMBERS 1

NONMEMBERS 3

TOTAL 4
RESULTS OF THE BII AND THE ASMI SECTIONS

The questionnaire employed in this study was composed of questions and statements pertaining to the subject's musical background, and his concert band experience prior to college and during the subject's freshman year in college. One of the principle thrusts of this research study was to ascertain whether or not the responses given to selected questionnaire items by those who joined the college concert band during their freshman year differ significantly from those who did not join. To determine if the two groups differ significantly a Chi-Square ($X^2$) Test of Independence was computed for each questionnaire item 3 through 48 and C65. After the completed questionnaires were collected it was felt that item number 65 for college band members and item 64 for noncollege band members should be considered in the data analysis with questionnaire items 21 through 48. For purposes of identification this item will be labeled "C65". The chi-square tests were computed by a subprogram called "Crosstabs", one of several statistical programs contained in Statistical Package for the Social Sciences (SPSS).

The statistical significance level of confidence was set at $p \leq .05$ for each analysis. For the purposes of chi-square computation, any cell of a frequency table which had an expected frequency of less than five was combined, if appropriate, with another cell representing a related response. Each chi-square measurement which was derived by combining cells in this manner is noted. A summary table presenting the pertinent information is given for each of the questionnaire items.
The analysis of this section will be completed in two parts. First is an analysis of questionnaire items 3 through 20 (BII). These items pertain to the subject's musical background. Second is an analysis of questionnaire items 21 through 48 and C65 (ASMI). These items are grouped into one of the three established constructs: Attitude, Social and Musical. An analysis is made for each item in each of these groups. A summary concludes each of these parts.

BACKGROUND INFORMATION INVENTORY

QUESTIONNAIRE ITEM 3: WHAT IS YOUR MAJOR BAND INSTRUMENT?

Due to the small frequency of several of the instruments in Table 13 a chi-square test to determine the statistical significance of the specific instrument played by the subjects upon college concert band participation was inappropriate. Based upon the frequency of the instruments most played by each group, four of the top five instruments (flute, clarinet, trumpet, and trombone) in each group are the same though their rank order is different. These instruments account for 58.0 per cent (members) and 70.8 per cent (non-members) of the eleven instruments represented in the sample population. The fifth instrument contained in the top five for each group is the horn (members) and the saxophone (nonmembers) representing 10.0 per cent and 15.7 per cent, respectively, of the instruments played. The four least played instruments are the same for each group, i.e., oboe, bassoon, euphonium (baritone), and tuba, although their rank order is different. This group of instruments
accounts for 7.5 per cent of the instruments played by the members and 5.6 per cent of the nonmembers.

<table>
<thead>
<tr>
<th>RANK</th>
<th>INSTRUMENT</th>
<th>N</th>
<th>%</th>
<th>RANK</th>
<th>INSTRUMENT</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Flute</td>
<td>10</td>
<td>25.0</td>
<td>1</td>
<td>Clarinet (Family)</td>
<td>25</td>
<td>28.1</td>
</tr>
<tr>
<td>2</td>
<td>Trumpet (Cornet)</td>
<td>7</td>
<td>17.5</td>
<td>2</td>
<td>Flute</td>
<td>21</td>
<td>23.6</td>
</tr>
<tr>
<td>3</td>
<td>Trombone</td>
<td>6</td>
<td>15.0</td>
<td>3</td>
<td>Saxophone (Family)</td>
<td>14</td>
<td>15.7</td>
</tr>
<tr>
<td>4.5</td>
<td>Clarinet (Family)</td>
<td>4</td>
<td>10.0</td>
<td>4</td>
<td>Trumpet (Cornet)</td>
<td>4</td>
<td>13.5</td>
</tr>
<tr>
<td>4.5</td>
<td>Horn</td>
<td>4</td>
<td>10.0</td>
<td>5</td>
<td>Trombone</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>6.5</td>
<td>Saxophone (Family)</td>
<td>3</td>
<td>7.5</td>
<td>6</td>
<td>Percussion</td>
<td>4</td>
<td>4.5</td>
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<tr>
<td>6.5</td>
<td>Percussion</td>
<td>3</td>
<td>7.5</td>
<td>7.5</td>
<td>Horn</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>9</td>
<td>Oboe</td>
<td>1</td>
<td>2.5</td>
<td>7.5</td>
<td>Euphonium (Baritone)</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>9</td>
<td>Euphonium (Baritone)</td>
<td>1</td>
<td>2.5</td>
<td>9.5</td>
<td>Bassoon</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>9</td>
<td>Tuba</td>
<td>1</td>
<td>2.5</td>
<td>9.5</td>
<td>Tuba</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>11</td>
<td>Bassoon</td>
<td>0</td>
<td>0.0</td>
<td>11</td>
<td>Oboe</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

TOTAL 40 100.0

No Response: NONMEMBERS = 6
While the specific instrument played by the student does not appear to be related to membership, instrument family does appear to be a factor. Table 14 indicates that both woodwind and brass instruments are played by about an equal percentage of members, 45.0 per cent and 47.5 per cent respectively, whereas a much greater percentage of nonmembers play woodwind instruments, 68.5 per cent, than brass instruments, 27.0 per cent.

**TABLE 14: INSTRUMENT FAMILY**

<table>
<thead>
<tr>
<th>FAMILY</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Woodwind</td>
<td>18</td>
<td>45.0</td>
<td>61</td>
</tr>
<tr>
<td>Brass</td>
<td>19</td>
<td>47.5</td>
<td>24</td>
</tr>
<tr>
<td>Percussion</td>
<td>3</td>
<td>7.5</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>89</td>
</tr>
</tbody>
</table>

\[ p (X^2 \leq 6.45) = .04 \]
\[ df = 2 \]

No Response: NONMEMBERS 6

Only a small percentage of either group play percussion instruments. The result of the chi-square test indicates that there is a significant difference between the two groups.
## Questionnaire Item 4: What is your major in college?

### Table 15: Academic Major

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>MEMBER</th>
<th></th>
<th>NONMEMBER</th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
<td>23.1</td>
<td>31</td>
<td>33.7</td>
<td>30.5</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>5.1</td>
<td>22</td>
<td>23.9</td>
<td>18.3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>8</td>
<td>20.5</td>
<td>4</td>
<td>4.3</td>
<td>9.2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>11</td>
<td>28.2</td>
<td>16</td>
<td>17.4</td>
<td>20.6</td>
</tr>
<tr>
<td>Literature and Language</td>
<td>4</td>
<td>10.3</td>
<td>7</td>
<td>7.6</td>
<td>8.4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>5.1</td>
<td>3</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>7.7</td>
<td>9</td>
<td>9.8</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>100.0</td>
<td>92</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ P \left( x^2 \geq 16.26 \right) = .01 \]

\[ df = 6 \]

No Response: MEMBERS 1

NONMEMBERS 3

Total 4
The data contained in Table 15 indicate that a student's academic major in college appears to be significantly related to his decision concerning concert band participation. All of the responses given by the subjects to this item were assigned by the investigator to one of seven groups: (1) Social Science, (2) Education, (3) Fine Arts, (4) Natural Science, (5) Literature and Language, (6) Other, and (7) Undecided. As would be expected, a greater percentage of members (20.5 per cent) are fine arts majors than nonmembers (9.2 per cent). The major representing the second greatest difference between the two groups is education. Compared with the fine arts major the difference between the two groups of the education majors is the opposite. A very small percentage (5.1 per cent) of the members who are education majors participate in the college concert band. The result of the chi-square test indicates that there is a significant difference between the two groups.

QUESTIONNAIRE ITEM 5: SEX

<table>
<thead>
<tr>
<th></th>
<th>FEMALE</th>
<th></th>
<th>MALE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Members</td>
<td>23</td>
<td>24.2</td>
<td>17</td>
<td>42.5</td>
</tr>
<tr>
<td>Nonmembers</td>
<td>72</td>
<td>75.8</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>95</td>
<td>100.0</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 4.52 \right) = .03 \]

\[ df = 1 \]
From the information contained in Table 16 it appears that there is a significant relationship between a person's sex and whether they participate or do not participate in the college concert band. Whereas the percentage of males who choose to participate is somewhat less than those who did not participate there is much greater disparity concerning females. The percentage of females who chose not to participate is slightly more than three times the percentage of those who are members. Information presented in Table 10 indicates that slightly more female students than male students joined the concert band in college whereas the group that did not participate was comprised of nearly three times as many females as males. The result of the chi-square test indicates that there is a significant difference between the two groups.

**QUESTIONNAIRE ITEM 6: IN WHAT GRADE DID YOU BEGIN A BAND INSTRUMENT?**

**TABLE 17: GRADE FOR BEGINNING INSTRUMENT**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>5th or Earlier</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>6th</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>7th or 8th</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>*9th or later</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[
p (X^2 \geq 1.56) = .51
\]

\[
df = 2
\]

*For chi-square computation this response category was combined with "7th or 8th".*
The grade in which a student begins to play a band instrument does not appear to be related to his choice concerning concert band participation in college. As illustrated in Table 17 the greatest percentage of the members (75.0 per cent) and nonmembers (80.0 per cent) began their study of a band instrument in the 5th grade or earlier, the next largest percentage began in the 6th grade. Very few of either group began after the 6th grade. The result of the chi-square test indicated that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 7: SOMETIMES BAND DIRECTORS NEED CERTAIN INSTRUMENTS AND THEREFORE ENCOURAGE STUDENTS TO CHANGE TO A DIFFERENT INSTRUMENT. DID YOU PLAY YOUR PREFERRED INSTRUMENT DURING HIGH SCHOOL?**

**TABLE 18: PREFERRED INSTRUMENT**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes, the Entire Time</td>
<td>26</td>
<td>65.0</td>
<td>62</td>
<td>66.7</td>
</tr>
<tr>
<td>Most of the Time</td>
<td>9</td>
<td>22.5</td>
<td>20</td>
<td>21.5</td>
</tr>
<tr>
<td>Some of the Time</td>
<td>4</td>
<td>10.0</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>*No, Never</td>
<td>1</td>
<td>2.5</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( x^2 \geq 0.03 \right) = .98 \]

\[ df = 2 \]

*For chi-square computation this response was combined with "Some of the Time".

No Response: NONMEMBERS 2
Whether a student participates or does not participate in the college concert band seems to be unrelated to instrument preference during high school. As Table 18 illustrates the responses of the members and the nonmembers were nearly identical. At least 87.0 percent of the members of each group played their preferred instrument either most of the time or the entire time during high school. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 8:** WHAT WAS THE AVERAGE NUMBER OF HOURS PER WEEK YOU PLAYED YOUR INSTRUMENT WHILE IN HIGH SCHOOL (BOTH PRIVATE AND GROUP PRACTICE)?

**TABLE 19: PRACTICE AVERAGE**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>11 or more hours</td>
<td>6</td>
<td>15.0</td>
<td>18</td>
<td>19.1</td>
</tr>
<tr>
<td>8 - 11 hours</td>
<td>15</td>
<td>37.5</td>
<td>35</td>
<td>37.2</td>
</tr>
<tr>
<td>4 - 7 hours</td>
<td>14</td>
<td>35.0</td>
<td>37</td>
<td>39.4</td>
</tr>
<tr>
<td>3 hours or less</td>
<td>5</td>
<td>12.5</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 3.25 \right) = .35 \]

\[ df = 3 \]

No Response: NONMEMBERS 1
The amount of time that a student practiced per week while in high school does not seem to be significantly related to his decision concerning concert band participation in college. The data reported in Table 19 indicates that the percentage of those who chose not to participate in the college band spent about the same amount of time practicing their instruments as those who chose to participate for each response category. A slightly greater percentage of the non-members than members practiced 11 or more hours per week and a slightly greater percentage of the members than nonmembers practiced 3 hours or less per week. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 9: DID YOU TAKE PRIVATE LESSONS ON YOUR INSTRUMENT?**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes, 3 or more years</td>
<td>13</td>
<td>32.5</td>
<td>16</td>
<td>16.8</td>
</tr>
<tr>
<td>Yes, from 1-2 years</td>
<td>10</td>
<td>25.0</td>
<td>24</td>
<td>25.3</td>
</tr>
<tr>
<td>Yes, but less than 1 year</td>
<td>8</td>
<td>20.0</td>
<td>19</td>
<td>20.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>22.5</td>
<td>36</td>
<td>37.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p (X^2 \geq 5.21) = .16 \]

\[ df = 3 \]
The number of years of private lessons that a student takes appears not to be statistically related to his decision concerning concert band participation in college, as indicated in Table 20. The percentage of students that received private lessons for 2 years or less is nearly identical for both the members and the nonmembers. There is a discernable difference between the two groups concerning those who had private lessons for 3 or more years or none at all. Nearly one-third of the members had 3 or more years of lessons compared with one-sixth of the nonmembers. A little more than one-third of the nonmembers never had private lessons whereas less than one-fourth of the members never had private lessons. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 10: HOW WOULD YOU RATE YOUR PLAYING ABILITY IN HIGH SCHOOL?**

The student's perception of his playing ability while in high school does not appear to be statistically related to his decision concerning concert band participation in college. The information contained in Table 21 indicates that a nearly identical percentage of the members and the nonmembers perceived their playing ability to be good. An interesting observation is that nearly twice the percentage of members as nonmembers rated their high school playing ability as excellent whereas the inverse is true concerning the net response to the categories "Average" and "Below average." However the result of the chi-square test indicates that there is no
significant difference between the two groups.

**TABLE 21: ABILITY IN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Excellent</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Good</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>Average</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>*Below average</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[ p \ (X^2 \geq 4.75) = .09 \]
\[ \text{df} = 2 \]

*For chi-square computation this response category was grouped with "Average."

No Response: NONMEMBERS 2
**QUESTIONNAIRE ITEM 11: HOW WOULD YOU RATE THE QUALITY OF YOUR HIGH SCHOOL BAND?**

**TABLE 22: QUALITY OF HIGH SCHOOL BAND**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Excellent</td>
<td>16</td>
<td>40.0</td>
<td>32</td>
<td>34.4</td>
</tr>
<tr>
<td>Good</td>
<td>14</td>
<td>35.0</td>
<td>41</td>
<td>44.1</td>
</tr>
<tr>
<td>Average</td>
<td>8</td>
<td>20.0</td>
<td>19</td>
<td>20.4</td>
</tr>
<tr>
<td>*Below average</td>
<td>2</td>
<td>5.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( x^2 \geq 0.95 \right) = .62 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Average".

No Response: NONMEMBERS 2

From the information presented in Table 22 the student's perception of the quality of his high school band and membership in the college concert band appears to be statistically unrelated. The percentage of the members and the nonmembers responding to the "good" and "excellent" categories is nearly identical, approximately 75.0 per cent, though reversed for each group. A very small percentage of either group rated the quality of their high school band as being below average. The result of the chi-square test indicates that there is no significant difference between the two groups.
QUESTIONNAIRE ITEM 12: AS A RESULT OF YOUR HIGH SCHOOL BAND EXPERIENCE, HOW MUCH DO YOU FEEL THAT YOU LEARNED ABOUT MUSICAL ELEMENTS, STYLES AND FORMS?

TABLE 23: MUSICAL KNOWLEDGE

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Quite a lot</td>
<td>18</td>
<td>45.0</td>
<td>35</td>
<td>37.6</td>
</tr>
<tr>
<td>Some</td>
<td>16</td>
<td>40.0</td>
<td>48</td>
<td>51.6</td>
</tr>
<tr>
<td>Very little</td>
<td>5</td>
<td>12.5</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>*Nothing</td>
<td>1</td>
<td>2.5</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 1.58 \right) = .45 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Very little".

No Response: NONMEMBERS 2

The degree to which students feel they have accumulated knowledge concerning musical elements, styles, and forms as a result of their high school band experience does not appear to be statistically related to the problem under study. From the information contained in Table 23 more than 85.0 per cent of both groups felt that they had acquired at least some knowledge. It is of interest to note that slightly more of the members as compared with the nonmembers felt that they had acquired very little or no knowledge at all concerning
these items. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 13: WHICH OF YOUR PARENTS HAS A MUSICAL BACKGROUND?**

**TABLE 24: PARENTS' MUSICAL BACKGROUND**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Both</td>
<td>11</td>
<td>27.5</td>
<td>15</td>
<td>16.1</td>
</tr>
<tr>
<td>Father</td>
<td>5</td>
<td>12.5</td>
<td>13</td>
<td>14.0</td>
</tr>
<tr>
<td>Mother</td>
<td>11</td>
<td>27.5</td>
<td>31</td>
<td>33.3</td>
</tr>
<tr>
<td>Neither</td>
<td>13</td>
<td>32.5</td>
<td>34</td>
<td>36.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[
p \left( X^2 \geq 2.33 \right) = .51
\]

\[
df = 3
\]

No Response: NONMEMBERS 2

A student having parents with a musical background does not appear to be statistically related to the student's decision concerning participation in his college concert band. A greater percentage of the members (27.5 per cent) compared with the nonmembers (16.1 per cent) have both parents with a musical background. Refer to Table 24. If a student has only one parent with a musical background that parent will probably be the mother. This is true for both groups. Neither of the parents of about one-third of the
members and the nonmembers had a musical background. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE 14: WHICH OF THE FOLLOWING WAS YOUR SITUATION IN HIGH SCHOOL?**

**TABLE 25: POSSESSION OF INSTRUMENT**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Owned my own instrument</td>
<td>35</td>
<td>87.5</td>
<td>81</td>
<td>87.1</td>
</tr>
<tr>
<td>Rented an instrument</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Used a school instrument</td>
<td>4</td>
<td>10.0</td>
<td>11</td>
<td>11.8</td>
</tr>
<tr>
<td>Was loaned an instrument by a friend or family member</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 0.46 \right) = .79 \]

\[ df = 2 \]

No Response: NONMEMBERS 2

Whether a student owns his own instrument, uses a school instrument, or uses an instrument of a friend or family member appears to be statistically unrelated to membership in a college concert band. From the information contained in Table 25 it can be seen that the greatest percentage of students in both groups owned their own instrument. Less than 13 per cent of either group did not own the
instrument which they played during high school. The result of the chi-square test indicates that there is no significant difference between the two groups.

QUESTIONNAIRE ITEM 15: HOW MANY TIMES DID YOU PARTICIPATE IN SOLO OR SMALL ENSEMBLE CONTEST?

TABLE 26: CONTEST PARTICIPATION

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4 or more times</td>
<td>12</td>
<td>30.8</td>
<td>20</td>
<td>21.5</td>
</tr>
<tr>
<td>3 times</td>
<td>5</td>
<td>12.8</td>
<td>12</td>
<td>12.9</td>
</tr>
<tr>
<td>1-2 times</td>
<td>13</td>
<td>33.3</td>
<td>26</td>
<td>28.0</td>
</tr>
<tr>
<td>Never</td>
<td>9</td>
<td>23.1</td>
<td>35</td>
<td>37.6</td>
</tr>
</tbody>
</table>

TOTAL 39 100.0 93 100.0

p. (X² ≥ 2.99) = .39

df = 3

No Response: MEMBERS 1
NONMEMBERS 2
TOTAL 3

From the information contained in Table 26 it appears that participation in the college concert band is not statistically related to the number of times a student participated in solo or small ensemble contest. The percentage of the members that have participated (76.9 per cent) is greater than that of the nonmembers (62.4
per cent). Perhaps the first and last response categories are most revealing concerning some differences in that a greater percentage of the members participated at least four times as opposed to having never participated. The opposite is observed concerning the non-members. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 16: WHAT RATING(S), ON THE AVERAGE, DID YOU USUALLY RECEIVE?**

**TABLE 27: CONTEST RATING**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>I</td>
<td>17</td>
<td>58.6</td>
</tr>
<tr>
<td>II</td>
<td>10</td>
<td>34.5</td>
</tr>
<tr>
<td>III</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>*IV</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>29</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 2.55 \right) = .28 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "III".

