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A Study In The Adaptability of Text Book Content In Meeting Present Rural School Pupil Achievement In Music

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"A STUDY IN
THE ADAPTABILITY OF TEXTBOOK CONTENT IN MEETING PRESENT
RURAL SCHOOL PUPIL ACHIEVEMENT IN MUSIC"

being

A Thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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Date May 8, 1939

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INTRODUCTION

The pronounced tendency toward rapid change in elementary education at this time is significant in that evidence clearly indicated there will be more leisure time at the disposal of the individual. Society recognizes more and more the necessity for properly training its constituency. The well balanced person is one trained in knowing how to use leisure time. Music is one activity which aids the individual very effectively in meeting this necessity. Music not only meets this requirement but provides one with an emotional control and a means for self expression.

The writer's contact and experience with rural school teachers has led him to these rather general observations concerning music in the one room rural school: it does not receive the recognition it deserves; pupils are not receiving the type of training to which they are entitled, and that; this

deficiency is not due to any one cause but to a number of causes. This experience and contact has therefore given the writer a desire to study the rural school music problem with the view of perhaps arriving at suggestions helpful for the rural school pupil.

The problem of this thesis is "A Study of the Adaptability of Textbook content in meeting Present Rural School Pupil Achievement in Music." More specific explanation of the problem is this: the writer believes that the present level of achievement of rural school pupils is somewhat below what it should be to successfully master materials in the ordinary music textbooks as now written and adapted in this state. He believes that study of this problem will be beneficial in the matter of writing future materials or in rearranging the program in music for rural school pupils.

CHAPTER I

PROCEDURE

The procedure used in this study was the following:

First;

The writer developed a list of twelve authorities in the field of Public School Music. This list was compiled from men and women who in the opinion of the writer were prominent in this field. This opinion of prominence was arrived at through study of music materials, current literature on Public School Music, the position these authorities hold and their accomplishments in the field of Public School Music. This list of names was then submitted to four instructors in Music at Fort Hays Kansas State College and the Supervisor of Music in the city schools of Hays, Kansas (herein after referred to as judges) for verification and augmentation. To those submitted by the writer, the list of authorities was enlarged to thirty seven by the five instructors in Music.

See Table I page 82

Second;

The writer submitted the following features as a basis for determining a persons qualifications to name important objectives in Public School Music, to the judges.

- 1. Position
 - 2. National Prominance
 - 3. Background and Training
 - 4. Accomplishments in the field
 - 5. Material Published
 - 6. Seniority
 - 7. Kind of work they are doing--is it varied or concentrated.
- See table II page 84.

Each judge was asked independently to list in his opinion the three most important features from this list of seven features. The purpose was to ascertain whether there was any correlation between the bases on which the judges based their opinions. From the tabulations on Table II it will be noted that there is decided correlation. Some of the judges deviating slightly from the request listed one or two seconds but this had no material affect on the correlation; features three and four each receiving firsts from all five judges.

Third;

The list of thirty-seven authorities was submitted to each one of the judges; each one was asked to select from this list from ten to fourteen authorities who in his opinion would be the nine best qualified to furnish important objectives in Public School Music. These to be numbered one or two according to preference in the opinion of each judge to be arrived at on the basis of those features he listed as most important.

Table III page 85 shows the distribution of votes. Those receiving no vote being left out. Authorities selected on the basis of this vote were numbers 4, 6, 7, 15, 16, 17, 18, 19, and 35.

Because Kansas is typical in that there are many one-room Rural Schools the writer included the heads of the Music Departments of the following State Schools.

(A) D. M. Swarthout, University of Kansas, Lawrence, Kansas, (B) Orville J. Borchers, Kansas State Teachers College, Emporia, Kansas, (C) Walter McCray, Kansas State Teachers College, Pittsburg, Kansas, (D) William Lindquist, Kansas State College, Manhattan, Kansas.

Fourth;

The following letter and answer chart was formulated and sent to the authorities for the purpose of eliciting the objectives with which this study is concerned.

Dear Sir:

In order to establish a rather authentic set of objectives or goals to be attained in teaching music in one-room rural schools I should like to solicit your cooperation and judgment in this determination. Since the study of this problem is of tremendous interest to me personally as a teacher of public school music in this state.

Will you kindly indicate on the enclosed form what you regard as fundamental outcomes or objectives to be attained in rural school music. I thank you and appreciate your kindness in making reply. I am,

Respectfully yours,

Music Supervisor
Claflin Public Schools

No answers were received from...

16, C and D. OBJECTIVES

Note: In our understanding of the term objective it carries this meaning--, "Outcome or attainment which has qualities of present or future usefulness."

No. 1

No. 2

No. 3

No. 4 Dear Sir:

No. 5 and answer in the enclosed letter to you
your last answer. Possibly the letter was
lost and possibly your answer never

No. 6 reached me. However as nothing was
finished but I hope you will still
answer my request.

Remarks:

Yours truly,

W. S. ...

The second letter brought answers to the letters
No answers were received from authorities 6, 15,
16, C and D. So the following letter together with
a copy of the first one was sent to them.

At the time the letter, the secretary explained
the letter. The final result was submitting type
two authorities. After several weeks of work
obj-rives (since they wanted from still further
to very concrete type of objectives the letter
found that all could be placed under the heading
See Table IV page 16.

Dear Sir:

Pardon my second attempt to procure
an answer to the enclosed letter I sent
you last summer. Possibly the letter was
lost and possibly your answer did not
reach me. However my problem remains un-
finished and I hope you will see fit to
answer my request.

Yours truly,

O. P. Weigel

The second letter brought answers to the letters from all but one (D). Authority 16 stated that he felt unqualified to furnish objectives in this field of study. And authority number 35 was too ill at the time to answer, his secretary answered the letter. The final result was objectives from ten authorities. After careful study of these objectives (since they ranged from philosophical to very concrete types of objectives) the writer found that all could be placed under ten headings. See Table IV page 86.

The table on distribution of objectives indicated that authorities are generally thinking about the same way as regards objectives. There are fewer frequencies for the objective on instrumental opportunities. Possibly the idea is revolutionary and possibly it is not considered important by some authorities. The writer placed objectives that have tendencies to overlap nearest each other. In some cases the authorities repeated themselves on some objectives, this is noted by an extra small dash in the same column.

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Several of the authorities gave only a few objectives. Some objectives were rather vague and implying several objectives. For example this objective was given "Make them musical and the rest will come."

Fifth;

The following letter was formulated and sent to eight Superintendents of Public Instructions of eight states.

Dear Sir:

As a Thesis I am offering a study of State adopted (or required) text books in Music for Rural Schools. I believe this Study will be of value to all concerned.

Please send me the name of the required text of your state. If you will loan me a copy of it I shall be grateful. Upon completion of their study I shall be glad to report to you the results.

Yours truly,

O. P. Weigel

The results of this letter were, seven answers and the following information: One State adopts a text book in Music for rural schools. One allows its county text book commission to select texts for one year. One State adopts a present

combination of two texts. One state allows county boards to make adoptions to suit their needs. Three allow the free selection of text books. One state sent the list of books from which selections may be made. It lists a wide variety from which music books may be selected.

The first four books referred to here and another one selected from the list submitted by the last mentioned state were used to complete this study.

They are:

- I. a. The Music Hour One-Book Course, McConathy, Miessner, Birge, Bray, New York, Silver Bundette And Company, 1932, 220 P
- b. Music in Rural Education, McConathy, Miessner, Birge, Bray, New York, Silver Bundette And Company, 1933, 290 P
- II a. Singing Days by Hood, Gildersleeve, Leavitt, Kirby, Boston, Ginn and Company, 1936, 223P
- b. World of Music (vocal course for consolidated and ungraded schools) Hood, Gildersleeve, Leavitt, New York Ginn and Company, 1936, 224 P
- III New elementary Music, A One-Book Course by Charles A. Fullerton, Chicago Follett Publishing Company, 1936, 302 P
- IV a. The Silver Book of Songs, Perkins, Ferminham, Curtis, Vernon, Rosenberry, Chicago Hall and McCreary Company, 1935 132 P
- b. How to Teach Music to Children by Clella Lester Perkins, Chicago Hall and McCreary Company, 1936 216 P

V Books of Songs

- a. Manual to Accompany Books of Songs Three book series, By Robert Foresman, New York American Book Company, 1936, 231 P
- b. Book Two of Three Book Series, Robert Foresman, New York, American Book Company, 1933, 207 P
- c. Book three of Three-Book Series, By Robert Foresman, New York, American Book Company 1933, 256 P

Sixth;

This step was the comparing of the text books to the set of master list of objectives. Each objective was treated separately. That is; the writer studied each book for each objective independently in order to ascertain the existence or non existence of provision for each objective. For most of the objectives the author of each book claimed provision. Such claims were verified by the writer. When no statement claiming or indicating provision for the objective was found, the writer studied the text and used his best judgment in determining the existence or non-existence of provision for the objective. Some objectives were found to be self evident and others were found to be implied. For examples, instrumental opportunity is a specific objective while to develop pleasure in singing is more abstract.

The writer experienced some difficulty in dealing with objective one. After considerable research several conclusions were deduced from the discussions and statements that follow.

In general, when there appeared a repertory of songs related to the child's interests and activities for the various age levels, when the type, size, and voice range of the songs are such (together with other features) that the child experiences no ill effects from singing, it may be said that the activity is one of pleasure.

CHAPTER II

MUSIC OBJECTIVES AND RELATED PROBLEMS

Objective One: To Develop Pleasure in Singing

This is rather a poorly defined objective. Most courses in music mention it as one of their objectives but give no specific program nor do they tell how and what develops pleasure in singing. The objective is more or less intangible.

"The degree of pleasure which each individual derives from music varies according to his ability, native or developed, to secure an emotional reaction or as intellectual interest from the human appeal of its content or from the beauty of the musical structure."

"It is an axiom of psychology that no two individuals will act precisely the same way under the same circumstances."

"These differences are probably more manifest in children than in the average adult."

Singing is in itself a pleasurable experience.

"Song brings of itself a cheerfulness that wakes the soul to joy,--
Euripides.

"Children are susceptible to music from the beginning."

"There is no more profitable and enjoyable outlet for energy than music,"--
Nohavec.

It would seem therefore that singing is of its very nature pleasure with no question as to kind. But evidently this needs to be qualified.

"If the children do not enjoy singing (art) songs you have taught them, you may rest assured the trouble lies in one of two places -- the song or the teacher,"--
Nohavec.

While this study cannot concern itself with the teacher

(“the quality of the music teacher is the most important consideration,”-- Gehrkens)

the writer sets up the following program for (ascertaining the existence or non-existence of provision to develop pleasure in singing) based on the following considerations to qualify the song material for this objective.

- 1. Children love songs of Nature and of their home life.
- 2. They (the songs) should lie within the range of the staff.
- 3. The words should be within the child's experience.
- 4. The type size of the printed music must be large and clear.
- 5. They should be as seasonable as possible.
- 6. There should be variety to provide desirable material for the various grade levels.

“The early years of child life are the years when much folk music makes its strongest appeal,”--Osborne McConathy

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"Children associate music with their earliest experiences,"--Thaddens P. Giddings

"There should be freedom for self expression,"--Otto Miessner

The first five considerations were taken from Normal Music Methods by Hazel Beck-with Nohavec. The last is the writers own; he believes it a self evident consideration.

The following questions were used in the consideration of objective number one for each text under consideration.

Are there songs of nature?

Are there songs of home life?

Do they lie within the range of the staff?

Do the songs meet the various age level groups?

Is the type of good size?

Do songs fit the seasons?

Objective Two: To Develop Appreciation in Singing

The following questions are used in the consideration of this objective.

1. Does the text propose to develop appreciation in singing?
2. Does it have a program for this and to what extent?

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Objective Three: To Develop Appreciation in Listening
Also for a Love for Music

The following questions were used in the consideration of this objective.

1. Does the text propose to develop appreciation in listening?
2. How does it propose to do this?
3. How much material is there in the text for this purpose?

Objective Four: To Develop Rhythm
(Rhythm bands, games, drills, etc.)

These questions are used in the consideration of this objective.

1. Does the text have a program to develop rhythm?
2. What is its program and procedure?

Objective Five: To Provide Opportunity to Learn
to Play an Instrument
Have Harmonica Bands

These questions are used in the consideration of this objective.

1. Does the text provide for either one?
2. How and how much material is there for this purpose?

Objective Six: To Develop Vocal Technique

Questions used in the consideration of this objective are:

1. Does the text propose to develop vocal technique?
2. How and what is the program?
3. How much material is there in the text?
4. If the text does not mention such program, does it exist and to what extent?

Objective Seven:

There is considerable good evidence that good vocal technique is closely related to general musical technique. Many good singers are quite proficient in some other phase of music. There seems to be considerable carry over.

To develop General Musical Technique (ability)

The following questions are used in the consideration of this objective.

1. Does the text propose to develop musical technique?
2. Does it differentiate as to the kind?
3. To what extent?

Objective Eight: To Serve as a Cultural Medium

The following questions are used in the consideration of this objective.

1. Does the text propose to fulfill either part of this objective?
2. To what extent is it evident?
3. If the text does not do this what evidence is there in the text to indicate the possible development of the objective?