No Response: MEMBERS 11
NONMEMBERS 36

**TOTAL 47**

For those students who did participate in solo or small ensemble contest the ratings which they received appears to be statistically
unrelated to their decision concerning concert band membership in college. The data contained in Table 27 indicate that although the percentage of members and nonmembers that received a rating of I or II is nearly identical (93.1 and 91.5 per cent respectively) there is a great amount of diversity within the make-up of each group. There appears to be a greater percentage of better players, based upon their ratings, in the members group than in the nonmembers group (58.6 per cent of the members received I ratings compared with 40.7 per cent of the nonmembers). Those receiving a rating of III or less is a very small percentage of either group. The result of the chi-square test indicates that there is no significant difference between the two groups.

The format for the presentation of the data for Questionnaire Item 17 is changed from the preceding format. The summary tables for the four subparts, i.e., Parent, Friend, Nonmusic Teacher, and Music Teacher, are presented in succession. Following the tables is a discussion of the collective influence of the four sub-parts upon the question under study.
QUESTIONNAIRE ITEM 17: TO WHAT EXTENT DID THE FOLLOWING INDIVIDUALS INFLUENCE YOU TO CONTINUE WITH YOUR INSTRUMENT BY PLAYING IN THE HIGH SCHOOL BAND?

TABLE 28: INFLUENCE OF PARENT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>19</td>
<td>48.7</td>
<td>40</td>
<td>44.0</td>
</tr>
<tr>
<td>Some</td>
<td>12</td>
<td>30.8</td>
<td>33</td>
<td>36.3</td>
</tr>
<tr>
<td>Little</td>
<td>1</td>
<td>2.6</td>
<td>12</td>
<td>13.2</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>17.9</td>
<td>6</td>
<td>6.6</td>
</tr>
</tbody>
</table>

TOTAL 39 100.0 91 100.0

\[ p (X^2 \geq 6.98) = .07 \]

\[ \text{df} = 3 \]

No Response: MEMBERS 1

NONMEMBERS 4

TOTAL 5
TABLE 29: INFLUENCE OF FRIEND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot</td>
<td>7</td>
<td>18.4</td>
<td>14</td>
<td>15.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>21</td>
<td>55.3</td>
<td>33</td>
<td>37.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little</td>
<td>5</td>
<td>13.2</td>
<td>18</td>
<td>20.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>13.2</td>
<td>24</td>
<td>27.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100.0</td>
<td>89</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$p \ (X^2 \geq 5.15) = .16$

$df = 3$

No Response: MEMBERS 2

NONMEMBERS 6

TOTAL 8
<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>2</td>
<td>5.6</td>
<td>8</td>
<td>9.1</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
<td>8.3</td>
<td>9</td>
<td>10.2</td>
</tr>
<tr>
<td>Little</td>
<td>10</td>
<td>27.8</td>
<td>13</td>
<td>14.8</td>
</tr>
<tr>
<td>None</td>
<td>21</td>
<td>58.3</td>
<td>58</td>
<td>65.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100.0</td>
<td>88</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( x^2 \geq 3.05 \right) = .38 \]
\[ df = 3 \]

No Response: MEMBERS 4
NONMEMBERS 7
TOTAL 11
### TABLE 31: INFLUENCE OF MUSIC TEACHER

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>26</td>
<td>66.7</td>
</tr>
<tr>
<td>Some</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>Little</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>*None</td>
<td>5</td>
<td>12.8</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 0.77 \right) = .68 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Little".

No Response: MEMBERS 1
NONMEMBERS 5
TOTAL 6

From the information contained in Tables 28-31 it appears that the influence upon students by parents, friends, nonmusic teachers, and music teachers, to continue playing their instruments in the high school band is statistically unrelated to their decision concerning participation in their college concert band. Both groups indicated that a music teacher had influenced them the most. The influence of parents ranked second and friends third for both groups. The nonmusic teacher was indicated to have had the least influence. The result of the chi-square test for each of these four variables indicates that there is no significant difference between the two groups.
QUESTIONNAIRE ITEM 18: TO WHAT EXTENT DID EACH OF THE FOLLOWING INDIVIDUALS ENCOURAGE YOU TO JOIN A COLLEGE BAND?

The amount of encouragement given to the student by his parents in regard to joining a college concert band appears to be statistically related to whether the student actually participates or does not participate in the band. The data contained in Table 32 indicates that 64.1 per cent of the members received at least some encouragement from their parents compared with 37.7 per cent of the nonmembers. Of significance to this study is the fact that 62.3 per cent of the nonmembers received either little or no encouragement at all from their parents to join the college concert band. The result of the chi-square test indicates that there is a significant difference between the two groups.

TABLE 32: INFLUENCE OF PARENT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>12</td>
<td>30.8</td>
</tr>
<tr>
<td>Some</td>
<td>13</td>
<td>33.3</td>
</tr>
<tr>
<td>Little</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 8.53 \right) = .04 \]
\[ df = 3 \]

No Response: MEMBERS 1
NONMEMBERS 5
TOTAL 6
The data contained in Table 33 reveals that membership in a college concert band is statistically unrelated to the amount of encouragement given to the student by a friend concerning joining a college band. For the members and the nonmembers the greatest percentage, 57.9 and 77.5 per cent respectively, of the responses given indicates that the subjects received either little or no encouragement at all concerning membership. The result of the chi-square test indicates that there is no significant difference between the two groups.

**TABLE 33: INFLUENCE OF FRIEND**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>5</td>
<td>13.2</td>
<td>7</td>
<td>7.9</td>
</tr>
<tr>
<td>Some</td>
<td>11</td>
<td>28.9</td>
<td>13</td>
<td>14.6</td>
</tr>
<tr>
<td>Little</td>
<td>8</td>
<td>21.1</td>
<td>18</td>
<td>20.2</td>
</tr>
<tr>
<td>None</td>
<td>14</td>
<td>36.8</td>
<td>51</td>
<td>57.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100.0</td>
<td>89</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p (\chi^2 \geq 5.87) = .12 \]
\[ df = 3 \]

No Response: MEMBERS 2

NONMEMBERS 6

TOTAL 8
TABLE 34: INFLUENCE OF PROFESSOR

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>8</td>
<td>21.1</td>
</tr>
<tr>
<td>Some</td>
<td>10</td>
<td>26.3</td>
</tr>
<tr>
<td>Little</td>
<td>3</td>
<td>7.9</td>
</tr>
<tr>
<td>None</td>
<td>17</td>
<td>44.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 9.23 \right) = .03 \]
\[ df = 3 \]

No Response: MEMBERS 2  
NONMEMBERS 5  
TOTAL 7

The data contained in Table 34 indicate that the amount of encouragement to join a college concert band given to a student by a college professor is statistically related to the problem under study. Nearly three times the percentage of members as nonmembers indicated that a college professor had given them "a lot" of encouragement. For the response category "some" the percentage of the response for these two groups is nearly two-to-one. The single greatest response given by both groups is no encouragement. The result of the chi-square test indicates that there is a significant difference between the two groups.
TABLE 35: INFLUENCE OF HIGH SCHOOL BAND DIRECTOR

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A lot</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Some</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Little</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>None</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 3.22 \right) = .36 \]
\[ df = 3 \]

No Response: NONMEMBERS 5

Surprisingly, the amount of encouragement to join a college concert band given by the student's high school band director is statistically unrelated to the student's choice concerning membership. Overall, members received more encouragement (62.5 per cent) than did the nonmembers (52.2 per cent), however the comparison of groups was not significant. Refer to Table 35. The response category which was marked by the greatest number of members and nonmembers indicates that both groups received no encouragement to join a college band by their high school band director.
TABLE 36: ACCESS TO A COLLEGE INSTRUMENT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Easy</td>
<td>35</td>
<td>87.5</td>
<td>59</td>
<td>69.4</td>
</tr>
<tr>
<td>Somewhat easy</td>
<td>5</td>
<td>12.5</td>
<td>13</td>
<td>15.3</td>
</tr>
<tr>
<td>Difficult</td>
<td>0</td>
<td>0.0</td>
<td>8</td>
<td>9.4</td>
</tr>
<tr>
<td>*Very difficult</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>85</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( x^2 \geq 7.45 \right) = .02 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Difficult".

No Response: NONMEMBERS 10

From the data contained in Table 36 it appears that membership in a college concert band is statistically related to the student's ability to obtain an instrument at college. All of the members indicated that it was either easy or somewhat easy to obtain an instrument compared with 84.7 per cent of the nonmembers. The result of the chi-square test indicates that there is a significant difference between the two groups.
QUESTIONNAIRE ITEM 20: DO YOU PLAY YOUR INSTRUMENT NOW ON OCCASIONS NOT RELATED TO THE COLLEGE BAND?

### TABLE 37: NONCOLLEGE BAND PERFORMANCE

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Frequently</td>
<td>12</td>
<td>30.0</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Occasionally</td>
<td>16</td>
<td>40.0</td>
<td>21</td>
<td>22.8</td>
</tr>
<tr>
<td>Rarely</td>
<td>8</td>
<td>20.0</td>
<td>34</td>
<td>37.0</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>10.0</td>
<td>34</td>
<td>37.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 30.03 \right) = .0001 \]

\[ df = 3 \]

No Response: NONMEMBERS 3

Whether a student plays or does not play his instrument on occasions unrelated to the college concert band is statistically related to the student's choice concerning membership as indicated from the information contained in Table 37. Nearly three times the percentage of members than nonmembers indicated that they frequently play their instruments on such occasions. A much greater percentage of the nonmembers (74.0 per cent) compared with the members (30.0 per cent) either rarely played their instruments or not at all on occasions unrelated to the college band. The result of the chi-square test indicates that there is a significant difference between the
two groups.

BACKGROUND INFORMATION SUMMARY

A significant difference was found to exist between the college concert band members and the nonmembers and the following questionnaire items which pertain to the musical background of the subjects.

QUESTIONNAIRE ITEM NUMBER:

3 What is your major band instrument? (When grouped by family)
4 What is your major in college?
5 Sex
18 To what extent did each of the following individuals encourage you to join a college band?
   I Parent
   III Professor
19 Do you have easy access to an instrument in college?
20 Do you play your instrument now on occasions not related to the college band?

A significant difference was not found to exist between the college concert band members and the nonmembers and the following questionnaire items which pertain to the musical background of the subjects.
6 In what grade did you begin a band instrument?

7 Sometimes band directors need certain instruments and therefore encourage students to change to a different instrument. Did you play your preferred instrument during high school?

8 What was the average number of hours per week you played your instrument while in high school (both private and group practice)?

9 Did you take private lessons on your instrument?

10 How would you rate your playing ability in high school?

11 How would you rate the quality of your high school band?

12 As a result of your high school band experience, how much do you feel that you learned about musical elements, styles and forms?

13 Which of your parents has a musical background?

14 Which of the following was your situation in high school? (Concerning ownership of an instrument)

15 How many times did you participate in solo or small ensemble contest?

16 What rating(s), on the average, did you usually receive?

17 To what extent did the following individuals influence you to continue with your instrument by playing in the high school band:

   I Parent

   II Friend
III Nonmusic Teacher

IV Music Teacher

18 To what extent did each of the following individuals encourage you to join a college band:

II Friend

IV High School Band Director
ATTITUINAL, SOCIAL, AND MUSICAL INVENTORY

The questionnaire items presented in this section pertain to one of three established constructs: Attitude, Social, and Musical. It is felt that the individual reasons why students continue to participate in a college concert band can be appropriately subsumed under one of the three major constructs. This section of the analysis is divided, therefore, into three parts representing the three constructs. The questionnaire items will be grouped and interpreted by their construct classification.

ATTITUDE CONSTRUCT

The following questionnaire items pertain to the Attitude Construct: 21, 28, 29, 32, 33, 35, 39, 40, 42, 43, 44.

QUESTIONNAIRE ITEM 21: I ENJOYED PARTICIPATING IN MY HIGH SCHOOL BAND

Membership in a college concert band appears to be statistically unrelated to whether a student enjoyed or did not enjoy participating in his high school band. The data contained in Table 38 indicates that a much greater percentage of the members (77.5 per cent) than the nonmembers (56.8 per cent) enjoyed participating in their high school bands. None of the members strongly disagreed to this questionnaire item. Although the result of the chi-square test indicates that there is no statistically significant difference between the two groups it should be noted that the result is very close to being significant.
TABLE 38: HIGH SCHOOL BAND PARTICIPATION

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>31</td>
<td>77.5</td>
<td>54</td>
<td>56.8</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>17.5</td>
<td>34</td>
<td>35.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.0</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>*Strongly Disagree</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( x^2 \geq 5.24 \right) = .07 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".

QUESTIONNAIRE ITEM 28: WHEN I WAS IN MY HIGH SCHOOL BAND I PLANNED TO CONTINUE PLAYING MY INSTRUMENT BY JOINING A COLLEGE BAND.

From the data contained in Table 39 participation in a college concert band appears to be statistically related to whether or not a student makes that decision while being a member of his high school band. This finding corroborates the Mountford (1977) study. More than one-half of the members (55.0 per cent) indicated that they had made this commitment by responding to the "Strongly agree" response category whereas only 12.9 per cent of the nonmembers had. It is of interest to note that 82.5 per cent of the members had made a positive commitment while still in high school and 66.7 per cent of the nonmembers had made a negative commitment. Throughout the remaining part of this chapter the term "positive response" will represent the
TABLE 39: BAND CONTINUATION

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>55.0</td>
<td>12</td>
<td>12.9</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>32.5</td>
<td>19</td>
<td>20.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10.0</td>
<td>20</td>
<td>21.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.5</td>
<td>20</td>
<td>21.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

$P \left( \chi^2 \geq 37.48 \right) = .0001$

df = 3

No Response: NONMEMBERS 2

combined response categories of "Agree" and "Strongly agree" and the term "negative response" will represent the combined response categories of "Disagree" and "Strongly disagree." The result of the chi-square test indicates that there is a significant difference between the two groups.

QUESTIONNAIRE ITEM 29: I OFTEN CONSIDERED DROPPING OUT OF MY HIGH SCHOOL BAND

The degree to which a student contemplates dropping out of his high school band does not appear to be statistically related to his decision to become a member of a college concert band. The data contained in Table 40 indicates that the nonmembers had considered dropping out of their high school bands more often than the members
TABLE 40: CONSIDERED DROPPING OUT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>7.5</td>
<td>13</td>
<td>13.7</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>12.5</td>
<td>20</td>
<td>21.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>37.5</td>
<td>20</td>
<td>21.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>17</td>
<td>42.5</td>
<td>42</td>
<td>44.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
<td><strong>95</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[ p (x^2 \geq 4.98) = .17 \]

\[ df = 3 \]

had (34.8 per cent and 20.0 per cent respectively). The percentage of both groups that strongly disagree with this questionnaire statement is nearly identical (approximately 43.0 per cent). The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 32:** I FEEL THAT MY HIGH SCHOOL BAND EXPERIENCE WAS WORTHWHILE

From the data contained in Table 41 participation in a college concert band does not appear to be statistically related to whether or not a student feels that his high school band experience was worthwhile. The majority of both groups (90.0 per cent of the members and 91.5 per cent of the nonmembers) responded positively to
### TABLE 41: BAND EXPERIENCE WORTHWHILE

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>26</td>
<td>65.0</td>
<td>52</td>
<td>54.7</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>25.0</td>
<td>35</td>
<td>36.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10.0</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 1.78 \right) = .41 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".

This item. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 33: MY DECISION TO JOIN OR NOT TO JOIN THE COLLEGE BAND WAS MADE IN MY SENIOR YEAR OF HIGH SCHOOL**

The decision that a high school student in his senior year makes concerning joining a college concert band after graduation does not appear to be statistically related to his actual membership in a college band. Apparently, the decision is made prior to the senior year (see item 28, Table 39). Both groups are nearly equally divided in their responses on this questionnaire item. Refer to Table 42. Thirty per cent of the members and 46.9 per cent of the nonmembers responded positively. The result of the chi-square test
TABLE 42: DECISION TO JOIN A COLLEGE BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>25.0</td>
<td>15</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>25.0</td>
<td>29</td>
<td>30.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>40.0</td>
<td>34</td>
<td>36.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>10.0</td>
<td>16</td>
<td>17.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>94</td>
<td>100.1</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 2.60 \right) = .46 \]
\[ df = 3 \]

No Response: NONMEMBERS 1

indicates that there is no significant difference between the two groups.

QUESTIONNAIRE ITEM 35: HIGH SCHOOL BAND WAS MY FAVORITE CLASS

As indicated by the data contained in Table 43 college concert band membership is statistically related to whether or not the concert band was the student's favorite class in high school. Nearly two-thirds of the members either agreed or strongly agreed that it was their favorite class whereas nearly two-thirds of the nonmembers indicated that the opposite was true. The result of the chi-square test indicates that there is no significant difference between the two groups.
TABLE 43: BAND AS FAVORITE CLASS

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td></td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>30.8</td>
<td></td>
<td>14</td>
<td>14.9</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>33.3</td>
<td></td>
<td>19</td>
<td>20.2</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>30.8</td>
<td></td>
<td>44</td>
<td>46.8</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>5.1</td>
<td></td>
<td>17</td>
<td>18.1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
<td><strong>100.0</strong></td>
<td></td>
<td><strong>94</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

\[ p (X^2 \geq 10.45) = .02 \]

\[ df = 3 \]

No Response: MEMBERS  1
NONMEMBERS  1
**TOTAL**  2

QUESTIONNAIRE ITEM 39: I LOOKED FORWARD TO THE HIGH SCHOOL BAND REHEARSAL

Membership in a college concert band is statistically related to the degree to which a student anticipated attending his high school band rehearsals. The only response category on which both groups responded nearly the same is "Agree". There is great diversity between the two groups among the remaining response categories. The information contained in Table 44 indicates that the responses of the nonmembers were distributed nearly the same over these
<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>35.9</td>
<td>15</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>53.8</td>
<td>48</td>
<td>51.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7.7</td>
<td>17</td>
<td>18.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.6</td>
<td>14</td>
<td>14.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( x^2 \geq 10.76 \right) = .01 \]
\[ df = 3 \]

No Response: MEMBERS 1
NONMEMBERS 1
TOTAL 2

remaining categories. By contrast the largest per cent of the members chose the "Strongly agree" response category, whereas only about 10.0 per cent of the members responded negatively to this questionnaire item nearly one-third of the nonmembers responded negatively. The result of the chi-square test indicates that there is a significant difference between the two groups.
QUESTIONNAIRE ITEM 40: THERE WAS TOO MUCH REQUIRED OF ME IN THE HIGH SCHOOL BAND

TABLE 45: BAND REQUIRED TOO MUCH

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>*Strongly agree</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>10.0</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>55.0</td>
<td>69</td>
<td>73.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>14</td>
<td>35.0</td>
<td>17</td>
<td>18.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 4.94 \right) = .08 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Agree".

No Response: NONMEMBERS 1

The degree to which a student believes that there was too much required of him while in his high school band is statistically unrelated to membership in a college band. As the data in Table 45 indicates nearly 90.0 per cent of both groups felt that there was not too much required of them in high school. The result of the chi-square test indicates that there is not a significant difference between the two groups.
TABLE 46: BAND PERFORMED TOO MUCH

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>*Strongly agree</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>59.0</td>
<td>67</td>
<td>71.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>16</td>
<td>41.0</td>
<td>21</td>
<td>22.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 6.57 \right) = .04 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Agree".

No Response: MEMBERS 1

NONMEMBERS 1

TOTAL 2

The degree to which a student believes that his high school band performed too much appears to be statistically related to his membership in a college concert band. According to the data contained in Table 46 neither group indicated that they thought their high school band performed too much. None of the members and only 6.4 per cent of the nonmembers indicated that they agreed to some extent with this questionnaire statement. The result of the
chi-square test indicates that there is a significant difference between the two groups.

**QUESTIONNAIRE ITEM 43: MY OPINION OF THE COLLEGE BAND HAS IMPROVED. (EVEN IF YOU'RE NOT A COLLEGE BAND MEMBER)**

**TABLE 47: OPINION OF BAND**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 6.24 \right) = .04 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".*

No Response: NONMEMBERS 7

Whether a student is a member or a nonmember of his college concert band appears to be statistically related to his improved opinion of the band. The data contained in Table 47 show that nearly the same percentage of the members and the nonmembers indicated that their opinion of the college concert band has improved (75.0 per cent and 70.4 per cent respectively). Of interest in this study is the
higher percentage of the members as compared with nonmembers who responded that they strongly disagree with this questionnaire item. The result of the chi-square test indicates that there is a significant difference between the two groups.

**QUESTIONNAIRE ITEM 44: I FEEL ENOUGH ACADEMIC CREDIT IS GIVEN FOR THE COLLEGE BAND**

**TABLE 48: ACADEMIC CREDIT**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>*Strongly agree</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>30.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>25.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>16</td>
<td>41.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p (X^2 \geq 5.19) = .07 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Agree".

No Response: MEMBERS 1

NONMEMBERS 11

TOTAL 12

The amount of academic credit given to a student for being a member of the college concert band does not appear to be statistically
related to the student's membership in the band. The greatest percentage of the subjects in both groups indicated that they either disagreed or strongly disagreed (66.6 per cent of the members and 58.3 per cent of the nonmembers) with this questionnaire statement. Refer to Table 48. For the "Agree" response category a greater per cent of the nonmembers than the members indicated that they felt that enough academic credit was given. The result of the chi-square test indicates that there is no significant difference between the two groups.

ATTITUDE CONSTRUCT SUMMARY

A significant difference was found to exist between the two groups, i.e., members and nonmembers, for the following questionnaire items which pertain to the attitudinal aspects of concert band membership.

QUESTIONNAIRE ITEM NUMBER:

28 When I was in my high school band I planned to continue playing my instrument by joining a college band.
35 High school band was my favorite class.
39 I looked forward to the high school band rehearsal.
42 My high school band performed too much.
43 My opinion of the college band has improved. (Even if you're not a college band member)
A significant difference was not found to exist between the two groups for the following questionnaire items.

**QUESTIONNAIRE ITEM NUMBER:**

21 I enjoyed participating in my high school band.
29 I often considered dropping out of my high school band.
32 I feel that my high school band experience was worthwhile.
33 My decision to join or not to join the college band was made in my senior year of high school.
40 There was too much required of me in the high school band.
44 I feel enough academic credit is given for the college band.

**SOCIAL CONSTRUCT**

The following questionnaire items pertain to the Social Construct: 22, 23, 24, 31, 34, 46, 47, 48.

**QUESTIONNAIRE ITEM 22: MANY OF MY FRIENDS WERE IN MY HIGH SCHOOL BAND**

From the data contained in Table 49 it does not appear that the number of friends that a student had in his high school concert band is statistically related to his eventual membership in a college concert band. Both groups responded positively (87.5 per cent for members and 86.3 per cent for nonmembers) that to some extent they had many friends in their high school band. The result of the chi-square test indicates that there is no significant difference between the two groups.
TABLE 49: FRIENDS IN HIGH SCHOOL BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>70.0</td>
<td>57</td>
<td>60.0</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>17.5</td>
<td>25</td>
<td>26.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10.0</td>
<td>11</td>
<td>11.6</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>1</td>
<td>0.7</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( x^2 \geq 1.40 \right) = .50 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".

QUESTIONNAIRE ITEM 23: MANY OF MY FRIENDS AT COLLEGE ARE IN THE COLLEGE BAND

Not surprisingly, there is a strong relationship between a student's membership in the college concert band and the number of friends he has within the band. The data contained in Table 50 indicate that 77.5 per cent of the members responded positively to this questionnaire statement compared with only 30.6 per cent of the nonmembers. It is of interest to note that a substantial percentage of the nonmembers (27.4 per cent) did agree that they had some friends in the band. The result of the chi-square test indicates that there is a significant difference between the two groups.
### TABLE 50: FRIENDS IN COLLEGE BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>40.0</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>37.5</td>
<td>26</td>
<td>27.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>20.0</td>
<td>37</td>
<td>38.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.5</td>
<td>29</td>
<td>30.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 41.08 \right) = .0001 \]
\[ df = 3 \]

**QUESTIONNAIRE ITEM 24: I LIKED MY HIGH SCHOOL BAND DIRECTOR AS A PERSON**

### TABLE 51: LIKED HIGH SCHOOL BAND DIRECTOR

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>50.0</td>
<td>29</td>
<td>30.5</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>20.0</td>
<td>43</td>
<td>45.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>15.0</td>
<td>15</td>
<td>15.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>15.0</td>
<td>8</td>
<td>8.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 8.88 \right) = .03 \]
\[ df = 3 \]
The information contained in Table 51 indicates that a statistical relationship exists between college concert band membership and the extent to which a student liked his high school band director as a person. The greatest percentage (50.0 per cent) of the responses given by the members indicated that they strongly agreed with this questionnaire statement whereas the greatest percentage (45.3 per cent) of the nonmembers were somewhat more reticent and responded that they only agreed with this statement. Nearly one-third of the members either disagreed or strongly disagreed. The result of the chi-square test indicated that there is a significant difference between the two groups.

**QUESTIONNAIRE ITEM 31: I MADE A SIGNIFICANT NONMUSICAL (SERVICE) CONTRIBUTION TO MY HIGH SCHOOL BAND**

**TABLE 52: NONMUSICAL CONTRIBUTION**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>40.0</td>
<td>25</td>
<td>26.6</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>35.0</td>
<td>38</td>
<td>40.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>22.5</td>
<td>24</td>
<td>25.5</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>1</td>
<td>2.5</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 2.44 \right) = .29 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".*

No response: NONMEMBERS 1
There does not appear to be a statistical relationship between the student's perception of the importance of his nonmusical contribution while in high school and his eventual membership in a college concert band. The greatest number of the members and the nonmembers (75.0 per cent and 67.0 per cent respectively) indicated that they felt to some degree that they had made a significant contribution. Refer to Table 52. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 34: MY HIGH SCHOOL BAND DIRECTOR WAS AN INSPIRATION TO ME**

**TABLE 53: BAND DIRECTOR WAS AN INSPIRATION**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>22.5</td>
<td>14</td>
<td>14.9</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>35.0</td>
<td>32</td>
<td>34.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>25.0</td>
<td>32</td>
<td>34.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>17.5</td>
<td>16</td>
<td>17.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 1.69 \right) = .64 \]

\[ df = 3 \]

No response: NONMEMBERS 1

From the data contained in Table 53 membership in a college concert band does not appear to be statistically related to the amount of
inspiration that the student received from his high school band
director. Overall a great amount of diversity is not indicated
between the percentage of responses for each response category given
by the two groups. The response categories "Agree" and "Strongly
disagree" are nearly identical for both groups. Slightly more members
strongly agreed with this questionnaire statement whereas a slightly
greater percentage of the nonmembers disagreed. The result of the
chi-square test indicates that there is no significant difference
between the two groups.

**QUESTIONNAIRE ITEM 46: MY HIGH SCHOOL BAND FULFILLED MANY OF MY
SOCIAL NEEDS**

**TABLE 54: BAND FULFILLED SOCIAL NEEDS**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>38.5</td>
<td>21</td>
<td>22.6</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>38.5</td>
<td>44</td>
<td>47.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>20.5</td>
<td>21</td>
<td>22.6</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>1</td>
<td>2.6</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>100.1</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 3.51 \right) = .17 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".*

No Response: MEMBERS 1
NONMEMBERS 2
TOTAL 3
The degree to which a student's high school band experience fulfills his social needs appears to be unrelated to his membership in a college concert band. The data in Table 54 indicates that 77.0 per cent of the members and 69.9 per cent of the nonmembers positively responded to this questionnaire statement. A very small percentage of either group strongly disagreed. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 47: BEING A MEMBER OF A BAND IS IMPORTANT BECAUSE OF THE SOCIAL CONTACTS THAT CAN BE MADE.**

**TABLE 55: SOCIAL CONTACTS**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>37.8</td>
<td>19</td>
<td>20.9</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>48.6</td>
<td>43</td>
<td>47.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10.8</td>
<td>26</td>
<td>28.6</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>1</td>
<td>2.7</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>37</strong></td>
<td><strong>99.9</strong></td>
<td><strong>91</strong></td>
<td><strong>100.1</strong></td>
</tr>
</tbody>
</table>

*p (Χ² ≥ 6.28) = .04*  
df = 2

*For chi-square computation this response was grouped with "Disagree".

No Response:  
MEMBERS 3  
NONMEMBERS 4  
**TOTAL 7**
The extent to which a student believes that being a member of a concert band is important because of the social contacts that can be made appears to be related to his choice concerning concert band membership in college. A greater percentage of the members (86.4 per cent) than nonmembers (68.2 per cent) responded positively to this statement, though the percentage indicating that they agreed was nearly identical. Refer to Table 55. Almost one-third of the nonmembers either disagreed or strongly disagreed with this statement. The result of the chi-square test indicates that there is a significant difference between the two groups.

**QUESTIONNAIRE ITEM 48: I FEEL THAT THE SOCIAL ASPECT OF THE BAND IS JUST AS IMPORTANT AS THE MUSICAL ASPECT**

Membership in the college concert band appears to be unrelated to the degree to which the student feels that the social aspect of the band is just as important as the musical aspect. The data contained in Table 56 indicates that 84.6 per cent of the members and 78.2 per cent of the nonmembers agree, to some extent, with this questionnaire statement. The result of the chi-square test indicates that there is no significant difference between the two groups.
TABLE 56: SOCIAL ASPECT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>41.0</td>
<td>27</td>
<td>29.3</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>43.6</td>
<td>45</td>
<td>48.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>12.8</td>
<td>17</td>
<td>18.5</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>1</td>
<td>2.6</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>100.0</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p (X^2 \geq 1.86) = .39 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".

No Response:
- MEMBERS 1
- NONMEMBERS 3

TOTAL 4
SOCIAL CONSTRUCT SUMMARY

A significant difference was found to exist between the members and the nonmembers for the following questionnaire items which pertain to the social aspects of concert band membership.

QUESTIONNAIRE ITEM NUMBER:

23  Many of my friends at college are in the college band.
24  I liked my high school band director as a person.
47  Being a member of a band is important because of the social contacts that can be made.

A significant difference was not found to exist between the two groups for the following questionnaire items.

QUESTIONNAIRE ITEM NUMBER:

22  Many of my friends were in my high school band.
31  I made a significant nonmusical (service) contribution to my high school band.
34  My high school band director was an inspiration to me.
46  My high school band fulfilled many of my social needs.
48  I feel that the social aspect of the band is just as important as the musical aspect.
MUSICAL CONSTRUCT

The following questionnaire items pertain to the Musical Construct: 25, 26, 27, 30, 36, 37, 38, 41, 45, C65.

QUESTIONNAIRE ITEM 25: THE MUSIC PERFORMED IN THE COLLEGE BAND IS TOO EASY

TABLE 57: MUSIC IS TOO EASY

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>*Strongly agree</td>
<td>1</td>
<td>2.6</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>30.8</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>21</td>
<td>53.8</td>
<td>42</td>
<td>64.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>12.8</td>
<td>12</td>
<td>18.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>100.0</td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p (X^2 \geq 3.79) = .15 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Agree".

No Response: MEMBERS 1
NONMEMBERS 30
**TOTAL 31**

Membership in a college concert band does not appear to be related to the student's belief that the music performed by the
college band is too easy. The majority of both groups (66.6 per cent of the members and 83.1 per cent of the nonmembers) indicated that they disagreed to some extent with this questionnaire statement. Refer to Table 57. The percentage of members that responded positively to this statement is nearly twice that of the nonmembers (33.4 per cent and 16.9 per cent respectively). The result of the chi-square test indicates that there is no significant difference between the two groups.

QUESTIONNAIRE ITEM 26: I RESPECTED MY HIGH SCHOOL BAND DIRECTOR AS A TEACHER AND CONDUCTOR

TABLE 58: RESPECT DIRECTOR

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>60.0</td>
<td>40</td>
<td>42.1</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>20.0</td>
<td>35</td>
<td>36.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>12.5</td>
<td>13</td>
<td>13.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>7.5</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 4.44 \right) = .22 \]
\[ \text{df} = 3 \]

The extent to which a student respected his high school band director as a teacher and conductor appears to be unrelated to his decision concerning concert band membership in college. The combined
positive responses are nearly identical for both groups (80.0 per cent for members and 78.9 per cent for nonmembers). Refer to Table 58. Less than 10.0 per cent of either group indicated that they strongly disagreed with this questionnaire statement. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 27: MY HIGH SCHOOL BAND FULFILLED MANY OF MY MUSICAL NEEDS**

**TABLE 59: BAND FULFILLS MUSICAL NEEDS**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>35.0</td>
<td>29</td>
<td>31.2</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>45.0</td>
<td>48</td>
<td>51.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>15.0</td>
<td>12</td>
<td>12.9</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>2</td>
<td>5.0</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[
p \left( X^2 \geq 0.49 \right) = .78
\]

\[
\text{df} = 2
\]

*For chi-square computation this response was grouped with "Disagree". No Response: NONMEMBERS 2

A student's membership in a college concert band appears to be unrelated to the extent to which his musical needs were fulfilled as a member of his high school band. The data contained in Table 59
indicates that at least 80.0 per cent of both groups (80.0 per cent of the members and 82.8 per cent of the nonmembers) either agreed or strongly agreed that their high school band experience fulfilled many of their musical needs. The result of the chi-square test indicates that there is no significant difference between the two groups.

QUESTIONNAIRE ITEM 30: I MADE A SIGNIFICANT MUSICAL CONTRIBUTION
TO MY HIGH SCHOOL BAND

TABLE 60: MUSICAL CONTRIBUTION

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>40.0</td>
<td>24</td>
<td>25.8</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>55.0</td>
<td>49</td>
<td>52.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.0</td>
<td>16</td>
<td>17.2</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ P \left( X^2 \geq 6.51 \right) = .04 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".

No Response: NONMEMBERS 2

The degree to which a student believes he made a significant musical contribution to his high school band is statistically related to his membership in a college concert band. Of those in the two groups that indicated that they strongly agreed with this
questionnaire statement the members appear to hold themselves in higher esteem than the nonmembers (40.0 per cent and 25.8 per cent respectively). Refer to Table 60. More than four times as many nonmembers (21.5 per cent) as members (5.0 per cent) responded negatively to this questionnaire statement. The result of the chi-square test indicates that there is a significant difference between the two groups.

**QUESTIONNAIRE ITEM 36: THE MUSIC PERFORMED IN THE COLLEGE BAND SEEMS TO BE TOO DIFFICULT**

**TABLE 61: MUSIC IS TOO DIFFICULT**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>*Strongly agree</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>10.0</td>
<td>6</td>
<td>9.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>72.5</td>
<td>48</td>
<td>72.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>17.5</td>
<td>12</td>
<td>18.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
<td>66</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( \chi^2 \geq 0.03 \right) = .99 \]

\[ df = 2 \]

*For chi-square computation this response was grouped with "Agree".

No Response: NONMEMBERS  29

The data contained in Table 61 indicates that the extent to which a student believes that the music performed by the college
concert band is too difficult is statistically unrelated to his membership in the band. The percentage for each response category is nearly identical. At least 90.0 per cent of both groups responded negatively to this questionnaire item (90.0 per cent of the members and 90.9 per cent of the nonmembers). No subject who responded to this item from either group indicated that he strongly agreed. Nearly one-third of the nonmembers did not respond to this item. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 37: THE MUSIC PERFORMED IN MY HIGH SCHOOL BAND WAS TOO EASY**

**TABLE 62: MUSIC IS TOO EASY**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>10.0</td>
<td>6</td>
<td>6.4</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>15.0</td>
<td>14</td>
<td>14.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>47.5</td>
<td>53</td>
<td>56.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>11</td>
<td>27.5</td>
<td>21</td>
<td>22.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[
p \left( \chi^2 \geq 1.22 \right) = .75 \\
df = 3
\]

No Response: NONMEMBERS 1

The degree to which a student perceives his high school band music as having been easy to perform is statistically unrelated to
his decision concerning membership in a college concert band. The positive and negative responses given by both groups, as indicated in Table 62, to this questionnaire statement are nearly identical, i.e., 25.0 per cent for the members and 21.3 per cent of the nonmembers agreed to some extent compared with 75.0 per cent of the members and 78.7 per cent of the nonmembers that disagreed to some extent. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 38: THE MUSIC PERFORMED IN MY HIGH SCHOOL BAND WAS TOO DIFFICULT**

**TABLE 63: MUSIC IS TOO DIFFICULT**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>*Strongly agree</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>7.5</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>26</td>
<td>65.0</td>
<td>68</td>
<td>73.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>11</td>
<td>27.5</td>
<td>17</td>
<td>18.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
<td><strong>93</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[
p \left( \chi^2 \geq 1.43 \right) = .49
\]

\[
df = 2
\]

*For chi-square computation this response was grouped with "Agree".*

No Response: NONMEMBERS 2

A student's membership in a college concert band does not appear to be statistically related to the student's perception of the
difficulty of the music played by his high school band. At least
90.0 per cent of the members in both groups (92.5 per cent of the
members and 91.4 per cent of the nonmembers) either disagreed or
strongly disagreed with this questionnaire statement. Refer to
Table 63. No subject of either group indicated that he strongly
agreed with this statement. The result of the chi-square test indi-
cates that there is no significant difference between the two groups.