"Beauty in all its form stresses in us a feeling of being uplifted,"--
Horatio Parker

"Music next to Religion is mind's
Greatest solace and also its greatest
inspiration,"--Edison

"Music is fundamental--one of the
greatest sources of life, health,
strength, and happiness,"--Luther Burbank

Objective Nine: To Provide Adult Preparation

Objective Ten: To Provide for Community Service

To Provide for Socialization

The following (These were placed under one heading because they are all three closely related.)

The following questions are used in considering this objective.

1. Does the text propose to provide for any of these objectives?
2. How and to what extent?

CHAPTER III

THE MUSIC PROGRAM

ATTAINMENT OF CURRICULAR OBJECTIVES

A. OBJECTIVE TEN: To Intergrate with Subjects

Experiences and Related Interests

The following questions are used in the consideration of this objective.

1. Does the text propose a program integration?
2. If it does to what extent?
3. If it does not can there be integration?
4. Is the music program of the text suitable

to the experiences and related interests listed of the children. The farm, the orchard, groups animals, machinery, their pets, etc?

range of the text. Such are many songs listed for the four seasons.

The type in this text book is of various

In the opinion of the writer there is a good variety of songs in each the various levels of the different groups.

CHAPTER III

TEXTBOOK PROVISIONS
for
ATTAINMENT OF OBJECTIVES IN MUSIC

- A TEXTBOOK I The Music Hour--One book course
- OBJECTIVE I To Develop Pleasure in Singing

This text gives as its first objective;

"To give every child the use of his singing voice and pleasure in its use."

The teachers book states under outcomes;

"We hope that our pupils will learn to use their voices pleasantly, and will enjoy singing beautiful music."

There are fifty eight songs listed as Nature songs. There are twenty six songs listed as Home Life. Listed under the social group are eighty eight. They lie within the range of the staff. There are thirty seven songs listed for the four seasons.

The type in this text book is of generous size.

In the opinion of the writer there is a good variety of songs to meet the average age levels of the different groups.

TEXT I The Music Hour--One book course

OBJECTIVE II To Develop Appreciation in
Singing

This objective exists also as an objective in
in this text

"To develop a discriminating appreciation
of the elements which characterize good music
as a basis for intelligent participation as
performer or listener."

"Every music lesson should be a lesson in
music appreciation."

The teachers book of this set devotes chapter
six of twenty pages on the problem of music appre-
ciation. It is discussed under five headings:

1. The singing of beautiful songs;
2. suggested lesson outlines;
3. correlation;
4. listening to music;
- and 5. music appreciation lessons with the phonograph.

Fourteen pages are devoted to appreciation in singing. It proposes that the entire course in music is appreciation, that every song period and music period should be conducted with music appreciation in mind.

TEXT I The Music Hour--One book course

OBJECTIVE III To Develop Appreciation in
Singing for a Love of Music

This objective exists also as an objective
in this text, objective four,

"To develop a discriminating appreciation of the elements which characterize good music as a basis for intelligent participation as performer or listener."

Ten pages of chapter six in the teachers book of this text are directional and explanatory material for the purpose of developing appreciation in listening.

The program is divided into three general divisions: A. listening to singing and playing; B. listening to the radio; C. listening to recorded music.

The book suggests a program of alternating groups or singing for each other. The text suggests how the radio may be used for this purpose. It also has a systematic correlated program for

PART I - The Music Room - Our ~~purpose~~
 OBJECTIVE IV - In learning Music, (rhythmic
 needs, vocal, skills, etc.)

This text book is designed to be
 suitable for those who develop their own course.

The teachers need of this text (record)
 using recordings (that have been arranged and
 recorded for the course) for this purpose.

Chapter sixteen lists groups and classifies
 recordings that are to be used with this course.

destination, free expression, vocal, folk
 dances, popular, church, dramatic, etc. There
 is listed considerable material for
 for accomplishing the purpose.

TEXT I The Music Hour--One book course

OBJECTIVE IV To develop Rhythm, (rhythm
bands, games, drills, etc.)

This text meets this objective in its objective for three "To develop rhythmic sense."

The teachers book of this text (course) assigns chapters seven and eight, forty pages for the purpose of developing rhythm.

Chapter seven is devoted to Rhythm Bands while chapter eight is devoted to Rhythm Play. These rhythm plays include such activities as dramatization, free expression, games, Folk dances, peoples, dances, pageants, etc. There is listed considerable material and directions for accomplishing the purpose.

TEXT I The Music Hour--One book course

OBJECTIVE V To Provide Opportunity to
Learn to Play an Instrument
Have Harmonica Bands

This text has no provision to provide opportunity to learn to play an instrument. Also no provision is made for having harmonica bands.

TEXT I The Music Hour--One book course

OBJECTIVE VI To develop Vocal Technique

This text proposes to develop vocal technique.

"To give every child the use of his singing voice and pleasure in its use."

"We hope that our pupils will learn to use their voices pleasantly."

"The songs of the One book course and suggested correlated recorded selections are the material for technical study of singing and listening."

The sol fa system is used--"from the known to the unknown." A progressive program based on the following types of songs is used--Rote, Observation, Reading, and study songs. Chapters ten, eleven, twelve, and thirteen cover this phase of the work, while chapters seven and eight are indirectly involved.

TEXT I The Music Hour--One book course

OBJECTIVE VII To develop General Musical
Technique (ability)

This text proposes to meet this objective

"To develop individual growth and independence in musical skills in accordance with various levels of capacity."

"To provide technical study of music growing out of the song experience and closely related to it."

The program in this text seems to coordinate both objective six and seven. That is, it makes no distinction, as such, in developing musical techniques.

Vocal technique and general musical technique are treated side by side. Namely chapters ten, eleven, twelve, and thirteen, and indirectly including chapters seven and eight.

TEXT I The Music Hour--One book course

OBJECTIVE VIII To Serve as a Cultural Medium

This text sets as part of its aims,

"that the child's musical experience shall lead to a finer life."

"Every one believes that music contributes to finer living."

It also

"provides materials and plans for the attainment of these ideals."

"That music shall make the child happier and more sensitive to beauty."

"These aims find fulfillment in the material and course of study of this text."

It is not specifically stated how the foregoing are accomplished. But the paragraph, under Aims, page seven of the course of study, would indicate that this objective is to be realized as the result of the fulfillment of this organized work in music.

The authors of the text claim that their

"course offers a large number of lovely songs."

TEXT I The Music Hour--One book course

OBJECTIVE IX To Provide Adult Preparation

To Provide for Community Service

To Provide for Socialization

Objective eight in the course of study reads

"To relate music in the school with home and community life."

To contribute, therefore, to that

"socialization of the individual, which is the end and aim of modern education."

There are in the song book eighty-four songs listed as community songs. There are listed under the social program group eighty-eight selections and thirty two selections from the masters.

TEXT I The Music Hour--One book course

OBJECTIVE X To Integrate with Subjects

Experiences and Related Interests

Objective two in the course of study reads;

"To teach a repertory of songs related to the interests and experiences of the children."

Objective 7:

"To integrate the music with other school subjects and activities."

There are five pages in the course of study devoted to correlation as instruction for the teacher, page 97-101.

The song book classifies songs under Nature 58, Geography 100, Social Program 88, History none (but upon examination the writer found in the song book many songs suitable). Art and literature as well as history are provided for in the course of study under correlation.

TEXT II The World of Music and Singing Days

OBJECTIVE I To Develop Pleasure in Singing

This teachers manual gives the following objectives for this consideration.

1. To teach every child to use his singing voice easily and musically.

2. To make singing a pleasurable experience through active participation. Also 3 pages (39-41) of program in "Music-Reading procedures for developing skills which are essential to a vital enjoyment of singing." There are 33 Nature, 17 Home and Community, 23 Fun and Nonsense, 18 History-Legend, 24 Seasonal and 21 Special days songs in this song book.

The songs lie within the range of the staff. There is a good variety of songs for various age level groups. The type is of good generous size.

This course as a whole is designed to integrate specific habits, skills, and knowledge in such a way that enthusiasm for music will be awarded and pleasure in its performance will increase.

TEXT II The World of Music and Singing Days

OBJECTIVE II To Develop Appreciation in Singing

The teachers manual states the following under the heading Music Appreciation,

"All study of music should have for its purpose growth in responsiveness to good music."

Pages 41 to 63 of the teachers manual give information and instruction for the development of this objective.

"This book gives suggestions for leading pupils to appreciate music that is beyond their own power to produce."

TEXT II The World of Music and Singing Days

OBJECTIVE III To Develop Appreciation in
Listening also for a Love
for Music

From the reading that follows on Music
Appreciation the writer deduces that the text
treats objective 2 and 3 together. Both being
accounted for under the same program.

TEXT 11 the World of Music and Singing Days

OBJECTIVE IV To Develop Rhythm, (rhythm bands, games, drills, etc.)

The teachers Manual makes the following
Statement

"The Plan for music activity in any school should include the following types of experience: Rhythmic discrimination and general objective. To teach children to keep time to music thereby increasing their enjoyment of music; to develop co-ordination of the muscles which will assist good posture and ease of movement; to lay a foundation for a feeling for music which can be definitely applied to the understanding of note values."

The teachers Manual has in it nine pages of data, material, and program for the accomplishment of this objective; pages 19-28. It covers rhythm bands, games, and dances. The song book has in it 14 selections listed under games and sports, and 13 selections under music and dance.

TEXT 11 The World of Music and Singing Days

OBJECTIVE V To Provide Opportunity to Learn
to Play an Instrument

Have Harmonica Bands

Teachers Manual:

The teachers Manual of this set devotes a comprehensive outline for using the harmonica with this type of course. It also gives information in instrumental classes. Pages 34 and 35.

singers, are trained by the use of the note method. The skill system, and the

The material in this objective is covered pages 8 to 11.

TEXT II The World of Music and Singing Days

OBJECTIVE VI To develop Vocal Technique

The following objective is found in the
Teachers Manual:

"To develop the ability of the less musical child, "Singing," this text makes adequate provisions for the development of these activities."

Provision is made for correcting inaccurate singers, ear-training by the use of from note to note method. The sol fa system receives attention.

The material on this objective covers eleven pages 8 to 19.

TEXT II The World of Music and Singing Days

OBJECTIVE VII to Develop General Musical
Technique (ability)

Objective:

"To develop the ability of the less musical child."

this could mean

"general musical technique."

While there is no specific objective and no specific assignment given in the text the writer, after considerable study, concluded that the program on singing and its development, and the program on Rhythmic activity was sufficient, material to develop general musical technique. Two examples objectives taken from the Teachers Manual follow

"To develop ability to read familiar and new songs in changing keys."

"To teach children to keep time to music."

TEXT II The World of Music and Singing Days

OBJECTIVE VIII To Serve as a Cultural Medium

While the text does not specifically say so, there is considerable evidence in the Teachers Manual to indicate that the course will develop artistic attitudes and the material will serve as a cultural stimulant.

"The course allows for such self expression, opportunities for Dramatization and allowing the students a hand in developing an operetta, freedom in interpreting Rhythmic activity in arranging songs for Rhythm Bands etc."

"Also there are several chapters devoted to correlating painting, poetry, rhythmic activity (dances etc.) and the social studies to Music."

The songs in this text

"must have cultural value---."

TEXT II The World of Music and Singing Days

OBJECTIVE IX To Provide Adult Preparation

To Provide for Community Service

To Provide for Socialization

"The following points have been kept in mind in choosing the songs for this text."

"The songs shall have permanent musical value."

In the classified list are songs for special days, Home and Community, Games and Sports, Our Country--Devotion, Occupation--Travel, History Social Relationship, Health, and Character development.

TEXT II The World of Music and Singing Days

OBJECTIVE X To Intergrate with Subjects

Experiences and Related Interests

"To suggest ways whereby the music in school may function in projects which integrate the work of many subjects and grades."

"The songs shall have a variety of appeals and uses in order to meet the requirements of a group including pupils of different ages."

"The words of the songs shall be familiar to the experiences of the child in rural communities and shall attract them."

Special correlation instructions are given in the Teachers Manual on the subjects of physical education, poetic poetry and the social studies on pages 43 to 52. Page 1 and 2 of the Teachers Manual will be found a classified list of folk songs according to nationality. Songs in the song book are also classified to help in integration.

The Text 3 offers no objectives as such. Only one aim is given:

"A choir in every school room and every boy and girl in the choir."

Hidden objectives and the existing material of the course were the basis on which this was analyzed in the light of this study.

Songs are not classified in a manner suitable for use in this study. The writer made the classification on the basis of title and content (content being used here as referring to word and meaning content.)

C. TEXT III Fullertone New Elementary Music

OBJECTIVE I To Develop Pleasure in Singing

"No tuneless exercise and theory. The songs selected are of the finest musical quality and especially attractive and the use of the phonograph in learning the songs insures good tone quality, easy floating rhythm, and correct pitch. Singing has thus become a living, enjoyable experience----."

The author has no classification for this purpose. So the writer classified the songs on the basis of examining the title and word content of each song. He found (on this basis) 46 Nature songs, 50 Home Life, 24 on Seasons, and a wide variety of songs which are suitable for groups of various ages.

The type is of generous size and the songs lie within the range of the staff.