QUESTIONNAIRE ITEM 41: I ENJOYED MOST OF THE MUSIC PLAYED IN MY
HIGH SCHOOL BAND

TABLE 64: ENJOYED BAND MUSIC

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>42.5</td>
<td>22</td>
<td>23.4</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>52.5</td>
<td>63</td>
<td>67.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5</td>
<td>8</td>
<td>8.5</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ p \left( X^2 \geq 5.17 \right) = .08 \]
\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".

No Response: NONMEMBERS 1

From the information contained in Table 64 it appears that
membership in a college concert band is statistically unrelated to
the degree to which a student enjoyed the music played by his high
school band. Over 90.0 per cent of both groups (95.0 per cent of the members and 90.4 per cent of the nonmembers) either agreed or strongly agreed with this questionnaire statement. The result of the chi-square test indicates that there is no significant difference between the two groups.

**QUESTIONNAIRE ITEM 45: I ENJOYED THE INSTRUMENT I PLAYED IN HIGH SCHOOL**

**TABLE 65: ENJOYED INSTRUMENT**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th></th>
<th>NONMEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>29</td>
<td>74.4</td>
<td>44</td>
<td>47.3</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>25.6</td>
<td>44</td>
<td>47.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34</strong></td>
<td>100.0</td>
<td><strong>93</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[
p (\chi^2 \geq 8.89) = .01
df = 2
\]

*For chi-square computation this response was grouped with "Disagree".

No Response: MEMBERS 1

NONMEMBERS 2

TOTAL 3

Membership in a college concert band appears to be related to the degree to which a student enjoyed the instrument he played while in high school. The data contained in Table 65 indicates that 74.4
per cent of the members strongly agreed with this questionnaire statement compared to 47.3 per cent of the nonmembers. Although the percentage is small, 5.4 per cent of the nonmembers did indicate that they either disagreed or strongly disagreed. No members were in either of these response categories. The result of the chi-square test indicates that there is a significant difference between the two groups.

**QUESTIONNAIRE ITEM C65: I RESPECT THE COLLEGE BAND DIRECTOR AS A TEACHER AND CONDUCTOR**

**TABLE 66: RESPECT BAND DIRECTOR**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>MEMBERS</th>
<th>NONMEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>*Strongly disagree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ \chi^2 \geq 1.70 \] = .43
\[ df = 2 \]

*For chi-square computation this response was grouped with "Disagree".

No Response: NONMEMBERS 10

The respect a student has for the college band director as a teacher and conductor appears to be unrelated to the student's membership in the college concert band. The data in Table 66
indicates that nearly 90.0 per cent of the members in both groups either agreed or strongly agreed with this questionnaire statement (45.0 per cent of the members strongly agreed compared with 32.9 per cent of the nonmembers). The result of the chi-square test indicates that there is no significant difference between the two groups.

MUSICAL CONSTRUCT SUMMARY

A significant difference was found to exist between the members and the nonmembers for the following questionnaire items which pertain to the musical aspect of concert band membership.

QUESTIONNAIRE ITEM NUMBER:

30  I made a significant musical contribution to my high school band.
45  I enjoyed the instrument I played in high school.

A significant difference was not found to exist between the two groups for the following questionnaire items.

QUESTIONNAIRE ITEM NUMBER:

25  The music performed in the college band is too easy.
26  I respected my high school band director as a teacher and conductor.
27  My high school band fulfilled many of my musical needs.
36  The music performed in the college band seems to be too difficult.
37  The music performed in my high school band was too easy.
The music performed in my high school band was too difficult.

I enjoyed most of the music played in my high school band.

I respect the college band director as a teacher and conductor.
COLLEGE PROFILE

The perceptions that the freshmen college students with high school concert band experience form about the concert band program in their respective colleges play a crucial part in determining whether they become members of the concert band. Other vitally important aspects of the student's perceptions about the college concert band is the effect that these perceptions have upon (1) whether a student continues to participate in the band after the first semester or term of membership is completed, (2) a student's decision to join the band after not participating for the first one or two terms of the student's initial college year, and (3) the influence the student has upon other students in the college or even in his high school band to participate in the college band.

It was decided by the investigator to ask each of the research groups to respond to a separate group of statements. A different set of statements was established for each of the two research groups in order to ascertain information that would be useful in explaining their particular choice concerning band membership. Part V of the questionnaire contained statements which were responded to by only the college concert band members. The concert band nonmembers were asked to respond to only Part VI.
RESPONSES GIVEN BY THE CONCERT BAND MEMBERS TO

PART V OF THE QUESTIONNAIRE

QUESTIONNAIRE ITEM 55: I WOULD RECOMMEND THAT OTHERS JOIN THE COLLEGE BAND

TABLE 67: RECOMMEND BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>53.8</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>33.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>12.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>99.9</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>1.59</td>
<td></td>
</tr>
</tbody>
</table>

No Response: 1

\( a \) This is an adjusted frequency percentage. The percentage is based upon the subjects that responded and does not include subjects that did not respond into the calculation.

The information contained in Table 67 indicates that 87.1 percent of the present college concert band members would, to some degree, recommend that others join the college band. More than one-half (53.8 percent) strongly agreed with this statement.
QUESTIONNAIRE ITEM 56: THERE IS TOO MUCH REQUIRED OF ME IN THE COLLEGE BAND

TABLE 68: BAND REQUIRES TOO MUCH

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>82.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>12.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 3.08 \]

No Response: 1

A strong majority of the members (94.9 per cent) do not feel that there is too much required of them. Only 5.1 per cent agreed with this statement. Refer to Table 68.

QUESTIONNAIRE ITEM 57: I ENJOY MOST OF THE MUSIC PLAYED IN THE COLLEGE BAND

Eighty-seven per cent of the members enjoyed, to some extent, most of the music that they played in the college concert band compared with 12.9 per cent that did not. Refer to Table 69.
### TABLE 69: ENJOY BAND MUSIC

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>69.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ \bar{x} = 1.97 \]

No response: 1

### QUESTIONNAIRE ITEM 58: THE COLLEGE BAND PERFORMS TOO MUCH

### TABLE 70: BAND PERFORMS TOO MUCH

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>33</td>
<td>84.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ \bar{x} = 3.15 \]

No response: 1

All of the members indicated that they felt the college band did not perform too much. Refer to Table 70.
TABLE 71: ENJOYED BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>40.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The greatest percentage (85.0 per cent) of the members indicated that they enjoy playing in the band. About one-half of the members strongly agreed. Fifteen per cent do not enjoy being a member of the band. Refer to Table 71.

TABLE 72: BAND FULFILLS MUSICAL NEEDS

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ \bar{x} = 1.99 \]
Although the majority (77.5 per cent) of the band members feel that the college band fulfills many of their musical needs, a substantial percentage (22.5 per cent) do not. Refer to Table 72.

**QUESTIONNAIRE ITEM 61: I LOOK FORWARD TO CONTINUING MY MEMBERSHIP IN THE COLLEGE BAND**

**TABLE 75: CONTINUING BAND**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>41.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>46.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>12.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 1.72 \]

No response: 1

A total of 87.2 per cent of the college band members indicated that they look forward to continuing being a member of the band. Refer to Table 73.

**QUESTIONNAIRE ITEM 62: THE COLLEGE BAND FULFILLS MANY OF MY SOCIAL NEEDS**

The college concert band fulfills many of the social needs of the majority (72.5 per cent) of the band members. A substantial percentage (27.0 per cent) though did not feel that it did. Refer to Table 74.
TABLE 74: BAND FULFILLS SOCIAL NEEDS

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>2.23</td>
<td></td>
</tr>
</tbody>
</table>

QUESTIONNAIRE ITEM 65: I LIKE THE COLLEGE BAND DIRECTOR AS A PERSON

TABLE 75: COLLEGE BAND DIRECTOR

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>1.75</td>
<td></td>
</tr>
</tbody>
</table>

The greatest percentage (90.0 per cent) of the band members like the band director as a person. Ten per cent of the members strongly disagreed with this questionnaire statement. Refer to Table 75.
TABLE 76: PLAYING ABILITY

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>15.8</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>44.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>34.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 2.29 \]

No response: 2

The response to this statement is the most varied of any in Part V of the questionnaire. While 60.5 per cent of the band members indicated that they felt they were one of the better players in the band only 39.5 per cent of the members disagreed to some extent with this statement. Refer to Table 76.
RESPONSES GIVEN BY THE COLLEGE BAND NONMEMBERS TO
PART VI OF THE QUESTIONNAIRE

QUESTIONNAIRE ITEM 55: I HAVE HEARD MY COLLEGE BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>19</td>
<td>20.7</td>
</tr>
<tr>
<td>Rarely</td>
<td>29</td>
<td>31.5</td>
</tr>
<tr>
<td>Seldom</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>Frequently</td>
<td>19</td>
<td>20.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>92</td>
<td>100.1</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>2.48</td>
<td></td>
</tr>
</tbody>
</table>

No response: 3

The response of the college concert band nonmembers is about equally divided between the percentage of those who have never or rarely heard the college concert band (52.2 per cent) and the percentage of those who have seldom or frequently (47.9 per cent) heard the band. An equal percentage (20.7 per cent) of the nonmembers have either never heard the band or have frequently heard the band. Refer to Table 77.
QUESTIONNAIRE ITEM 56: THE MUSIC MY COLLEGE BAND PERFORMS SEEMS TO BE TOO DIFFICULT

TABLE 78: MUSIC IS TOO DIFFICULT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>11.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>57</td>
<td>75.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>3.01</td>
<td></td>
</tr>
</tbody>
</table>

No response: 19

The majority (88.2 per cent) of the nonmembers indicated that they do not feel the music played by their college band is too difficult. Only 11.8 per cent agreed with this questionnaire statement. Refer to Table 78.

QUESTIONNAIRE ITEM 57: I DID NOT JOIN THE COLLEGE BAND BECAUSE AN INSTRUMENT WAS NOT PROVIDED BY THE COLLEGE

A total of 97.8 per cent of the nonmembers indicated that the reason they did not join the college band was not related to the availability of an instrument. Refer to Table 79.
TABLE 79: AVAILABILITY OF INSTRUMENT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>35</td>
<td>38.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>53</td>
<td>58.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>$\bar X$</td>
<td>3.57</td>
<td></td>
</tr>
</tbody>
</table>

No response: 5

QUESTIONNAIRE ITEM 58: I WOULD JOIN THE COLLEGE BAND IF MORE ACADEMIC CREDIT WAS GIVEN

TABLE 80: ACADEMIC CREDIT

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>19.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>46</td>
<td>50.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>26</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>$\bar X$</td>
<td>3.07</td>
<td></td>
</tr>
</tbody>
</table>

No response: 4

The majority of the nonmembers (79.1 per cent) indicated that they would not join the college band even if more academic credit was given. Refer to Table 80.
QUESTIONNAIRE ITEM 59: I PLAN TO JOIN THE COLLEGE BAND WHEN MY SCHEDULE WILL ALLOW

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>21.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>41</td>
<td>44.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>20</td>
<td>21.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>92</td>
<td>100.0</td>
</tr>
<tr>
<td>(\bar{x})</td>
<td>2.76</td>
<td></td>
</tr>
</tbody>
</table>

No response: 3

One-third (33.7 per cent) of the nonmembers plan to join the college band when their schedule will allow. Refer to Table 81.

QUESTIONNAIRE ITEM 60: I WOULD LIKE TO JOIN THE COLLEGE BAND BUT I FEEL I AM TOO BUSY

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>23.7</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>40.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>21</td>
<td>22.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>12</td>
<td>12.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>93</td>
<td>100.1</td>
</tr>
<tr>
<td>(\bar{x})</td>
<td>2.25</td>
<td></td>
</tr>
</tbody>
</table>

No response: 2
Nearly two-thirds (64.6 per cent) of the nonmembers feel that they are too busy to join the college band. Refer to Table 82.

**QUESTIONNAIRE ITEM 61:** I WOULD LIKE TO JOIN THE COLLEGE BAND BUT I DO NOT FEEL I PLAY MY INSTRUMENT WELL ENOUGH

**TABLE 83: PLAYING ABILITY**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>8.7</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>33.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>32.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>23</td>
<td>25.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

$\bar{x} = 2.74$

No response: 3

The majority of the nonmembers (57.6 per cent) disagreed to some extent with this questionnaire statement, one-fourth indicating that they strongly disagreed that they did not feel they played their instrument well enough. Refer to Table 83.

**QUESTIONNAIRE ITEM 62:** I DID NOT JOIN THE COLLEGE BAND BECAUSE I BECAME TIRED OF IT AS A RESULT OF MY HIGH SCHOOL BAND EXPERIENCE

Nearly one-third (32.6 per cent) of the nonmembers indicated that as a result of becoming tired of their high school band experience they did not join the college band whereas two-thirds of the nonmembers indicated that it was not the reason. Refer to Table 84.
TABLE 84: TIRED OF BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>13.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>19.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>33.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>31</td>
<td>33.7</td>
</tr>
</tbody>
</table>

TOTAL 92 100.0

\[ \bar{x} = 2.88 \]

No response: 3

QUESTIONNAIRE ITEM 63: I DID NOT JOIN THE COLLEGE BAND BECAUSE I DO NOT KNOW ANY OF THE MEMBERS

TABLE 85: DO NOT KNOW BAND MEMBERS

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>10.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>42</td>
<td>45.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>39</td>
<td>41.9</td>
</tr>
</tbody>
</table>

TOTAL 93 100.1

\[ \bar{x} = 3.27 \]

No response: 2

A total of 87.1 per cent of the nonmembers indicated that not knowing any of the members of the college concert band was not the reason they did not join the band. Refer to Table 85.
QUESTIONNAIRE ITEM 65: IF I JOINED THE COLLEGE BAND I COULD HELP IMPROVE IT

TABLE 86: COULD IMPROVE THE BAND

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>11.1</td>
</tr>
<tr>
<td>Agree</td>
<td>41</td>
<td>50.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>30.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>7.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>81</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[ \bar{X} = 2.35 \]

No response: 14

A total of 61.7 per cent of the nonmembers indicated that they felt they could, to some extent, help improve the college band if they were to join it. Refer to Table 86.
OPEN-ENDED QUESTIONS

Each respondent was provided an opportunity to supply unstructured responses to some open-ended questions. It was felt that there might be some valuable information concerning concert band participation at the high school and college level lost due to the forced-choice nature of the other questions and statements in the questionnaire. Due to the length of time that is often involved in answering this type of question it was decided to keep the number of these questions to a minimum and to ask only questions that might provide valuable insight into the more crucial aspects of the concert band experience. These questions form Part IV of the questionnaire (items 49-54).

The written responses to each question were assigned, by the investigator, to a category based upon the topic of the response. For example, any response pertaining to the band director was assigned to the category "Band Director."

Following is a graphic representation of the responses given by the nonmembers and the members to each of the open-ended questions (items 49-53). The responses given to questionnaire item 54: "Additional comments" are contained in Appendix J.

RESPONSES TO THE OPEN-ENDED QUESTIONS

QUESTIONNAIRE ITEM 49: WHAT DID YOU ENJOY THE LEAST ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?
**TABLE 87: ENJOYED THE LEAST**

<table>
<thead>
<tr>
<th>RESPONSE&lt;sup&gt;a&lt;/sup&gt;</th>
<th>NONMEMBERS</th>
<th></th>
<th>MEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A. Band director</td>
<td>23</td>
<td>22.1</td>
<td>19</td>
<td>45.2</td>
</tr>
<tr>
<td>B. Practice</td>
<td>20</td>
<td>19.2</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>C. Peers</td>
<td>19</td>
<td>18.3</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>D. Music</td>
<td>9</td>
<td>8.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>E. Marching band</td>
<td>6</td>
<td>5.8</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>F. Auditions</td>
<td>6</td>
<td>5.8</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>G. No complaints</td>
<td>5</td>
<td>4.8</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>*H. Other</td>
<td>16</td>
<td>15.4</td>
<td>8</td>
<td>19.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>104</td>
<td>100.1</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<sup>a</sup>For a presentation of the responses given to response categories A-G refer to Appendix E.

*Response categories that represent less than 5.0 per cent of the total. Refer to Appendix K.

Both groups indicated that the aspect they enjoyed the least about their high school band experience was related in some way to the band director. This response was given by 45.2 per cent of the members and 22.1 per cent of the nonmembers. The other two response categories that represent at least 10.0 per cent of the responses, excluding the response category "Other," are "practice" and "Peers". Refer to Table 87.
QUESTIONNAIRE ITEM 50: WHAT DID YOU ENJOY THE MOST ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?

TABLE 88: ENJOYED THE MOST

<table>
<thead>
<tr>
<th>RESPONSE(^a)</th>
<th>NONMEMBERS</th>
<th></th>
<th>MEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Social</td>
<td>34</td>
<td>24.3</td>
<td>14</td>
<td>23.7</td>
</tr>
<tr>
<td>B. Competition</td>
<td>19</td>
<td>13.6</td>
<td>6</td>
<td>10.2</td>
</tr>
<tr>
<td>C. Marching</td>
<td>19</td>
<td>13.6</td>
<td>9</td>
<td>15.3</td>
</tr>
<tr>
<td>D. Travel</td>
<td>17</td>
<td>12.1</td>
<td>5</td>
<td>8.5</td>
</tr>
<tr>
<td>E. Performing</td>
<td>15</td>
<td>10.7</td>
<td>8</td>
<td>15.6</td>
</tr>
<tr>
<td>F. Personal satisfaction</td>
<td>11</td>
<td>7.9</td>
<td>6</td>
<td>10.2</td>
</tr>
<tr>
<td>G. Playing an instrument</td>
<td>8</td>
<td>5.7</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>*H. Other</td>
<td>17</td>
<td>12.1</td>
<td>8</td>
<td>13.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>140</td>
<td>100.0</td>
<td>59</td>
<td>100.1</td>
</tr>
</tbody>
</table>

\(^a\)For a presentation of the responses given to response categories A-G refer to Appendix F.

*Response categories that represent less than 5.0 per cent of the total. Refer to Appendix K.

Both groups indicated that they enjoyed the social aspect of their high school band experience the most. This response was given by nearly the same percentage of nonmembers (24.3 per cent) and members (23.7 per cent). The other response categories that received at least 10.0 per cent of the responses, excluding the response category "Other," are "Competition," "Marching," "Travel," "Performing," and "Personal Satisfaction." Refer to Table 88.
For a presentation of the responses given to response categories A-E refer to Appendix G.

Response categories that represent less than 5.0 per cent of the total. Refer to Appendix K.

Nearly one-half of the nonmembers gave "Do not have time" as the reason they did not participate in the college band. The other response categories that received at least 10.0 per cent of the responses are "Lack of interest" and "Disappointed in the college band." Refer to Table 89.
PART II-MEMBERS

TABLE 90: COLLEGE BAND PARTICIPATION

<table>
<thead>
<tr>
<th>RESPONSE\textsuperscript{*}</th>
<th>MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>G. Continue playing</td>
<td>20</td>
</tr>
<tr>
<td>H. Social</td>
<td>8</td>
</tr>
<tr>
<td>I. Required</td>
<td>6</td>
</tr>
<tr>
<td>J. Music</td>
<td>5</td>
</tr>
<tr>
<td>*F. Other</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>46</td>
</tr>
</tbody>
</table>

\textsuperscript{*}For a presentation of the responses given to response categories G-J refer to Appendix G.

*Response categories that represent less than 5.0 per cent of the total. Refer to Appendix K.

The greatest percentage of the responses given by the members as to why they decided to participate in the college concert band was to be able to continue playing their instruments. The other response categories that received at least 10.0 per cent of the responses are "Social," "Required," and "Music." Refer to Table 90.

**QUESTIONNAIRE ITEM 52:** IN WHAT WAYS WOULD YOU LIKE THE HIGH SCHOOL BAND PROGRAM TO BE CHANGED?

In response to the question "In what ways would you like the high school band program to be changed" the item "Band Director"
TABLE 91: HIGH SCHOOL BAND CHANGES

| RESPONSE³  | NONMEMBERS | MEMBERS |  *
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>A. Director</td>
<td>24</td>
<td>27.0</td>
<td>13</td>
</tr>
<tr>
<td>B. No change</td>
<td>18</td>
<td>20.2</td>
<td>8</td>
</tr>
<tr>
<td>C. More educational</td>
<td>10</td>
<td>11.2</td>
<td>5</td>
</tr>
<tr>
<td>D. Student involvement</td>
<td>10</td>
<td>11.2</td>
<td>3</td>
</tr>
<tr>
<td>E. More active</td>
<td>9</td>
<td>10.1</td>
<td>0</td>
</tr>
<tr>
<td>*F Other</td>
<td>18</td>
<td>20.2</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>89</strong></td>
<td><strong>99.9</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

³For a presentation of the responses given to response categories A-E refer to Appendix H.

*Response categories that represent less than 5.0 per cent of the total. Refer to Appendix K.

was given by the greatest percentage of both groups. The other response categories that received at least 10.0 per cent of the responses are "No change," "More educational," "Student involvement," and "More activities." Refer to Table 91.

QUESTIONNAIRE ITEM 53: IN WHAT WAYS HAS YOUR HIGH SCHOOL BAND EXPERIENCE CONTRIBUTED TO YOUR LIFE?

Both groups indicated the greatest contribution that their high school band experience made to their lives was social. The other response categories that received at least 10.0 per cent of the responses are "Musically" and "Maturation." Refer to Table 92.
<table>
<thead>
<tr>
<th>RESPONSE&lt;sup&gt;a&lt;/sup&gt;</th>
<th>NONMEMBERS</th>
<th></th>
<th>MEMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A. Socially</td>
<td>48</td>
<td>39.7</td>
<td>18</td>
<td>40.0</td>
</tr>
<tr>
<td>B. Musically</td>
<td>43</td>
<td>35.5</td>
<td>10</td>
<td>22.2</td>
</tr>
<tr>
<td>C. Maturation</td>
<td>21</td>
<td>17.4</td>
<td>15</td>
<td>33.3</td>
</tr>
<tr>
<td>*D Other</td>
<td>9</td>
<td>7.4</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>121</strong></td>
<td><strong>100.0</strong></td>
<td><strong>45</strong></td>
<td><strong>99.9</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup>For a presentation of the responses given to response categories A-C refer to Appendix I.

*Response categories that represent less than 5.0 percent of the total. Refer to Appendix K.
EFFECTS OF THREE CONSTRUCTS: ATTITUDE, SOCIAL, MUSICAL

An important aspect of this study was to investigate the effects of several selected factors upon college band participation by freshmen with high school band experience. The relative significance of these individual factors has been presented in the first section of this chapter. Of further interest was the effect that collective constructs of influence have upon the student's decision concerning band participation. These constructs were represented by a combination of questionnaire items and were categorized as attitude, social, and musical constructs.

Each of the questionnaire items in Part III of the questionnaire were assigned by the investigator to one of the three construct groups. To validate this procedure two faculty members in the School of Music Education at The Ohio State University were asked to independently assign these same questionnaire items to one of the three construct groups. The correlation between the questionnaire item assignment of these faculty members and the investigator was 0.95. As a result of this procedure the investigator concluded that the assigning of the questionnaire items had been accurately made. Table 93 shows the result of the questionnaire item assignment.

Represented within the attitude construct are items relating to the student's attitude toward: (1) the high school band - questionnaire items 21, 29, 32, 35, 39, 40, and 42; (2) the college band - questionnaire items 41 and 44; and (3) the continuation of his band
<table>
<thead>
<tr>
<th>ATTITUDE CONSTRUCT</th>
<th>SOCIAL CONSTRUCT</th>
<th>MUSICAL CONSTRUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire Item</td>
<td>Questionnaire Item</td>
<td>Questionnaire Item</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>29</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>32</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>33</td>
<td>34</td>
<td>36</td>
</tr>
<tr>
<td>35</td>
<td>46</td>
<td>37</td>
</tr>
<tr>
<td>39</td>
<td>47</td>
<td>38</td>
</tr>
<tr>
<td>40</td>
<td>48</td>
<td>41</td>
</tr>
<tr>
<td>42</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>43</td>
<td></td>
<td>C65</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>
experience - questionnaire items 28 and 33.

Represented within the social construct are items relating to the student's relationship: (1) with the high school director - questionnaire items 24 and 34; (2) with his peers - questionnaire items 22, 23, 47 and 48; and (3) between himself and the concert band - questionnaire items 31 and 46.

Represented within the musical construct are items relating to: (1) the technical level of the music performed in high school - questionnaire items 37 and 38, and in college - questionnaire items 25 and 36; (2) the student's personal satisfaction received from the musical experience - questionnaire items 27, 30, 41 and 45; and (3) the student's opinion of the high school band director's ability - questionnaire item 26, and the college band director's ability - questionnaire item C65.

The data were analyzed incorporating the statistical test Analysis of Variance (ANOVA) with repeated measures. This test is part of a computer program contained in the Statistics for the Applied Sciences (SAS). A summary of this test is presented in Table 94.

The following observations are made based upon the three F tests presented in Table 94:

1. The members' responses were significantly different than the nonmembers, when averaged across the three levels of attitude, social, and musical.

2. The average response of all subjects (members and nonmembers) was higher on some of the three constructs than on others.
### TABLE 94: ANOVA SUMMARY TABLE

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between-subjects</td>
<td>134</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership (A)</td>
<td>1</td>
<td>2.18</td>
<td>2.18</td>
<td>7.66a</td>
</tr>
<tr>
<td>Error-between</td>
<td>135</td>
<td>35.77</td>
<td>.27</td>
<td></td>
</tr>
<tr>
<td>Within-subjects</td>
<td>270</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASM (B)</td>
<td>2</td>
<td>7.83</td>
<td>3.92</td>
<td>38.13b</td>
</tr>
<tr>
<td>A X B</td>
<td>2</td>
<td>1.32</td>
<td>.66</td>
<td>6.41c</td>
</tr>
<tr>
<td>Error-within</td>
<td>266</td>
<td>24.89</td>
<td>.09</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>404</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  p = .0064
b  p = .0001
c  p = .0019

3. There was significant interaction of the three constructs between the two groups of subjects. A clear illustration of the interaction is presented in Figure 2.
GRAPH OF INTERACTION (A X B)

FIGURE 2: INTERACTION (A X B)
CHAPTER V

SUMMARY, RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into four sections: (1) a summary of the research project, (2) a presentation of the results of the study, (3) the conclusions drawn from the findings, and (4) recommendations to concert band directors in small colleges and high schools based on findings as well as recommendations for further study in the area of concert band participation in small colleges.

SUMMARY

The purpose of this study was to examine the effects of selected factors on the choice of freshmen with high school concert band experience concerning their decision to participate or not to participate in a college concert band.

The need for the study was based on the following: (1) band directors in small colleges are dependent upon those students who have had high school band experience to become involved in the colleges' concert band programs as freshmen and a study was needed that would identify those factors that are the most crucial to the student in determining whether he continues or discontinues his concert band participation, (2) the amount of research undertaken concerning concert band participation in small colleges is very limited, and
(3) there is a need to update and extend the research that has been undertaken.

Development of the Questionnaire

A sixty-five item questionnaire was developed as the principle means by which to collect data (see Appendix A). The questionnaire was designed in such a way that the sample population of both groups, college concert band members and concert band nonmembers, could respond to the same questions and statements with the exception of the final nine statements. These final nine statements were changed in order to obtain meaningful data from each group.

There were four sections to the questionnaire. The first section generated data concerning the subjects' musical background. The subjects were asked to indicate which of the supplied responses to the twenty-one items in this section were the most appropriate to their own situation. The second section of the questionnaire contained twenty-nine statements related to the attitudinal, social, and musical aspects of concert band participation. The statements were worded in the Likert format in which the subjects were to indicate that they (1) strongly agreed, (2) agreed, (3) disagreed, or (4) strongly disagreed with each statement. The third section contained six open-ended questions. The fourth section of the questionnaire was divided into two parts each having ten items. One part was directed to the college concert band members and the other part was directed to the college concert band nonmembers.
A pilot copy of the questionnaire was given to students and college music faculty members. They were instructed to (1) evaluate the clarity of the instructions and questionnaire items, (2) suggest areas which might have been omitted from the questionnaire, (3) comment on the appearance and format of the questionnaire, and (4) make any general suggestions concerning the questionnaire and/or the study. Upon completion of this pilot administration the final draft of the questionnaire was developed.

Sample Selection

This study was concerned with concert band programs at small four-year-liberal arts colleges in Ohio with a student body enrollment between 700 and 2,500. A list of colleges and universities in Ohio was consulted to obtain the initial list of schools which qualified for this study. The academic deans and the concert band director at each of these colleges were contacted by means of a letter (see Appendix B). The purpose of this letter was to solicit the consent of these two individuals to include students at their respective college in the study. If consent was not obtained from both individuals that college was eliminated from the initial list of schools. The colleges that participated in the study are indicated in Table 3.

The next step was to identify those students at each college that would make up the sample population. This process was completed in two ways. The first method involved contacting the registrar, or other appropriate office, at each college. It was discovered by
the investigator that the Student Profile Section of the ACT Assessment 1980-81 National Registration Folder (see Appendix D) contained data which indicated if a student participated in instrumental music in high school. A list of these students was obtained at two of the target schools. Students at the other schools were identified with the assistance of the concert band directors who had compiled lists of students at their respective colleges who had been a member of a high school band.

Collection and Evaluation of the Data

A copy of the questionnaire and a self-addressed envelope was distributed to each of the students of the sample population. They were instructed to complete the questionnaire and deposit it in the campus mail in the self-addressed envelope provided. All of the college concert band directors participating in the study agreed to have the questionnaires addressed to the music office. In order to prompt each of the subjects to complete and return his questionnaire an announcement to this effect was placed in the weekly news service at each college. Although this method was not the most desired by the investigator it was deemed to be the most efficacious.

After the returned questionnaires were obtained from each college participating in the study the responses on each of the questionnaires were coded onto IBM Fortran Coding Forms. Those statements having forced-choice answers were assigned numeric values of one, for the most preferred answer to the statement, to four, for the least desired answer. Responses to the open-ended questions were
grouped by the category of the response given. An eclectic process of analysis of the data was undertaken. Descriptive statistics were presented for questionnaire items 1-5. To determine if the two subject groups differed significantly on the background information, questionnaire items 3-20, and the three constructs, i.e., attitude, social, and musical; questionnaire items 21-48; a Chi-square test was made on each item. Descriptive statistics were presented for the open-ended questions, questionnaire items 49-53, and for the final two sections of the questionnaire items 55-65 for the concert band members and nonmembers. An analysis of variance with repeated measures was employed to evaluate the relative significance of the three constructs.

RESULTS OF THE STUDY

Background Information

A chi-square test of independence was computed for each of the questionnaire items that pertained to the subjects' musical background. The test was to determine if the responses given by the two sample groups, i.e., the college concert band members and nonmembers, differed significantly. Based upon the results of the individual chi-square tests seven of the questionnaire items indicated that there was a significant difference between the responses of the two sample groups. All of the probability values were significant at or beyond the .05 level for each analysis. It can be stated with confidence that there is a significant relationship between membership in a small college concert band and the following factors.
These factors are presented in order of the strength of the probability level obtained. The probability levels obtained are given in parentheses.

A significant difference was found to exist between the subjects' decision concerning college concert band participation and:

1. the frequency with which the subjects play their instruments on occasions not related to the college concert band. (.0001)

2. the subjects' academic major in college. (.01)

3. the subjects' ability to obtain an instrument from the band department. (.02)

4. the subjects' sex. (.03)

5. the encouragement given to the subjects to join the college concert band by a college professor. (.03)

6. the instrument family to which the subjects' instrument belonged. (.04)

7. the encouragement given to the subjects to join the college concert band by a parent. (.04)

Based upon the results of the individual chi-square tests seventeen of the questionnaire items pertaining to the subjects' musical background indicate that there was not a significant difference between the responses given by the two sample groups. None of the obtained probability values reached the required .05 level.

A significant difference was not found to exist between the subjects' decision concerning college concert band participation and:

1. the influence that a parent had upon the subjects to continue playing their instruments in the high school band. (.07)

2. the subjects' perception of their own playing ability in high school. (.09)
3. the encouragement given to the subjects to join the college concert band by a friend. (.12)

4. the number of private lessons taken by the subjects. (.16)

5. the influence that a friend had upon the subjects to continue playing their instruments in the high school band. (.16)

6. the ratings that the subjects received at solo and small ensemble contests. (.28)

7. the average number of hours that the subjects played their instruments while in high school. (.35)

8. the encouragement given to the subjects to join the college concert band by a high school band director. (.36)

9. the influence that a nonmusic teacher had upon the subjects to continue playing their instruments in the high school band. (.38)

10. the frequency which the subjects participated in solo and small ensemble contest. (.39)

11. the amount of knowledge that the subjects had acquired about musical elements, styles, and forms while in their high school bands. (.45)

12. the grade in which the subjects began a band instrument. (.51)

13. the musical background of either or both of the subjects' parents. (.51)

14. the level at which the subjects rated their high school bands. (.62)

15. the influence that a music teacher had upon the subjects to continue playing their instruments in the high school band. (.68)

16. the ownership of an instrument by the subjects. (.79)

17. the preference that the subjects had for the instrument that they played during high school. (.98)
Attitude Construct

A chi-square test of independence was computed for each of the questionnaire items that pertained to the attitudinal aspects of concert band participation. Based upon the results of the individual chi-square tests of the eleven questionnaire items that pertain to the attitude construct five items indicate that there was a significant difference between the responses of the two sample groups. All of the probability values were significant at or beyond the .05 level for each analysis. It can be stated with confidence that there is a significant relationship between membership in a small college concert band and the following questionnaire items which pertain to attitude. These factors are presented in order of the strength of the probability level obtained.

A significant difference was found to exist between the subjects' membership in a college concert band and:

1. the decision that the subjects had made concerning college band participation while still in high school. (.0001)
2. the degree to which the subjects looked forward to the high school band rehearsal. (.01)
3. the degree to which the high school band was the subjects' favorite class. (.02)
4. the degree to which the subjects' high school band performed. (.04)
5. the subjects' improved opinion of the college band. (.04)

Based upon the results of the individual chi-square tests, the remaining six questionnaire items that pertain to the attitudinal
aspect of concert band participation indicate that there was not a significant difference between the responses given by the two sample groups. None of the obtained probability values reached the required .05 level.

A significant difference was not found to exist between the subjects' membership in a college concert band and:

1. the enjoyment that the subjects receive from participating in their high school bands. (.07)
2. the amount of academic credit given to the subjects for college band membership. (.07)
3. the amount of time that was required of the subjects while in their high school bands. (.08)
4. if the subjects had considered dropping out of their high school bands. (.17)
5. the degree to which the subjects felt that their high school band experience was worthwhile. (.41)
6. if the subjects' decision to join the college band was made in their senior year of high school. (.46)

**Social Construct**

A chi-square test of independence was computed for each of the questionnaire items that pertained to the social aspects of concert band participation. Based upon the results of the individual chi-square tests of the eight questionnaire items that pertain to the social construct, three items indicate that there was a significant difference between the responses of the two sample groups. All of the probability values were significant at or beyond the .05 level for each analysis. It can be stated with confidence that there is a significant relationship between membership in a small college concert
band and the following questionnaire items. These factors are presented in order of the strength of the probability level obtained.

A significant difference was found to exist between the subjects' membership in a college concert band and:

1. the number of friends that the subjects have in the college band. (.0001)

2. the extent to which the subjects liked their high school band directors as a person. (.03)

3. the social contacts that the subjects believed could be made as a member of the college band. (.04)

Based upon the results of the individual chi-square tests the remaining five questionnaire items that pertain to the social aspect of concert band participation indicate that there was not a significant difference between the responses given by the two sample groups. None of the obtained probability values reached the required .05 level.

A significant difference was not found to exist between the subjects' membership in a college band and:

1. the degree to which the subjects' high school bands fulfilled their social needs. (.17)

2. the belief that the subjects made a significant nonmusical contribution to their high school bands. (.29)

3. the degree to which the subjects believed that the social aspect of the band is as important as the musical aspect. (.39)

4. the number of friends that the subjects had in their high school bands. (.50)

5. the degree to which the subjects' high school band directors inspired them. (.64)
A chi-square test of independence was computed for each of the questionnaire items that pertained to the musical aspects of concert band participation. Based upon the results of the individual chi-square tests of the ten questionnaire items that pertain to the musical construct two items indicate that there was a significant difference between the responses of the two sample groups. Both of the probability values were significant at or beyond the .05 level for each analysis. It can be stated with confidence that there is a significant relationship between membership in a small college concert band and the following questionnaire items. These factors are presented in order of the strength of the probability level obtained.

A significant difference was found to exist between the subjects' membership in a college concert band and:

1. the subjects' enjoyment of the instruments they played in high school. (.01)

2. the degree to which the subjects felt that they made a significant musical contribution to their high school bands. (.04)

Based upon the results of the individual chi-square tests, the responses to the remaining eight questionnaire items that pertain to the musical aspect of concert band participation indicate that there was not a significant difference between the two sample groups. None of the obtained probability values reached the required .05 level.

A significant difference was not found to exist between the subjects' membership in a college band and:
1. the degree to which the subjects enjoyed most of the music played in their high school bands. (.08)

2. the subjects' belief that the music performed in their college bands is too easy. (.15)

3. the subjects' respect for their high school band directors as teachers and conductors. (.22)

4. the subjects' respect for the college band directors as teachers and conductors. (.43)

5. the subjects' belief that the music performed in their high school bands was too difficult. (.49)

6. the subjects' belief that the music performed in their high school bands was too easy. (.75)

7. the subjects' belief that their high school bands fulfilled many of their musical needs. (.78)

8. the subjects' belief that the music performed in their college bands is too difficult. (.99)

**College Student Profile**

Concerning the subjects who are members of their colleges' concert band it was found that:

1. the subjects do not feel that their college band perform too much. (100.0%)
   The percentage indicates the portion of those subjects responding that concur with this statement.