TEXT III Fullertons New Elementary Music

OBJECTIVE II & III To Develop Appreciation in
Singing

To Develop Appreciation in
Listening

Also a Love for Music

In this text there is no mention made of either type of appreciation as such. The findings have been tabulated in the affirmative. However the writer wishes to offer the following as reason for the conclusion: Through his study of appreciation he believes that appreciation to some extent will develop naturally from the use and listening to fine music. The author of this text recommends highly that the songs he taught by the use of recorded selections by artists and claims that

"The outstanding purpose of this book is to furnish the schools a collection of songs of the finest musical quality. The listening attitude, which all teachers prove so highly, is developed unconsciously by this process just as involuntary attention is secured when a subject is naturally interesting. For over twenty years it has been my experience, and my privilege, to watch the progress of the Choir Plan, to see children in schools grow in musical skills and music appreciation."

TEXT III Fullertons New Elementary Music

OBJECTIVE IV To Develop Rhythm, (rhythm
bands, games, drills, etc.)

"This book contains a complete basic course in music for graded schools as well as for rural schools. It consists principally of singing, rhythm, and theory."

"Rhythm is best taught by contagion."

"They get the rhythm of the songs from the records." "Stepping time values to notes in songs soon conquers all of the simple rhythmic difficulties."

There are seven pages of comprehensive condensed (material) instruction for developing rhythm through bodily movement in the teaching section of the book: Two pages of condensed instruction for Rhythm Orchestra and two pages of instruction for using rhythm of the songs from the records.

"Stepping time values to notes in songs soon conquers all of the simple rhythmic difficulties."

TEXT III Fullertons New Elementary Music

OBJECTIVE V To Provide Opportunity to Learn
To Play an Instrument
Have Harmonica Bands

This text makes no provision for learning to play an instrument or having Harmonica bands as such. The answer was tabulated in the negative. The writer believes that the system of teaching theory on the piano key board as is provided for in this course will serve as a stimulant, and quite probably lay a background for instrumental playing especially the piano. Also the author states they (the syllables)

"simplify--the beginning work in instrumental music--."

TEXT III Fullertons New Elementary Music

OBJECTIVE VI To develop Vocal Technique

The program for accomplishing this objective in the text is this: Learn to sing through the imitative process, with the aid of the phonograph-- the principal stimulant being the artist; and a systematic promotion called the Choir Plan. There are instructors on the choir plan in the text.

"Musical inspiration is provided for the learning process when the song is recreated before the class by the recording artist."

"This plan introduces the children into a new musical world where their ears are automatically engaged in the process of getting not only the melody but also the rhythm."

This book uses the note song system for learning the songs, it also uses the sol fa system for developing reading ability. The syllables being printed as extra stanzas under some of the songs-- a feature provided by no other book. Singing songs accurately, mastering rhythm, and the use of the sol fa syllables are the basis on which this text develops skill in reading music.

TEXT III Fullertons New Elementary Music
OBJECTIVE VII To Develop General Musical
Technique

The author feels that musical skills develop out of the Choir Plan. Also out of the sol fa system:

"Learning to sing a good list of easy songs with absolute accuracy is excellent musical training for all the pupils."

"They simplify the study of theory, the beginning work in instrumental music, transposition, and they develop a key feeling which is of immeasurable value."

"This book contains a complete basic course in Music--."

"Methods for rhythmical development and the study of theory are worked out as effectively as the methods for singing."

There are seven pages devoted to instructions on rhythm, two pages on rhythm orchestra, five pages on the theory of music and six pages on piano key board theory.

TEXT III Fullertons New Elementary Music

OBJECTIVE VIII To Serve as a Cultural Medium

The writer believes that the author of this text has in mind the above objective when he says:

"Music is playing an increasingly important part in the life of this country. It is the purpose of the Choir Plan, working through this book as a medium to help in putting the boys and girls into possession of their rightful share of the musical wealth that is our inheritance--."

The fine type of songs in this text, the fine selections from the masters, and the method of presenting the material (through use of phonographic recordings by artist) leads the writer to believe that this text provides for objective eight. The course includes:

"The best songs used not only in America but in foreign countries."

TEXT III Fullertons New Elementary Music

OBJECTIVE 1A To Provide Adult Preparation

To Provide for Community Service

To Provide for Socialization

The author feels that music is a social art.

The Choir plan which is the foundation of this course, in its fulfillment is distinctly social in aspect. It fosters groups--gatherings and performances in public.

"Like good will and some other good things, music is possessed only when it is shared with others."

"Choir--songs can be sung at regular meetings such as parent teachers associations, county chorises, eight grade graduation and all state chorus."

"We consider it the most direct preparation for singi g organizations."

The writer on the basis of title and content of the songs in the course made the following classification. Social and Community type 103, Home Life 50. These considered with the wide variety of songs offered provide for objective 9.

TEXT III Fullertons New Elementary Music

OBJECTIVE X To Intergrate with Subjects
Experiences and Related Interests

On page 221 of this course the author indicated that he had in mind the interests and experiences of children when he compiled the course.

On the basis of title and content the writer made the following classification of songs as pertaining to objective ten---. Nature Songs 46, Home Life 50, Seasons 24, Animals and Pets 16, Community and Social type 103, Geography, History, Travel etc. 49, and Nonsense type 32.

D. TEXT IV Silver Book of Songs & how to Teach Music

OBJECTIVE 1 to Develop Pleasure in Singing

Objective No. 1 of this course follows:

"Every child shall have acquired the use of his singing voice and pleasure in song as a means of expression."

In the teachers Manual of this course chapters 2, 3, 4, 5, and 7 are directly related to the program of singing. The type is of generous size in the song book. The writer quotes the authors of this course as regards objective one.

"In producing this book the purpose has been to provide ----- an interesting variety of song material that would meet the present-day needs of the schools. There will be found in it, therefore, songs of every type and songs for every occasion; songs for rural, town, and city schools; songs for primary, intermediate, and upper grades (including the ninth)."

"There are no extremes of pitch or voice range."

TEXT IV Silver Book of Songs & how to Teach
Music

OBJECTIVE II To Develop Appreciation in
Singing

Objective two of this course is:

"Every child shall have learned to enjoy music as something heard as well as expressed."

The essence of objectives seven and eight in this course is appreciation, analyzed in the light of the courses definition of music appreciation. Pages 58 to 66 of the Teachers Manual of this Course as instructive material on music appreciation for the teacher. The plan, in general, for developing Music appreciation in this course is:

"By having the children participate in singing (and playing), with special attention paid to vocal and rhythmic training; by development of the imagination and deepening of the emotional response to music; by instruction in the simple rudiments of music; and by correlating music with other studies, activities and interests."

TEXT IV Silver Book of Songs & how to Teach Music

OBJECTIVE III To Develop Appreciation in Listening

Also for a Love for Music

Quoting again objective two of this course:

"Every child shall have learned to enjoy music as something heard as well as expressed."

This course does not seem to differentiate between listening appreciation and singing appreciation--they seem to be treated together:

"Thus music appreciation is that enjoyment which results from a cultivated understanding of all that pertains to the art."