2. the subjects do not feel that there is too much required of them in their college band. (94.9%)

3. the subjects like their college band directors as persons. (90.0%)

4. the subjects look forward to continuing their membership in their college band. (87.2%)

5. the subjects would recommend that others join their college band. (87.1%)

6. the subjects enjoy most of the music played in their college band. (87.1%)
7. the subjects enjoy playing in their college band. (85.0%)

8. the subjects feel that their college band fulfills many of their musical needs. (77.5%)

9. the subjects feel that their college band fulfills many of their social needs. (72.5%)

10. the subjects believe that they are among the better players in their college bands. (60.5%)

Concerning the subjects that are not members of their colleges' concert band it was found that:

1. the subjects' decision not to join their college band was not related to the availability of an instrument. (97.8%)

2. the subjects do not feel that the music performed by their college bands is too difficult. (88.2%)

3. the subjects indicated that not knowing any of the members of their college concert band was not the reason they did not join the band. (87.1%)

4. the subjects would not join their college band even if more academic credit was given. (79.1%)

5. the subjects had become tired of concert band participation as a result of their high school band experience is not the reason why they failed to join their college band. (67.4%)

6. the subjects do not plan to join their college band even if their future schedules allow it. (66.3%)

7. the subjects feel they are too busy to join their college band. (64.6%)

8. the subjects felt that by joining their college band they could improve it. (61.7%)

9. the subjects do not play their instruments well enough is not the reason why the subjects failed to join their college band. (57.6%)

10. the subjects have never or rarely heard their college band. (52.2%)
Open-Ended Questions

The results for each of the open-ended questions will be reported in two parts. The response category or categories receiving the greater percentages will be reported as Part A. The remaining response category or categories will constitute Part B.

I. Responses given by the concert band members.

1. Factors that were enjoyed the least by the present college concert band members concerning their high school band experience was:
   Part A: a. the subjects' band director. (45.2%)
   Part B: a. the subjects' peers. (11.9%)
   b. having to practice. (7.1%)
   c. participating in a marching band. (4.8%)
   d. having to audition. (4.8%)

2. Factors that were enjoyed the most by the present concert band members concerning their high school band experience were:
   Part A: a. the social aspect of the band. (23.7%)
   Part B: a. participating in a marching band. (15.3%)
   b. performing. (13.6%)
   c. competition. (10.2%)
   d. the personal satisfaction of being a member of the band. (10.2%)
   e. being able to travel. (8.5%)
   f. being able to play an instrument. (5.1%)
3. The present concert band members decided to participate in the college band:

**Part A:**  a. to continue playing their instrument. (43.5%)

**Part B:**  a. because of the social aspect of band membership. (17.4%)
   b. because band membership was required. (13.0%)
   c. because of the music. (10.9%)

4. The following are items which the present concert band members would like changed concerning their high school band programs:

**Part A:**  a. the director. (31.7%)

**Part B:**  a. make the band program a more educational experience. (12.2%)
   b. have more student involvement. (7.3%)

5. The present concert band members feel that their high school band has contributed to their lives:

**Part A:**  a. socially. (40.0%)
   b. by helping them to mature. (33.3%)

**Part B:**  a. musically. (22.2%)

II. Responses given by the concert band nonmembers.

1. Enjoyed the least by the present college concert band nonmembers concerning their high school band experience was:

**Part A:**  a. the subjects' band director. (22.1%)
   b. having to practice. (19.2%)
   c. peer relationships. (18.3%)
Part B: a. the music performed. (8.7%)
   b. having to be in the marching band. (5.8%)
   c. having to audition. (5.8%)

2. Enjoyed the most by the present concert band nonmembers concerning their high school band experience was:

Part A: a. the social aspect of band membership. (24.3%)

Part B: a. the competitive aspect of performing. (13.6%)
   b. being able to march. (13.6%)
   c. being able to travel. (12.1%)
   d. performing. (10.7%)
   e. the personal satisfaction of being a member of a band. (7.9%)
   f. playing an instrument. (5.7%)

3. The subjects that chose not to participate in the college band did so because:

Part A: a. they felt that they did not have the extra time. (43.3%)

Part B: a. a lack of interest. (21.7%)
   b. they were disappointed in the college band. (10.8%)
   c. they indicated a lack of ability. (9.2%)
   d. they had schedule conflicts. (6.7%)

4. Areas which the concert band nonmembers would like changed concerning their high school band programs were:

Part A: a. the director. (27.0%)
Part B:  a. add more educational content to the band program. (11.2%)
       b. have more student involvement. (11.2%)
       c. be more active. (10.1%)

5. The concert band nonmembers felt that their high school band has contributed to their lives:
Part A:  a. socially. (39.7%)
       b. musically. (35.5%)

Part B:  a. by helping them to mature. (17.4%)

Effects of the Attitude, Social, and Musical Constructs

The statistical test Analysis of Variance with repeated measures was utilized to evaluate the effects of attitude, social, and musical constructs on concert band membership. The results of this test indicate that:

1. the college concert band members' responses were significantly different from the concert band nonmembers, when averaged across the three levels of attitude, social, and musical.

2. a significant interaction of the three constructs was found to exist between the members and nonmembers.

An analysis of the interaction revealed that:

1. for the concert band members there is a significant relationship between the attitude and social constructs and between the social and musical constructs.

2. for the concert band nonmembers there is a significant relationship between the attitude and social constructs and between the
attitude and musical constructs.

3. there is a significant difference between the members and
the nonmembers on the attitude and social constructs.

CONCLUSIONS

The conclusions of this research study are based upon the major
problem and the secondary problems postulated in Chapter I in light
of the data obtained. The major problem is addressed following an
evaluation of the secondary problems.

Secondary Problems

1. Primary band instrument played.

   Due to the small frequency of several of the instruments played
by the subject population it is statistically inappropriate to offer
an explanation of college concert band membership in terms of the
individual instrument played. Grouping the instruments by their
respective family, i.e., woodwind, brass, and percussion, however,
demostrates that the choice of band instrument has a significant effect
upon whether a student participates or does not participate in the
concert band.

2. Academic major in college.

   The academic major that a student chooses as a freshman in a
small college has a significant influence upon his decision concern-
ing concert band participation.
3. Grade in which a band instrument is begun.

The grade in which a student begins his study of a band instrument does not have a significant influence upon his decision to participate in the college concert band.

4. Playing an instrument in the band which is not the student's preferred choice.

The decision that a college freshman makes concerning concert band participation is not influenced by the preference he had for the instrument played during high school.

5. Amount of time playing each week during high school.

The amount of time that a student played his instrument during high school does not significantly influence his decision concerning college concert band participation.

6. Years of private lessons.

The number of years that a student takes private lessons on his instrument does not have a significant influence upon his decision to participate in the college concert band.

7. Self perception of one's playing ability.

The student's perception of his playing ability during high school is not a significant factor upon his decision concerning concert band participation in college.

8. Quality of one's high school band.

The decision that a student makes concerning concert band participation in a small college is not significantly influenced by
his perception of the quality of his high school band.

9. **Knowledge of musical elements, styles, and forms.**

   The amount of knowledge that a student has acquired regarding musical elements, styles, and forms as a result of his high school band experience does not have a significant influence upon whether he participates or does not participate in the college concert band.

10. **Musical background of parents.**

    Whether or not a student's parents have a musical background does not have a significant effect upon the decision he makes concerning concert band participation in college.

11. **Ownership of a band instrument.**

    Whether a student owned or rented an instrument, used a school instrument, or was loaned an instrument by a friend or family member during high school does not have a significant effect upon his decision concerning college concert band membership.

12. **Participation in solo contest.**

    The number of times that a student participated in contests and the ratings received does not have a significant effect upon whether he participates or does not participate in the college concert band.

13. **The influence of the following individuals concerning high school band membership: parent, friend, nonmusic teacher, music teacher.**

    The effect of the influence that a student's parents, friends, nonmusic teachers, and music teachers had upon his decision to
participate in his high school band does not have a significant effect upon his decision to continue his membership in a college band.

14. **The influence of the following individuals concerning college band membership: parent, friend, professor, high school band director.**

The influence of parents and a college professor does have a significant effect upon the student's decision to participate or not to participate in the college concert band. This finding was not confirmed for the influence of the student's friends or high school band director.

15. **Ability to obtain a college band instrument.**

The student's ability to obtain a college band instrument has a significant effect upon his decision concerning college concert band membership.

16. **Amount of performance not related to the college concert band.**

The frequency with which a student plays his instrument on occasions not related to the college concert band has a very significant effect upon whether the student participates or does not participate in the concert band.

17. **The influence that a person's attitude toward the band makes.**

The influence of a student's attitude toward the concert band has a significant effect upon his decision concerning membership in the college concert band.
18. The influence that social contacts make.

The social aspect of concert band membership has a significant effect upon a student's decision to participate or not to participate in a college concert band.

19. The influence that musical considerations make.

The musical aspect of concert band membership does not have a significant effect upon a student's decision concerning college concert band membership.

Major Problem

To determine the effects of selected factors on the choice of freshmen in small colleges with high school band experience to participate or not to participate in their college band.

This study isolated various factors which constitute a student's musical, i.e., concert band, background that have the potential to affect his choice concerning concert band participation in college. These factors were statistically evaluated to determine the extent to which these factors influence this choice. It can be stated with confidence that there are certain factors which act individually and collectively to significantly affect this decision making process, just as there are other factors which do not significantly affect the student's choice whether to participate or not to participate in the college concert band.
RECOMMENDATIONS

The recommendations based upon the results and conclusions of this study are presented in two parts. First, recommendations to increase concert band membership in small colleges are presented. Secondly, recommendations for further research concerning concert band participation in small colleges are made.

I. Recommendations to increase concert band membership in small colleges.

1. It is apparent that the concert band directors and students differ in their views of what a concert band experience involves. Whereas the directors are primarily concerned with the musical content of the band experience, the students, in general, seem to be more concerned with the social and attitudinal aspects of concert band membership. Perhaps directors should strive to achieve a balance between musical aspects of the band, which will fulfill students' musical needs, and activities designed to meet and fulfill students' social needs, which will, in turn, generate a positive attitude among the band members. This recommendation is further supported by the fact that it was the social aspect of band membership that received the greatest response rate to the research question "What did you enjoy the most about your high school band experience?" Additional support for the social factor are the data obtained from the analysis of questionnaire item 47 in which nearly 75 per cent of both groups indicated that being a member of a band is important because of the social contacts that can be made.
2. Music teacher education programs in colleges and universities may need to stress the personal aspect of being a band director. Programs need to be developed that will deal with the nonmusical aspects of working with students, in addition to the musical aspects. Both member and nonmember subjects involved in this research project indicated that of all the factors they enjoyed the least about their high school band experience, it was their band director that received, by far, the most responses. Further credence is given to this recommendation based upon the research question "In what ways would you like the high school band program to be changed?". The most frequent response given by both groups to this question was the "director".

3. College band directors need to make good quality school instruments available to students who do not own the instrument they played in high school, e.g., horn, oboe, bassoon, tuba. This information needs to be clearly announced to the incoming college freshmen.

4. The decision to join or not to join a college band is made while the student is in high school. This finding confirms Mountford's study (1977). If high school band directors, as music educators, are concerned that their students' band experience will not terminate with their senior graduation, they must generate and foster the idea that college band participation is a natural and logical step upon going to college.

5. More than 50 per cent of the two population groups indicated that their high school band directors gave them little or no
encouragement to join a college band. The college band directors must become acquainted with the high school band directors and establish the fact that the college band is able to further the musical and social growth of the high school students.

6. The college concert band needs to be more visible on the college campus and perform more. Nearly 80 per cent of the non-members indicated that they had never heard the college band or seldom at the most. Informal concerts could be added to the concert schedule. These concerts could include such items as ice cream socials, concerts on the campus, or concerts in which other departments of the college are incorporated.

II. Recommendations for further research.

The following recommendations are offered by the investigator to those who would continue research in the area of concert band programs in small colleges.

1. The number of colleges included in future studies should be enlarged.

2. Replication of this study should be conducted in other states.

3. The conclusions and recommendations of this and past studies should be incorporated into the research division of national band organizations such as the National Band Association and the College Band Directors National Association. These organizations have the best potential for bringing about change. Further research
could then be conducted based upon acknowledged areas of concern by these organizations. The results could be added to existing data providing a data base to which conductors of concert bands in small colleges could have access in order to improve their band programs.
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APPENDIX A

THE QUESTIONNAIRE
QUESTIONNAIRE

Research Study to Determine

WHAT INFLUENCES FRESHMEN IN SMALL COLLEGES WITH
HIGH SCHOOL BAND EXPERIENCE TO PARTICIPATE
OR NOT TO PARTICIPATE IN THE
COLLEGE BAND

Conducted by

Garen K. Milton
Director of Bands
Mount Vernon Nazarene College
Spring, 1981
Dear Research Study Participant:

Many small colleges experience a very real problem in trying to establish and maintain a competent concert band. The directors of these college bands often find it difficult to maintain the quality, quantity, and instrumental balance of their ensembles at a functional level. Your participation in this research study will provide data which will be analyzed to ascertain recommendations and possible courses of action which these college band directors can employ to remedy this condition. Data for this study will be collected by means of this questionnaire.

The purpose of this questionnaire is to find out about your views and experiences while being a member of a concert band. This doctoral dissertation project is being conducted at several small colleges in Ohio and is intended to provide information for college band directors.

Would you please complete this questionnaire and return it at your earliest convenience through the campus mail in the envelope provided? It should take only a few moments of your time to complete this questionnaire. It is vitally important that all of the questionnaires are returned. Your cooperation will be greatly appreciated.

Sincerely,

Garen K. Milton
Director of Instrumental Music
Mount Vernon Nazarene College
QUESTIONNAIRE

PART I
VERIFICATION OF HIGH SCHOOL BAND EXPERIENCE

1. I was a member of my high school band for at least one year.
   ( ) Yes  ( ) No

   IMPORTANT: If "No" do not continue. Please return the questionnaire.
   Thank you.

2. I am a member of the college band (Concert Band).
   ( ) Yes  ( ) No

3. What is your major band instrument? ____________________________

4. What is your major in college? _________________________________

   PLEASE CONTINUE TO PART II

PART II
BACKGROUND INFORMATION

THIS SECTION SHOULD BE COMPLETED BY BOTH THE COLLEGE BAND MEMBERS AND NONMEMBERS.

INSTRUCTIONS: Check (X) the one category under each item which most closely describes your situation.

5. Sex
   ( ) Female  ( ) Male

6. In what grade did you begin a band instrument?
   ( ) 5th or earlier  ( ) 7th or 8th
   ( ) 6th  ( ) 9th or later

7. Sometimes band directors need certain instruments and therefore encourage students to change to a different instrument. Did you play your preferred instrument during high school?
   ( ) No, never  ( ) Most of the time
   ( ) Some of the time  ( ) Yes, the entire time
8. What was the average number of hours per week you played your instrument while in high school (both private and group practice)?
   ( ) 3 hours or less   ( ) 8-11 hours
   ( ) 4-7 hours         ( ) 11 or more hours

9. Did you take private lessons on your instrument?
   ( ) No                ( ) Yes, from 1-2 years
   ( ) Yes, but less than 1 year ( ) Yes, 3 or more years

10. How would you rate your playing ability in high school?
    ( ) Excellent         ( ) Average
        ( ) Good           ( ) Below average

11. How would you rate the quality of your high school band?
    ( ) Excellent         ( ) Average
        ( ) Good           ( ) Below average

12. As a result of your high school band experience, how much do you feel that you learned about musical elements, styles and forms?
    ( ) Quite a lot       ( ) Very little
        ( ) Some           ( ) Nothing

13. Which of your parents has a musical background?
    ( ) Both               ( ) Mother
        ( ) Father         ( ) Neither

14. Which of the following was your situation in high school?
    ( ) Owned my own instrument   ( ) Used a school instrument
    ( ) Rented an instrument     ( ) Was loaned an instrument by a friend or family member

15. How many times did you participate in solo or small ensemble contests?
    ( ) Never               ( ) 3 times
    ( ) 1-2 times           ( ) 4 or more times

16. What rating(s), on the average, did you usually receive?
    ( ) I                   ( ) III
    ( ) II                  ( ) IV
17. To what extent did the following individuals influence you to continue with your instrument by playing in the high school band.

Parent ( ) A lot ( ) Some ( ) Little ( ) None
Friend ( ) A lot ( ) Some ( ) Little ( ) None
Nonmusic Teacher ( ) A lot ( ) Some ( ) Little ( ) None
Music Teacher ( ) A lot ( ) Some ( ) Little ( ) None

18. To what extent did each of the following individuals encourage you to join a college band?

Parent ( ) A lot ( ) Some ( ) Little ( ) None
Friend ( ) A lot ( ) Some ( ) Little ( ) None
Professor ( ) A lot ( ) Some ( ) Little ( ) None
H. S. Band Dir. ( ) A lot ( ) Some ( ) Little ( ) None

19. Do you have easy access to an instrument in college?
( ) Easy ( ) Difficult
( ) Somewhat easy ( ) Very difficult

20. Do you play your instrument now on occasions not related to the college band?
( ) Frequently ( ) Rarely
( ) Occasionally ( ) Never

PLEASE CONTINUE TO PART III

PART III

THIS SECTION SHOULD BE COMPLETED BY BOTH THE COLLEGE BAND MEMBERS AND NONMEMBERS.

INSTRUCTIONS: Rate each of the following statements:

SA Strongly Agree
A Agree
D Disagree
SD Strongly Disagree

Circle the one category for each statement which most closely describes your situation.

21. SA A D SD I enjoyed participating in my high school band.
22. SA A D SD Many of my friends were in my high school band.
23. SA A D SD Many of my friends at college are in the college band.
24. SA A D SD I liked my high school band director as a person.
25. SA A D SD The music performed in the college band is too easy.
26. SA A D SD I respected my high school band director as a teacher and conductor.
27. SA A D SD My high school band fulfilled many of my musical needs.
28. SA A D SD When I was in my high school band I planned to continue playing my instrument by joining a college band.
29. SA A D SD I often considered dropping out of my high school band.
30. SA A D SD I made a significant musical contribution to my high school band.
31. SA A D SD I made a significant nonmusical (service) contribution to my high school band.
32. SA A D SD I feel that my high school band experience was worthwhile.
33. SA A D SD My decision to join or not to join the college band was made in my senior year of high school.
34. SA A D SD My high school band director was an inspiration to me.
35. SA A D SD High school band was my favorite class.
36. SA A D SD The music performed in the college band seems to be too difficult.
37. SA A D SD The music performed in my high school band was too easy.
38. SA A D SD The music performed in my high school band was too difficult.
39. SA A D SD I looked forward to the high school band rehearsal.
40. SA A D SD There was too much required of me in the high school band.
41. SA A D SD I enjoyed most of the music played in my high school band.
42. SA A D SD My high school band performed too much.
43. SA A D SD My opinion of the college band has improved. (Even if you're not a college band member)
44. SA A D SD I feel enough academic credit is given for the college band.
45. SA A D SD I enjoyed the instrument I played in high school.
46. SA A D SD My high school band fulfilled many of my social needs.
47. SA A D SD Being a member of a band is important because of the social contacts that can be made.

48. SA A D SD I feel that the social aspect of the band is just as important as the musical aspect.

PLEASE CONTINUE TO PART IV

PART IV

THIS SECTION SHOULD BE COMPLETED BY BOTH THE COLLEGE BAND MEMBERS AND NONMEMBERS.

INSTRUCTIONS: The following questions require a short statement. Please respond as honestly as you can. Use the back of this page if needed.

49. What did you enjoy the least about your high school band experience?

50. What did you enjoy the most about your high school band experience?

51. Why did you decide to participate, or not to participate, in the college band?

52. In what ways would you like the high school band program to be changed?

53. In what ways has your high school band experience contributed to your life?
54. Additional comments: ________________________________

IMPORTANT:
1. COLLEGE BAND MEMBERS please continue to PART V.
2. NONCOLLEGE BAND MEMBERS please continue to PART VI.

PART V
COLLEGE BAND MEMBERS ONLY

55. SA A D SD I would recommend that others join the college band.
56. SA A D SD There is too much required of me in the college band.
57. SA A D SD I enjoy most of the music played in the college band.
58. SA A D SD The college band performs too much.
59. SA A D SD I enjoy playing in the college band.
60. SA A D SD The band fulfills many of my musical needs.
61. SA A D SD I look forward to continuing my membership in the college band.
62. SA A D SD The college band fulfills many of my social needs.
63. SA A D SD I like the college band director as a person.
64. SA A D SD I am one of the better players in the college band.
65. SA A D SD I respect the college band director as a teacher and conductor.

PART VI
NONCOLLEGE BAND MEMBERS ONLY

55. I have heard my college band.
   ( ) Never   ( ) Seldom
   ( ) Rarely   ( ) Frequently
56. SA A D SD The music my college band performs seems to be too difficult.
57. SA A D SD I did not join the college band because an instrument was not provided by the college.
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THE END

Dear Research Study Participant:

Thank you for taking the time to complete this questionnaire. Please return this questionnaire as soon as possible in the self-addressed envelope provided.
APPENDIX B

ACADEMIC DEAN'S LETTER OF INTRODUCTION

201
Dear Academic Deans:

I am a doctoral candidate at the Ohio State University. I wish to solicit your cooperation in my research project. The title of my dissertation is "Factors Affecting the Choice of Freshmen in Small Colleges with High School Band Experience to Participate or Not to Participate in the College Band".

To collect data for my study I would like to have your permission to distribute a questionnaire to the freshmen at your college with high school band experience. The distribution would be accomplished in two parts. First, I would personally administer the questionnaire to the freshmen band members during a rehearsal with the band director's approval. About thirty minutes would be required to explain the project to the students and for the questionnaires to be completed. Secondly, the questionnaire with a self-addressed stamped envelope would be sent to each of the freshmen nonband members via the campus mail. The questionnaires do not require the student's names nor the college's name.

This questionnaire is not intended as a means of
recruiting students to the Mount Vernon Nazarene College, but is simply intended to be a means of collecting meaningful data.

If you indicate on the enclosed form that you will allow me to proceed with my study at your college I will then contact the band director to obtain his or her permission. To obtain a list of your freshmen with high school band experience I will also solicit your permission to contact the college's registrar (or other appropriate office).

Please complete the enclosed form and return it to me in the self-addressed stamped envelope. If you have any questions please call me at (614) 397-1244, ext. 273 (office) or (614) 397-2348 (home).

Thank you for your time and assistance in this project.

Sincerely,

Garen K. Milton
Director of Bands
Mt. Vernon Nazarene College
APPENDIX C

COLLEGE DEAN'S CONSENT FORM
COLLEGE DEAN'S CONSENT FORM

Dear Mr. Milton:

I give you permission to proceed with your research study at this college and to contact the Registrar's Office (or other appropriate office).

I do not give my permission for you to proceed with your research study at this college.

____________________________
Signature

____________________________
Date

P.S.- I am in a wheelchair. Do you feel this would keep me from being able to enter the music building, i.e., the room in which the concert band rehearses?

____ Yes, this will be a problem

____ No, this should not be a problem
APPENDIX D

ACT STUDENT PROFILE
The ACT Interest Inventory and the Student Profile Section are important parts of the ACT Assessment. The items in each deal with your educational interests, goals, plans, and accomplishments.

You should complete the Interest Inventory and the Student Profile Section as carefully and accurately as you can. Much of the information on the Student Profile Reports sent to you and to the colleges you select is based on your responses to those two sections.

It is important that you respond to all questions in the Interest Inventory and the Student Profile Section. However, if you do not wish to answer a particular question, you may skip that question.

You should complete all four pages of this folder before you submit it to ACT.

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**TURN FOLDER TO PAGE 3**
APPENDIX E

QUESTIONNAIRE ITEM 49:
WHAT DID YOU ENJOY THE LEAST
ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?
QUESTIONNAIRE ITEM 49: WHAT DID YOU ENJOY THE LEAST ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?

RESPONSES TO RESPONSE CATEGORIES A-G

I. NONMEMBERS

RESPONSE CATEGORY A: BAND DIRECTOR

Our band director had a cruel way of weeding out members who were too weak in skills and wanted them to quit.

I don't think band directors should have temper tantrums and throw things.

Director (4 responses)

Director—he was not very nice in his words and actions.

Director had no control over the band and couldn't direct.

The lack of authority shown by the director.

Director tended to play favorites.

My teacher stunk—he was real mean and very insensitive to the quiet members.

The director and the attitude he displayed.

The director played the same songs every year.

The directors made it too sports-like: winning was the most important part of band.

Director couldn't control the kids.

We had administrative problems with a young and inexperienced director. He was musically quite capable but humanly impossible.

The disrespect showed to the director—not enough was accomplished because of inattentiveness.

Director's temper tantrums.
My director was being fired and all sorts of people were constantly watching him.

Bad directors and frequent changes.

Band director's attitude.

The immature actions of my director and the way he conducted class practice time.

The director was very egotistical and was encouraging only when we worked up to his requirements.

RESPONSE CATEGORY B: PRACTICE

Practice after band.

Practice (4 responses)

Practicing in snow, ice, and below 0° temperature.

Practices before school in the morning.

Preparing for competition.

Practicing 1 1/2 hours every day.

Practices when it was hot.

Night practices (2 responses)

Extra after school practices (2 responses)

Because our marching band competed quite often we had an excessive amount of practices.

The day in day out rehearsals- so cut and dry.

Long boring practices.

Longer than normal rehearsals.

Rehearsals.

Class got to be a joke.
RESPONSE CATEGORY C: PEERS

The ridicule I received from most of the other high school students and teachers.

Unattentiveness of some members.

My friends were not in the band.

50% of the band didn't give 100% to the performances.

The attitudes of some of the people.

Our band was very, very small and a lot of kids didn't care.

The attitude of the nonband students toward the students who participated in band.

The attitude of some (mostly younger) band members toward band.

The school did not recognize the band by supporting us.

I did not enjoy the corruption of certain instruments by some people who did not respect others property.

The negative attitude of the rest of the members and their unwillingness to try.

There were people in band who didn't really want to be and that brought down the quality of the band.

Some of the people in the band have had attitudes and disturbed class.

The trouble makers who take away valuable time.

Students sometimes didn't care and that made it rough on everyone.

8th graders were put in the high school band and the quality went down.

The constant quarreling among group leaders.

People who made fun of me for being in it.

People who didn't want to perform well or didn't respect the director.
RESPONSE CATEGORY D: MUSIC

Constant repetition of the same songs.
Too much of the music was pop.
Memorizing music.
I would liked to have played more often.
The music was too varied—it was too easy or too hard.
Coming from a Christian school some of the contemporary (pop) music couldn't be played.
The music was not as challenging as I would have liked it to be.
Music was too easy and young.
Some of the music.

RESPONSE CATEGORY E: MARCHING BAND

Marching.
Marching in the cold.
Marching season.
Rain at football games.
Marching band.
I did not enjoy marching band.

RESPONSE CATEGORY F: AUDITIONS

Spot checks.
Auditions.
Reading notes.
The selection process for seats within the section—I created enemies.
Auditions for chair position.
The testing of my playing ability weekly.

RESPONSE CATEGORY G: NO COMPLAINTS

Nothing. (2 responses)
I can't think of anything.
No complaints.
Having to leave it behind.

II. MEMBERS

RESPONSE CATEGORY A: BAND DIRECTOR

The times when my concert band director told the same stories over and over during rehearsal.
The way the director exploded everyday.
New director in my senior year.
The band director wasn't there all day.
Some unfairness and favoritism displayed by the director.
My band director was a total bore.
The director expecting a great amount of extra rehearsals, practicing and sectionals.
I had a band director with a quick temper who spent almost as much time yelling as conducting.
Director (2 responses)
The inconsistent attitude by the band director towards the students.
I didn't like my band director.
The director's inability to control students.
When the director got mad and knocked the stands over.

The band director gave little or no attention to individuals who had some talent—I loved music but he left a bad taste in my mouth.

Discipline problem in the band.

We changed band directors 4 times in 3 years—it wasn't very organized.

Our director did not like the senior class and treated us unfairly.

Too much conformity to their standards expected.

Unorganization.

RESPONSE CATEGORY B: PRACTICE

Some of the long rehearsals.

Practicing outside in bad weather.

RESPONSE CATEGORY C: PEERS

The students in the band who didn’t care anything about music.

Apathetic students.

The lack of dedication by some band students—they don’t seem to care one way or the other if they participate.

Lack of pride and enthusiasm—poor musicians and musicianship.

When members of the band got tired and didn’t work.

RESPONSE CATEGORY D: MUSIC (no responses)

RESPONSE CATEGORY E: MARCHING BAND

Marching in sub-zero weather.

Marching—I hated practice.
RESPONSE CATEGORY F: AUDITIONS

I was just as good, better than my section leader, but he had seniority.

Testing for seating arrangement.

RESPONSE CATEGORY G: NO COMPLAINTS

Nothing (2 responses)

I enjoyed everything.
APPENDIX F

QUESTIONNAIRE ITEM 50:
WHAT DID YOU ENJOY THE MOST ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?
QUESTIONNAIRE ITEM 50: WHAT DID YOU ENJOY THE MOST ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?

RESPONSES TO RESPONSE CATEGORIES A-G

I. NONMEMBERS

RESPONSE CATEGORY A: SOCIAL

Social experience.
The people in the band and associated with it.
Being with friends (3 responses).
Meeting people.
Friendships (3 responses).
Enjoyed social functions.
Lasting friendships.
Meeting and competing with others.
The experience of playing in a group.
Band members get along well.
The fun I had and the chance of making new friends.
Becoming friends with the director.
Friends that I made.
Funtimes.
Meeting people.
The band was a very worthwhile group effort. It was a good experience both musically and socially and offered many opportunities to be with friends.

Fun.
Enjoyment.

Being with people.

Being able to share the winning experiences as a group.

I got a chance to work with other musicians and learn from them.

The friends I made—fun times we spent together.

Close bonds.

Social benefits.

It made me feel as if we accomplished something together.

The opportunities it offered—travel, social, musical.

Friends and experiences.

The social aspects.

The people.

The close friends I made.

RESPONSE CATEGORY B: COMPETITION

Being picked to play in OMEA state convention.

Contests.

Almost always walking away with top honors.

I liked going to contest.

Competition (4 responses)

The competition among other members for chair seats.

Competing in contests.

Going to marching band competitions.

Going to contests and competing.

Always having a good band that got I's at contest.

Getting I's at contest.
RESPONSE CATEGORY C: MARCHING

Marching band (9 responses)
I enjoyed the marching performance.
Marching band competition.
Marching band performances.
Marching band and music and football games.
Marching and pep band.
Marching band shows.
Performing football half-time shows.
I liked performing at half-times and parades.
Performing at football games.
My opportunity to participate in half-time shows.

RESPONSE CATEGORY D: TRAVEL

Participating in out-of-state festivals.
Band trips (10 responses)
Taking the many trips to perform.
Going on long trips.
Travel (2 responses)
Traveling to places.
Traveling to middle schools to play small concerts.

RESPONSE CATEGORY E: PERFORMING

Music played and performed.
Making music and seeing peoples approval.
Performing (9 responses)

Concerts.
All the dances and performances we played.
Performing in concerts and parades.
Playing.

RESPONSE CATEGORY F: PERSONAL SATISFACTION

Satisfaction from receiving an award.
Things I learned, mostly on my own or in private lessons but was given a chance to use in high school band.
Received satisfaction when the band performed well.
Feeling of accomplishment for hours of practice.
The feeling of accomplishment when I finish a piece.
I enjoyed everything about band.
The sense of accomplishment.
The appreciation for music that I now have.
I loved the feeling of being lost in music and playing how I feel in music.
Feeling of accomplishment when able to play certain pieces of music.
The reception of the audience after performing a great field show.
The quality of playing in our band was excellent.

RESPONSE CATEGORY G: PLAYING AN INSTRUMENT

Playing an instrument (5 responses)
Growing to know and play my instrument better.
Learning to play my instrument.
Being able to play my horn and play well.
II. MEMBERS

RESPONSE CATEGORY A: SOCIAL

A few friends.
Social interactions.
Social aspect.
Being around friends-fun times.
Meeting and getting to know more people.
The friends I met.
Social contact.
The friends I made.
Meeting a lot of people.
The friendships I had in band-I appreciated the togetherness our band felt.
The people in the band.
All the good times.
The social aspect.
Friendships-fellowship.

RESPONSE CATEGORY B: COMPETITION

The things that I thought made the whole concert season worthwhile were contests.
Competitions (3 responses)
Winning a lot of awards.
Going to contests-both marching and concert.
RESPONSE CATEGORY C: MARCHING

Marching band (3 responses)
Friday night football games when we would blow them away.
Half-time routines.
Marching.
Parades.
I just loved marching band.
Football games.

RESPONSE CATEGORY D: TRAVEL

Trip (2 responses)
Trips-going to the away football games.
Road trips.
I enjoyed the trips we took.

RESPONSE CATEGORY E: PERFORMING

Performances (3 responses)
Concerts.
The applause and occasional tears from our performance.
Playing concerts for people.
Playing and performing well and to the best of my ability.
Performing-especially with the marching band.
RESPONSE CATEGORY F: PERSONAL SATISFACTION

I really liked a lot of the music we played.
Everything.
The work put into performing well.
I enjoyed playing.
Musical fulfillment.
Just playing and enjoying the music.

RESPONSE CATEGORY G: PLAYING AN INSTRUMENT

Playing of many instruments.
Being able to play my instrument.
Playing my instrument.
APPENDIX G

QUESTIONNAIRE ITEM 51:
WHY DID YOU DECIDE TO PARTICIPATE,
OR NOT TO PARTICIPATE, IN THE COLLEGE BAND?
QUESTIONNAIRE ITEM 51: WHY DID YOU DECIDE TO PARTICIPATE, OR NOT TO PARTICIPATE, IN THE COLLEGE BAND?

RESPONSES TO RESPONSE CATEGORIES A-E AND G-J

I. NONMEMBERS

RESPONSE CATEGORY A: DO NOT HAVE TIME

Don't have time (20 responses)

To be good takes a lot of time and commitment and I have to keep my GPA high also I play in sports to I wouldn't have enough time to spend on it like I would want to.

I felt I would not have the time to put into practice.

The amount of time that I have, or do not have, is a large factor.

I don't have time to practice.

I'm too busy.

I thought it would take up too much time.

Because of time.

I've got too much to do now.

I decided not to participate in the college band because I felt it would conflict with my studies.

I felt that I did not have enough time.

I didn't want to dedicate so much time to band.

Because college is new to me and I felt I should spend time on other areas.

I spent 3 years putting an awful lot into high school band. Our band was very service oriented and I even worked for the band, the year before I was a member. I am simply ready to explore other aspects of me in my limited free time.

Takes too much time.
I didn't think I had time.
I decided not too because I wanted to devote my total energies to studying.

Band takes a lot of time and I'm not an academic wizard so I need the time to devote to my studies.

Too much time-I didn't want the hassles that came with it.

Lack of time (2 responses)

Not enough time to participate in sports.

I participate in sports and they're more important to me than putting the time in band.

Too little time.

Don't have time-got to study.

I wish to concentrate on my basic college requirements.

College athletics involve most of my time.

Too time consuming.

Too busy.

Not enough time for me to properly practice.

Devote more time to academics.

Being a theater major I was not left with enough time to do everything I wanted.

The time factor.

RESPONSE CATEGORY B: LACK OF INTEREST

I am not all that interested.

I practiced in the pep band for a while this year but there was little interest seemingly on the part of the director and members.

I never really thought about it.

Lost interest in playing the flute.
Dropped band my junior year due to boredom.

Wasn't interested.

I'm not interested in making college band a part of my life, although I enjoy music very much.

There's no goal to strive for in this college band.

After nine years of band practices, I had all I could take for awhile.

I am not really interested in the band.

I don't like to play my instrument.

I didn't feel that I was motivated to try hard to play better.

I no longer want to be involved in band.

I needed a break from band.

Because I came from a small school and a small band and I played for 8 years and just didn't want to continue.

I lost interest.

I feel it would not be worth my time.

I didn't want to—I am more into sports.

Hated band.

Preferred to participate in athletics.

Didn't really enjoy it that much in high school.

I wanted to see what it was like not being in band.

I got tired of the clarinet and lost interest.

I don't wish to play right now.

I got tired of it in high school.

It's not my major field of study.
RESPONSE CATEGORY C: DISAPPOINTED IN THE COLLEGE BAND

It wasn't what I expected it to be.
The college band seems so little to my high school band.
I don't believe the band is good enough to be worth my while.
College band is too serious for me and if I can't have fun as well as work it would not be worth my while.
No one did their fair share and I ended up pulling most of the weight.
The band is frequently looked down on.
Because I do not like the director.
I wanted to be part of a fantastic band instead of an average one.
I wouldn't get enough hours.
Not enough credit is given. (2 responses)

RESPONSE CATEGORY D: LACK OF ABILITY

I can't play very well.
I have not played my instrument for two years.
My music abilities.
I didn't think I was good enough.
I don't feel good enough since I'm not a serious student of music.
I didn't feel I had the talent.
I didn't play my junior or senior years in high school and didn't know if I would get extra help.
I could not have played my instrument well enough.
I didn't feel I was good enough.

I had hoped to participate in the college band but there were too many trumpets already and since I played tuba my last 2 years in high school my trumpet playing wasn't too good.
Assumed most of the people would be music majors.

RESPONSE CATEGORY E: SCHEDULE CONFLICTS

Schedule conflict.
Involved in sports.
It didn't fit my major.
Schedule problems.
Joined in the Fall but had too many hours to join in the Spring.
Didn't fit into my schedule.
I couldn't schedule it.
The time of band class.

II. MEMBERS

RESPONSE CATEGORY G: CONTINUE PLAYING

I love to play my instrument.
Good way to continue playing my instrument.
Because I enjoy playing my instrument in the band.
I didn't want to lose my ability after all those years.
I wanted to play again.
I felt that since I spent seven years playing I might as well continue in college.
I want to continue playing the clarinet.
Because after playing for eight years and enjoying it for the most part, why quit?
I decided to give it a shot and I knew they needed a good trombone player.
It was the next logical step after high school band. I thought it would be a good to keep playing.