"Every child shall have developed a love for the beautiful in music and acquired a taste in choosing the music to which he listens."

TEXT IV Silver Book of Songs & how to Teach
Music

OBJECTIVE IV To Develop Rhythm (rhythm
bands, games, drills, etc.)

"Every child shall have awakened and
vitalized within him a feeling for rhythm."

In the Teachers Manual pages 31 to 41 and
pages 48 to 55 there is instructional material
and program for developing rhythm. The program
is roughly this: Through exercises, drills,
singing games and dances, and the rhythm band.

TEXT IV Silver Book of Songs & how to Teach
Music

OBJECTIVE V To Provide Opportunity to Learn
to Play an Instrument
Have Harmonica Bands

Objective six in the Teachers Manual of this course:

"Every child talented in musical performance shall have had an opportunity for its cultivation."

1
Since this objective is not qualified it could mean also instrumental music. But the writer finds no provision excepting for Harmonica Band. Two pages of explanatory material are found in the Teachers Manual pages 56 and 57. This is condensed material from Hohmer's

"The Art of Playing Harmonica."

The Teachers Manual also encourages instrumental solo playing at social functions.

TEXT IV Silver Book of Songs & how to Teach
Music

OBJECTIVE VI To Develop Vocal Technique

Objective one and objective six in the teachers Manual of this course follow:

"Every child shall have acquired the use of his singing voice--."

"Every child shall have developed aural power to know by sight and vice versa---."

For obtaining this objective the course provides 39 pages of instruction for the teacher it is based on note songs, observation songs, and study reading songs. The sol fa system is used in this program.

There are 47 Note songs, 16 Observation songs and 38 Study reading songs: they are specifically designated as such.

TEXT IV Silver Book of Songs & how to Teach
Music

OBJECTIVE VII To Develop General Musical
Technique (ability)

No specific objective as this appears in this course. It does not differentiate between vocal and general technique.

The course does have besides, a program for developing reading ability, rhythm, etc; 75 pages of condensed material in Fundamentals of Music including such items as conducting. The writer believes that the above combined program will develop objective VII.

TEXT IV Silver book of Songs & how to Teach
Music

OBJECTIVE VIII To Serve as a Cultural Medium

Objective IX in the Teachers Manual of this course corresponds to the above objective VIII.

"Above all every child shall have arrived at a conception of music as one of the beautiful and fine things of life."

Just how this objective is to be accomplished is not stated. But the authors of the course believe all objectives they state can be attained,

"in the average school having the necessary equipment if the skill and enthusiasm of the teacher are equal to the task and sufficient time is devoted to music each day.

In the Teachers Manual there are six pages of directional material given to song dramatization and five pages to creative music.

TEXT IV Silver Book of Songs & how to Teach
Music

OBJECTIVE IX To Provide Adult Preparation
To Provide for Community Service
To Provide for Socialization

Objective IV and VI in the Teachers Manual read:

"Every child shall have acquired a repertory of songs to be carried into the home and social life."

"Every child talented in musical performance shall have had an opportunity for its cultivation."

No specific program is outlined but the writer noted the following: The teachers recommends public performances, suggests glee club and choir activity, and chapter XII discusses the social possibilities of school music and community.

The writer tabulated 56 distinctly social and community type songs, in essence there are probably more.

TEXT IV Silver Book of Songs & how to Teach
Music

OBJECTIVE X To Intergrate with Subjects
Experiences and Related Interests

Under the heading "To the teacher" in the song book appears the following statement:

"the varied character of its selections which represent a wide range of subjects such as literature, history, geography, nature, and art, makes it (this book) exceptionally useful for correlating and integrating music with these and other curricula."

On the basis of title and content the writer made the following classification of song material: Nature songs-36, Home Life-29, Seasons-27, Animals and Pets-7, Community and Social-56, Geography, History, etc.,-43. There are also a number of selections from famous composers.

TEXTBOOK V Foresman Books of Songs--Three Book Series

OBJECTIVE I To Develop Pleasure in Singing

This course consists in three song books and a teachers manual. Programed apparently for graded schools. The use of some of the terminology differing from the other texts in this study and also differing from the terminology in the master list of objectives make the analysis of this text somewhat difficult. Objectives are given in terms of years and of weeks. The writer after careful study has concluded these into general objectives.

No specific objective such as this is given in this course. The author uses the term "Musical Feeling and Feeling-reaction" which the writer believes could mean musical pleasure.

"Every song suitable for study in the schools, no matter what the grade, must have musical beauty. It must complete and satisfy in its appeal to the musical feeling." "Every song must appeal to the growing interests of the child."

"The early work in school music should be a continuation of spontaneous singing."

"The list should include a large proportion of play and action songs, several story songs and a few in the descriptive mood."

"The interest in song singing may also be intensified by solo singing, dramatization, or by some physical activity such as marching, dancing, etc."

On the basis of the authors classification there are in the song books 2 and 3 (book one is not included--those songs are almost all related to the child's interest such as seasons, nature, and so forth.)

TEXT V Foresman Books of Songs--Three Book Series

OBJECTIVE II To Develop Appreciation in
Singing

The following aim is found in the teachers manual of this course:

"One main purpose of school music teaching is the development of the ability to appreciate music."

"School music should begin by cultivating the child's natural response to music heard and his interest in hearing and expressing it."

"To train in Music Appreciation demands a series of experiences graduated to the increasing capacity of the maturing individual."

"Appreciation the end and aim of all music education."

Apparently musical appreciation is the chief aim of all the work of this course. The program is roughly this--first three years through the development of mood reaction pages 45 and 46, through technical study added to mood reaction in the upper grades appreciation may be treated as a subject in itself. There are ten pages of directions in teaching music appreciation in the teachers manual.

TEXT V Foresmen Books of Songs--Three Book
Course

OBJECTIVE III To Develon Appreciation in
Listening

Also for a Love for Music

This course does not differentiate between listening and singing appreciation but provides for both in the same program. See aim on previous page.

TEXT V Foresman Books of Songs--Three Book Series

OBJECTIVE IV To Develop Rhythm (rhythm bands, games, drills, etc.)

In this course no mention is made of developing rhythm as such. But after careful study of the varied type of songs that are found in the song books and the authors program for developing mood, feeling reaction, and the teachers directions on rhythms he concluded that rhythm would develop automatically to some extent. The rhythm of a song is a distinguishing feature of its mood, and there are different types of dance, play, action, and marching songs in the song books of this course.

TEXT V Foresman Books of Songs--Three Book Series

OBJECTIVE V To Provide Opportunity to Learn to Play an Instrument
Have Harmonica Bands

This course makes no provision for objective V.

TEXT V Foresman Books of Songs-- Three Book Series

OBJECTIVE VI To Develop Vocal Technique

In this course there is no objective, as such, to correspond to objective VI. The following provision however appears. A program to develop sight reading ability through insentation (note singing) with the use of the sol fa system and technical study of time relationships.