I wanted to keep playing my horn so I didn't lose my "chops" because I spent six years practicing a lot to get where I am and I didn't want to lose it.

Because I learned how to play a marching band instrument.

Enjoy playing.

Performing experience.

Because I really enjoy playing in a band.

Because I enjoyed playing. (2 responses)

To continue my years of high school band. I didn't want to totally break away from it.

For the enjoyment.

**RESPONSE CATEGORY H: SOCIAL**

Meet friends.

I wanted to play in band and I thought the environment would be better.

I thought I would enjoy it.

I thought it would be a good way to meet people.

To meet nice, quality people and to participate in something.

Since I am a freshman I was interested in getting to know as many people here as I could, as fast as I could and the concert band went on tour during Spring break, and I thought that would be fun.

I thought it would be a good way to meet people and to make close friends.

The social aspect.
RESPONSE CATEGORY I: REQUIRED

I was required. (5 responses)
To fulfill a requirement for a degree.

RESPONSE CATEGORY J: MUSIC

I love music.
Because I love music and participating in band.
I enjoy music and wanted to continue to broaden my musical capabilities.
Enjoyment of making music-for performance and other people's pleasure, plus my own.
A young man that spent the summer at college sat me down and said that I would miss my musical contacts if I did not join. I shall ever be thankful to him.
APPENDIX H

QUESTIONNAIRE ITEM 52:
IN WHAT WAYS WOULD YOU LIKE THE HIGH SCHOOL BAND PROGRAM TO BE CHANGED?
QUESTIONNAIRE ITEM 52: IN WHAT WAYS WOULD YOU LIKE THE HIGH SCHOOL
BAND PROGRAM TO BE CHANGED?

RESPONSES TO RESPONSE CATEGORIES A-E

I. NONMEMBERS

RESPONSE CATEGORY A: DIRECTOR

If they had a new director it would help.
I wish the director was more open to ideas from the band members.
"Boot" the director.
More encouragement from director and other members.
Get a better director.
At my high school they would have to get a director who would stick up for the band.
Concentrated practices-it seemed as if one day we would practice and the next day we would waste time.
Our only problems arose from a clash between director, band and faculty groups.
More discipline.
Need more work and less goofing off.
I think our director needs to be more strict.
I think the band director should get paid similar to the way a football coach does.
More stable directors.
They got a new director.
New director.
More discipline.
Teacher had been at school over ten years and we played same songs.
Be more organized.
Better music.
Not so much pressure during concert band.
Discipline.
More challenging.
Better music selection.
New songs.

**RESPONSE CATEGORY B: NO CHANGE**

None (16 responses)
I don't know of any ways to change it. I was just plain uninterested.
There is nothing you can do to change the program it has to be each individual's change in attitude.

**RESPONSE CATEGORY C: MORE EDUCATIONAL**

I would like to see more teaching about form, style, etc.
More sightreading on the higher level pieces.
I would like more teaching of theory.
Contests and social factors should be stressed less and musical understanding and enjoyment stressed more.

Offer theory classes.
Spend more time teaching the students.
Individual lessons should be available on a regular schedule basis during the day.
I think time should be set aside for a theory course.
Theory classes.
Provide or encourage private or section lessons.

RESPONSE CATEGORY D: STUDENT INVOLVEMENT

Have more people join.

Encourage more students to join.

Only allow the kids who genuinely want to play attend.

Should encourage more people to join.

It would have been better if more people would have participated in it.

Sometimes the band as a whole is too big to take to places so we had small ensembles travel separately.

I'd like to see a little more enthusiasm from the student body.

The students should have more say in what music is played.

To have or gain more respect from the student body.

I would like to see less parent organization of groups and more student offices held.

RESPONSE CATEGORY E: MORE ACTIVE

I would like to see more activities and trips.

More chances to play and go on trips.

More contests - out of state contests.

More involved.

Have more performances.

My high school band should perform for an audience more.

The band should be more active.

I felt that high school band should participate in more contests as a group instead of just individual contest.

More trips.
II. MEMBERS

RESPONSE CATEGORY A: DIRECTOR

Less pressure.

More individualized assistance to members.

I think bands should be more challenging, have a professional attitude-yet fun.

Put more discipline back into it.

If the band director was there more often.

More credit given by the director to the kids at times.

Less emphasis on just having fun and more on good sound while having fun.

Get a new director. He has been there 26 years and is becoming senile.

New director.

There should be more discipline.

Get more competent teachers.

A higher quality program.

The practicing has to be serious but enjoyable.

RESPONSE CATEGORY B: NO CHANGE

None (8 responses)

RESPONSE CATEGORY C: MORE EDUCATIONAL

Emphasize the fundamentals in music and don't "burn out" the students with technical things.

To give more music education-like introduction to music literature.
I wish that there was more attention paid to talented individuals so that they can grow before college.

It should provide more for those with a sincere interest in music.

Provide more challenges to serious students of music.

**RESPONSE CATEGORY D: STUDENT INVOLVEMENT**

There's really not much the director can do unless the students are willing to help—not the case in my high school.

It should consist of only the ones who really want to participate.

An uprise in pride and enthusiasm for it would take care of most down falls.
APPENDIX I

QUESTIONNAIRE ITEM 53:
IN WHAT WAYS HAS YOUR HIGH SCHOOL BAND EXPERIENCE CONTRIBUTED TO YOUR LIFE?
QUESTIONNAIRE ITEM 53: IN WHAT WAYS HAS YOUR HIGH SCHOOL BAND EXPERIENCE CONTRIBUTED TO YOUR LIFE?

RESPONSES TO RESPONSE CATEGORIES A-C

I. NONMEMBERS

RESPONSE CATEGORY A: SOCIALLY

It taught me to be more aware of others and to work as a group.
Social interaction with others.
Social life.
Taught me how to relate to people and have fun.
Many good friendships and fun memories.
It helped me to be more outgoing and make more friends.
It was involved and it kept me active-I met a lot of interesting people.
It showed me how to work together with a group of people.
A very fun and significant part of my high school life.
New friends.
Friends.
I came to know myself better as an individual.
Helped me get along with difficult people.
Made a lot of new friends.
Provided good social experience.
Open to new people's talents.
Gave me more social contacts.
It helped a lot for me to overcome shyness.
Through it I have made some really good friends.

Meet different people.

High school band was a great part of my life and will always hold my greatest memories.

I had to learn to get along with people and accept them for what they are.

Many friends.

Through the band I have met some people who are very important to me.

Made friends I probably otherwise wouldn't have gotten to know.

It has brought me lot of great friends, fun, and memories.

Social contact with different types of people.

Socially it gave me a hobby.

I have everlasting friendships.

I met a lot of interesting people.

The togetherness of the band will be with me forever.

I have learned much about other people.

Provided a great chaperoned social life.

It has formed lasting friendships, and the ability to work in a group.

It gave me something to do.

I met many great people.

Socially.

I have learned about people. Also I have learned about myself in relation to music. For me its an escape.

It was just a good experience of working together. It gave me another side-other than being a total "jock".

Performing for others was beneficial.

A lot of my friends were in band. I had a lot of good and band experiences and it opened my eyes to different types of people's feelings.
Meet new people.

I have met most of my lifetime friends in band and this has greatly contributed to my life.

Made me a little more out-going.

It was a growing experience.

All-in-all it was fun and a learning experience.

Making new friends I probably would not have met.

Made a lot of friends through it.

**RESPONSE CATEGORY B: MUSICALLY**

I enjoy many types of music I probably would not otherwise.

It made me enjoy music.

It has taught me about the music world.

I know how to read music and play different instruments.

Appreciation for the fine arts.

More knowledge of the instruments and musical background.

More musical knowledge.

Gave me an appreciation of music.

Musical enjoyment and understanding of musical elements.

It gave me a greater appreciation for music.

Broadened my musical understanding by allowing me to employ and apply myself to a challenge.

I became a better musician.

Appreciate various styles of music.

Deeper enjoyment for music.

It has given me a greater appreciation for different types and styles of music.
Musical understanding.

Helped me appreciate more kinds of music.

It has helped me in my vocal music.

Band gave me a good knowledge of music and patience to stick to it.

I feel that I have more musical abilities and I can appreciate music more.

Made me appreciate all kinds of music more, increased my knowledge of music, and enabled me to use my talents.

Learning to play my instrument.

Through it I learned music.

It gave me exposure to playing as a part of a group and playing in front of an audience.

I learned about music and what an important part of life it can be.

I learned to appreciate different kinds and styles of music.

Our band was always looked down upon until my senior year when we went to camp and really improved and won a couple of contests and gained respect.

Enriched my appreciation of music.

Made me love music.

It helped me appreciate a wider variety of music.

I enjoy all kinds of music now.

My band experience made me better able to understand the music and sensitive to the amount of time that both the members and director put forth.

I have learned much about music.

I enjoy music more and appreciate it more.

I really enjoy music of all kinds, both playing and listening.

Most of all knowledge and love of all kinds of music.

Experience on my instrument.

An appreciation and respect for those who play.
I have learned about music.

I learned some about music composition and the different types of music.

Understand the beauty of all music.

I learned about music.

Taught me to perform.

**RESPONSE CATEGORY C: MATURATION**

Taught me a sense of responsibility and leadership.

To work for things I want.

Anything good takes a lot of work.

Most of all it has taught me self discipline.

Discipline is necessary.

I learned self-discipline, pride, responsibility.

Gained confidence.

I have learned discipline and responsibility.

Competition.

Helped in competition.

Discipline.

Strengthened my leadership qualities and discipline.

Leadership.

Learning to be patient and that practice makes perfect.

It helped me to mature in that I learned to accept responsibility.

Made me budget my time practicing.

It has shown me that I can do a lot of things I never would have thought I could.
It has made me disciplined (from all the practice) and helped me to handle situations like contests.

Helped me to take on responsibilities and to try to work things out with an honest effort.

Learned discipline and to handle stress situations like contests.

Made me more responsible and more knowledgeable.

II. MEMBERS

RESPONSE CATEGORY A: Socially

My experiences helped socially—I made many good friends.

New friends.

Made me more sociable.

It increased my number of friends—I really enjoyed band.

Friends.

In more ways than I could say I loved high school band and the people I shared those four years with.

I feel that the music helped me to express myself better.

I have made life-long friendships and the atmosphere of working together has made me a better player.

It helped me to meet more people.

The friends I gained—it was a great experience.

I love to meet other people.

Many of my high school friends were in the band—taking part in it was a great experience.

Socially it has helped me make friends.

I made most of my friends through marching band.

It brought me lasting friendships and kept me busy. I met many different people from different bands.
Taught me how to get along with others.
I made new friends and I was part of a group.
It has made me many new friends.

RESPONSE CATEGORY B: MUSICALLY

My experiences helped me musically.
Musical ability.
I've had a few offers to play in special bands.
I have gained a great understanding of music.
It enriched my musical interests and kept my constant interest in continuing to participate in musical functions.
My life will be music, high school band played a good part in influencing me.
It was a great experience musically.
Musically it has improved my performance technique.
I know how to play an instrument.
It has taught me something that I enjoy doing.

RESPONSE CATEGORY C: MATURATION

Taught me that I could stand for what I wanted.
It has helped me mature as a person, as a leader and as a musician.
Made me more confident of my abilities.
It has given me more discipline.
Good leadership.
It gave me self-respect.
I believe my high school band contributed to my self-discipline.
Being in the band gives you a sense of responsibility and its a good way to get out your frustrations.
Knowing that I can do something special.
It has taught me to organize my time so I can get everything done.
Gained confidence and personal responsibility.
Learned leadership and discipline.
It has made me realize that you have to fight to get what you want.
It gives a person self-confidence and experiences that you can't get anywhere else.
Responsibility.
APPENDIX J

QUESTIONNAIRE ITEM 54:

ADDITIONAL COMMENTS
I'm very glad I had the opportunity to play in a band that was as fine as ours was and that we had an excellent conductor.

I plan to join concert or stage band or both next year.

When I went into high school I was a good kid and sat 1st chair in junior high so I was confident. After one week with the high school director I never practiced again.

I felt that the music program in 5-8 grades needed to be improved.

I was band president.

I quit high school band after freshmen year due to schedule conflict.

Disciplinary problems made the band a mess.

I love music--its part of life.

Director makes a big difference.

I changed instruments my senior year.

I would have joined the stage band if I could have worked out in my schedule.

Some scholarship should be given for college participation.

I haven't heard much about _______ band--they need more recognition.

I have played several different instruments.

Overall it was fun.

Many students don't continue in college because they hate high school band.

Made me have patience.

I enjoyed competing at contest but I felt because of this I wasn't exposed to as much music as I could of been.

More credit.
I feel the level of performance in the college band should be improved because it is lower than my high school band. 

_____ high school band has the best music department in the country.

Music is very important and band is just one way of exploring it.

College band directors should realize that band isn't the key to life, but life is the key to band.

Didn't really "get along" with director.

Band and music oriented programs throughout the school day relieves tension.

Most enjoyable time I spent in high school.

Our director was a super person.

I feel that if concert band didn't involve so much time I might join.

II. MEMBERS

A director can't do much unless the students help.

College band is 1,000 times better than the high school environment especially here where there are people who want to help others, not just make them good for the band.

High school offers much to encourage achievement, but often doesn't teach much.

Loved my high school band experience and enjoyed my college band experience thus far.

I hope this questionnaire is effective in improving both the high school and college band.

Band is a great experience but often the time demands are so great it takes away from other things.

My college professor and high school director influenced me a lot.

The college should make personal visits to prospective students or phone calls. Junk mail could not do. I never read mine.
I am glad to see someone is interested and cares about band participation and the causes for the lack thereof.

Recruiting (personnel) is very important.

High school band is a very bitter memory for me.

I am really glad I decided to participate in band (both high school and college).

Marching band and the social aspect was a terrific part of my high school years.
APPENDIX K

RESPONSES TO QUESTIONNAIRE ITEMS 49-53
GROUPED AS "OTHER"

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RESPONSES TO QUESTIONNAIRE ITEMS 49-53 GROUPED AS "OTHER".

QUESTIONNAIRE ITEM 49: WHAT DID YOU ENJOY THE LEAST ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?

I. NONMEMBERS

A. CONCERT BAND

I didn't like concert band.
I strongly disliked everything about it and only stayed in one year.
Concert season.
Concert band—I wasn't good enough.

B. CONTESTS AND CONCERTS

Contest
The nervousness before a solo at contest.
Going to contests.
Playing a solo in front of the whole band.

C. FINANCIAL

Selling items to raise money.
The lack of money allocated to the department.
The constant push to sell products that supported the band activities.

D. CONFLICT OF INTEREST

Time schedule was a hassle with sports.
Limited participation in other activities.
E. MISCELLANEOUS (those items mentioned once)

Initiation at band camp.

Getting upset when I couldn't get a part.

Getting home at 3:00 a.m. from band trips.

II. MEMBERS

A. MISCELLANEOUS

Many times I was somewhat disappointed in the performance of our band and I felt I was wasting time in practice.

Money-making projects were a pain.

No time for other activities.

Band camp.

We only had band for an hour at the most.

Trips.

Setting up chairs and stands.

There was no emphasis on pursuing music as a career—very little encouragement.
QUESTIONNAIRE ITEM 50: WHAT DID YOU ENJOY THE MOST ABOUT YOUR HIGH SCHOOL BAND EXPERIENCE?

I. NONMEMBERS

A. CONCERT BAND

Concert band (3 responses)

Concert band and ensembles.

Band was a good break during school.

B. RESPONSIBILITY

My responsibility as an officer.

I was field commander two years and enjoyed the responsibility.

Being looked up to—sitting first chair.

Rank leader—position of responsibility.

My position.

C. BAND DIRECTOR

The sincere dedication our teacher had and that he was really into the class.

The director was good and it was fun.

D. MISCELLANEOUS

Dance band.

Having an excellent guest conductor.

The extra bands such as pep and stage bands.

Good release of energy.

Summer band.
II. MEMBERS

A. BAND DIRECTOR

The dedication and time the band director put into making us better and if we needed individual help.

My directors—they were super and expected a lot out of each of us and it made it all the more worthwhile.

B. MISCELLANEOUS

Directing the band.

Music.

Band camps.

Composition class.

The music was the most enjoyable aspect.

I liked opportunities to participate in bands other than my own.
QUESTIONNAIRE ITEM 51: WHY DID YOU DECIDE TO PARTICIPATE, OR NOT TO PARTICIPATE, IN THE COLLEGE BAND?

I. NONMEMBERS

A. MISCELLANEOUS

I really don't like concert band music.
There isn't a marching band.
I was disgusted with high school band and the director.
I don't think flutes sound great in bands.
I didn't participate in band in my senior year.
I do not know anything about the music program at this college.
I don't know anyone.
Not my type of people.
I feel my life and ideas for the future are not oriented.
Social reasons.

II. MEMBERS

A. MISCELLANEOUS

My schedule allowed it.
My advisor encouraged me to join.
I like the directors.
My best friend highly recommended it.
I decided to participate when I was a senior in high school.
Because I need the diversion from academics.
I thought we would travel more than in high school.
QUESTIONNAIRE ITEM 52: IN WHAT WAYS WOULD YOU LIKE THE HIGH SCHOOL
BAND PROGRAM TO BE CHANGED?

I. NONMEMBERS

A. MORE CREDIT

More credit for the time spent.

More credit.

I think you should receive more credits in high school for band.

More credit for all the work.

B. MISCELLANEOUS

Become more marching.

Shorter practices after school.

My school needs more emphasis on the music department.

Less competition.

Bands that play at the earliest times in the morning at state contest should not have to come from very far away.

Change it to be fun, not a sport where you must be "No. 1" with or without any fun.

Less emphasis placed on chair placement.

Different set up of rehearsals.

Have a choice of concert band or marching band and not to have to do both.

More money to band department.

Better facilities.

I think that many high schools should not require students to participate in both marching and concert.
Incorporate a drill team for those who want to participate.

In our community the children of the "big-wigs" were given more breaks because their parents contributed financially.

II. MEMBERS

A. CREDIT

The kids should receive more credit and status.

When I joined they had just started giving credit for it.

B. MISCELLANEOUS

More respect from the administration.

Private lessons should be required.

Just more emphasis on continued playing after graduation.

It depends on the situation in each school.

We should travel to some of the games.

Band programs should receive as much funding as the athletic programs.

It is now falling apart and needs support of community.

I don't think it should be required to be in concert band if you were in marching band.

More emphasis should be placed on being in the band.

Kids need more of a chance to play in ensembles.
QUESTIONNAIRE ITEM 53: IN WHAT WAYS HAS YOUR HIGH SCHOOL BAND EXPERIENCE CONTRIBUTED TO YOUR LIFE?

I. NONMEMBERS

A. TRAVEL

Travel.
Got to go places with the band.
Places I have been.
I have seen new places.
I have traveled to many places.

B. MISCELLANEOUS

None.
Its made me tend to keep away from people who are very musical because they are too temperamental.
Given me a wide perspective.
In all ways totally.

II. MEMBERS

A. MISCELLANEOUS

I could write a book on this question, I was so involved it would take at least an hour to review my answer.

Its a good hobby.