"Gradually they learn to use the staff notation as a reenforcement in singing familiar songs."

"Later through continued practice, aided by a knowledge of nomenclature and technical detail, the children, as they attain greater mental and musical maturity, learn to use the notation in sight reading which gives actual independence."

Pages 9 to 19 of the teachers manual are instructional material for this purpose.

TEXT V Foresman Books of Songs--Three Book Series

OBJECTIVE VII To Develop General Musical Technique (ability)

No objective is listed in this course to correspond to objective VII. The writer concluded that there is material in the course that will develop general musical technique. The writer believes that technical knowledge used in reading vocal music is transferable, that acquaintance and experience with a wide variety of song material develops general technique, and the program of studying musical form as undertaken in this course also develop general musical technique.

TEXT V Foresman Books of Songs--Three Book Series

OBJECTIVE VIII To Serve as a Cultural Medium

The following statement appears:

"The aesthetic training given should be broad enough in character to influence the pupil's attitude toward his other school subjects and to carry over beyond the school period as a part of his adult cultural equipment."

The above statement appears under Musical Appreciation in the teachers manual. Apparently this author feels that culture and appreciation in music are the same thing. The program for developing objective VIII in this course would be the same as for appreciation.

The tabulation is positive on the distribution table.

TEXT V Foresman Books of Songs--Three Book Series

OBJECTIVE IX To Provide Adult Preparation
To Provide for Community Service
To Provide for Socialization

The following variety of songs, in the opinion of the writer, would qualify the course in objective IX. (Taken from books 2 and 3) Community type-34, Social-106, those related to the practical studies-109.

TEXT V Foresman Books of Songs--Three Book Series

OBJECTIVE X To Integrate with Subjects Experiences and Related Interests

The following classification of songs in the song books 1, 2, and 3 of this course, in the opinion of the writer, would qualify the course in objective X.

In book 1 there are 147 songs related to the child's interests. In books 2 and 3 there are classified on the basis of title and content--songs of Nature-88, songs of the Seasons-185, songs suitable for integration with Geography, History, etc.,-109.

CHAPTER IV

GENERAL SUMMARY AND CONCLUSIONS

a. Summarization of the Study:

Tersely stated, the problem of this Thesis was to find whether there exists Music material commensurate to the needs of Rural School pupils in their pursuit of the study of music.

In selecting a list of authorities from which to procure a list of objectives for the purpose of measuring music materials, the writer felt the need of knowing whether those who made this selection made them on the basis of the same or varying reasons. It was found that the reasons were practically the same. See Table II. The writer left the matter of wording entirely to the authorities. This made it somewhat difficult to arrange and group objectives but the writer feels that this procedure made the study more scientific. In Table IV it will be seen that objectives group themselves rather effectively and these groupings also correspond to those found in the material studied in this Thesis. See Table V.

Those who were selected as authorities and were asked for objectives were quite generous in their replies and in some instances furnished additional pertinent information not directly but indirectly concerned with this study.

From the study as carried out in this Thesis it was found that all objectives were provided for in all five of the texts under consideration, excepting objective V; which is Instrumental Opportunity (see chart 5 page) (Provision for objectives is noted by a † sign.) Only two of the five texts provide for instrumental opportunity (this consideration does not include rhythm bands.) Text five makes no specific provision for rhythmic development.

b. Generalizations and Conclusions;

After considerable study of the contents of textbooks V the writer concluded that the type of content and program of the textbook was such that it would develop rhythm incidentally. The rest of the objectives were provided for in all five of the texts.

Music, being an art, it is of its very nature more or less impervious to scientific scrutiny. From this study it cannot be ascertained definitely

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that provisions for Rural School Music are adequate or inadequate in materials, but it was found that provisions are there.

Textbooks surveyed in this study provide, to a reasonable extent, material (apparently adequate) to meet the needs of Rural School Music Education with minor exceptions, and these exceptions coincide reasonably with the lesser stress laid on such objectives. See Chapter III.

Incidentally, the study also bore out the following pertinent considerations and observations:

- a. Educators generally are convinced (especially in Kansas) that Rural School teachers are not adequately prepared to meet the problems of music in their schools.
- b. There is some opinion on the part of music educators that Rural School Children are entitled to an opportunity to learn to play an instrument.
- c. All the texts under consideration in this study use the solfeggio system in developing sight and reading ability.
- d. Some educators feel that the spirit of pursuit in music is more important than technique.

e. In the middle West few states have adopted texts in music.

C. Educational Implications;

The writer believes that the study of this Thesis is valuable in that it may help colleges that train teachers to better fit them for Rural School positions. Or it may help the state to readjust its educational program.

If the one-room rural school is to stay, it will be best to prepare county supervisors. For to train every rural schoolteacher to carry on an efficient music program would quite probably take a long time. Although the spirit of pursuit is more important than technique, no doubt those prepared to carry on such a program will get the best results. This technique may not necessarily be musical technique--it may be teaching technique.

The writer believes that consolidation would be the best solution. In a system where a number of teachers work, one of them skilled in music education can take care of the entire music program. This too, is an advantage for the children. Where there are so few children, the music program is limited. Larger

groups make it possible for operettas, orchestras, and bands to function.

A skilled musician in a system would be better prepared also to teach a certain amount of instrumental music. Undoubtedly this is quite important because when students enter high school and are interested in such organizations as band and orchestra, they find themselves from one to eight years behind those that have had instrumental opportunity. All things being equal, this early start is seldom overcome. There are such instruments as the violin, for example, that one should start on quite young--the writer believes that one should start not later than the third grade, (the reasons are quite obvious) Opportunities should be equal.

The study was not directed in such a way as to learn anything of such phases as the Psychology of Music Appreciation. The writer attempted to find only the facts concerning this study and tabulated them as such. It seems to him that from the results of this study one may deduce that these texts examined provide at least for the present to a reasonable extent, the materials necessary for a good Rural School Music program, so, difficulties besetting Rural School Music must be looked for elsewhere?

TABLE NO. I
LIST OF AUTHORITIES

1. Kwalwasser, Jacob - Syracuse University, Syracuse, New York
2. Seashore, Karl W. - University of Iowa
3. Nohavec, Hazel Beckwith - University of Nebraska
4. McConathy, Osbourne - Northwestern Louisville, Kentucky
5. Birge, Ed. Bailey - Indiana University
6. Miesner, W. Otto - University of Kansas, Lawrence
7. Giddings, Thaddens P. - Minneapolis, Minnesota
8. Baker, Earl L. - Lawrence College, Appleton, Wisconsin
9. Bray, Mabel E. - N. J. St. Teachers College Trenton
10. Murray, Josephine - Superintendent Trilane County California
11. Bricken, Carl - Chicago University
12. Schwartz, Herbert - Chicago University
13. Schwarthout, Mas Van Lewen - University of South California
14. Kackley, Miss - Michigan State
15. Maddey Joseph e. - Ann Arbor, Michigan
16. Dykena, Peter W. - Teachers College, Columbia University
17. Gehrkens, Carl W. - Oberlin, Ohio
18. Glenn, Maybell - Kansas City, Missouri

19. Earhart, Will - Carnegie Tech, Pillsborg Pennsylvania
20. Church Norval L. - Teachers College Columbia University, N. Y.
21. Talley Howard E. - University of Chicago
22. Sanders Robert - University of Chicago
23. Bachman Harold - University of Chicago Band
24. Harding A. A. - University of Illinois Band
25. Wagner Arnold H. - University of South California (public school)
26. O'Hara, Geoffery - Columbia University (Voice problems etc.)
27. Jackson, S. A. - Columbia University
28. Steven, A. - University of Illinois
29. Schwarty, Herbert - University of Illinois
30. Fox Chas. W. - Eastman School fo Music (Music Education)
31. Larson Wm. S. - Eastman School of Music
32. Burns S. T. - State Department of Education, Baton Rouge, Louisiana
33. Beatty John - Northwestern University
34. Grace Wilson - Wichita University
35. Hallis Dann - New York
36. Geo. Oscar Bowen - Tulsa Oklahoma
37. Alice Biven - (grade music) Columbia University

TABLE II

FEATURES FOR JUDGING PROMINANCE	FEATURES for DETERMINING PROMINANCE				
	Judge	Judge	Judge	Judge	Judge
	1	2	3	4	5
No. 1				2nd	2nd
No. 2	2nd			2nd	2nd
No. 3	1st	1st	1st	1st	1st
No. 4	1st	1st	1st	1st	1st
No. 5	2nd				1st
No. 6			2nd		
No. 7				1st	

TABLE III

For SELECTING MASTER LIST of AUTHORITIES

Masters in Field of Music					
Authorities	<u>Judges</u>				
	1	2	3	4	5
1		1st	1st		
2	2nd				
3		2nd			
4	1st	2nd	1st	1st	1st
5	2nd	2nd		2nd	
6	1st	2nd	1st	2nd	1st
7	1st	1st	1st	1st	1st
13				1st	
15	1st		1st	1st	1st
16	1st	1st	1st	1st	1st
17	1st	1st	1st	1st	1st
18	1st	1st	1st		1st
19	2nd	1st	1st	1st	1st
20			2nd	2nd	
24			2nd		
33		1st	2nd		1st
34	2nd	2nd			1st
35	1st	1st	2nd		1st
36		2nd			
37		2nd			

TABLE IV

DISTRIBUTION of OBJECTIVES

		Authorities										
	Objectives	4	6	7	15	17	18	19	A	R	C	
1	To Develop Pleasure in Singing											
2	To Develop Appreciation in Singing											
3	To Develop Appreciation in Listening Also for a Love for Music											
4	To Develop Rhythm (rhythm bands, games, drills, etc.)											
5	To Provide Opportunity to Learn to Play an Instrument. Have Harmonica Bands											
6	To Develop Vocal Technique											
7	To Develop General Musical Technique (ability)											
8	To Serve as a Cultural Medium											
9	To Provide for Adult Preparation											
	To Provide for Community Service											
	To Provide for Socialization											
10	To Integrate with Subjects, Experiences and Related Interests											

TABLE V

DISTRIBUTION of OBJECTIVES in TEXTBOOKS

Objectives	Texts				
	1	2	3	4	5
1	+	+	+	+	+
2	+	+	+	+	+
3	+	+	+	+	+
4	+	+	+	+	+
5		+		+	
6	+	+	+	+	+
7	+	+	+	+	+
8	+	+	+	+	+
9	+	+	+	+	+
10	+	+	+	+	+



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- Music in Rural Education (MCConathy, Miessner, Bioge, Bray, New York, Silver Burdette Company, 1933. 290 p.
- Music Education Series The Teachers Book Diddings, Earhardt, Baldwin, Newton. Boston, Ginn and Company, 1925-1931. 96 p.
- Normal Music Methods Hazel Beckwith Novahec. Chicago, University Pub. Co., 1927. 108 p.
- Perkins, Clella Lester. How to Teach Music to Children. Chicago, Hall and McCreary Co., 1936. 216 p.

Progressive Music Series, New York, The Silver Burdette
Co., 1917-1932. Three Manuals

This group of references proved very valuable
in the pursuit of this study. They are related to
the study.

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Vol. 101, p. 23 May 25, 1929).

Baker, Brownell. The New Universe Boston, Mass.,
D. Van Nostrand Co., 1926. 361 p.

Course of Study in Music for the Elementary schools
of Kansas, W. F. Markham, State Superintendent
of Public Int., Topeka, Kansas State Printing
Plant, p. 81-92.

Damrosch Versus Stakowsky. (In Literary Digest.
Vol. 114, p.18. 1932).

Granger Percy Cosmopolitan Composer. (Musical
Quarterly Vol. 23 No. 2, p. 127. April 1937).

Norton, Alna. A Teaching School Music. Los Angeles,
California, C. C. Crawford, 1932. 248 p.
Chapter 10 Good.

Davidson Archibald T. Music Education in America.
Harper and Brothers Publishers, N. Y. 1926. 208 p.
Chapters 3 and 7 Good.

McCauley Clara Josephine A Professionalized Study of
Public School Music. Knoxville, Tenn. Jos. F.
Avent Pub. 1932. 794 p.
Chapters 7 and 8 Good.

Music Appreciation In the Classroom Giddings, Earhart,
Baldwin, Newton. N. Y., Ginn and Company, 1926.
557 p.
Good p. 43-48

Certain Chapters in this group of references
proved very valuable. Those Chapters are noted.

Valentine, Irving. The Piano-Accordion in Musical Education. (In Etude Vol. 54, p. 212. April 1936).

What Public School Music Needs. (In Etude Vol. 54, p. 201. April 1936).

Kirch Geo. C. The Banjo. (In Etude Vol. 56, p. 192. March 1938).

Williams Estelle Relating Music and Everyday Life (In Etude Vol. 55, p. 134. February 1937).

Are We Star Crazy (In Literary Digest. Vol. 97, p. 25. May 26, 1928).

Gerger, Francesco. What Musicians Think of Each Other (In Etude Vol. 43, p. 326. May 1925).

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(Outlook Vol. 154, p. 146. Feb. 2, 1927).

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p. 26-27. March 26, 1927).

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Nation Vol. 123, p. 621. Dec. 8, 1926).

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in the Schools. (In Etude Vol. 54, p. 208.
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Langfeld, Herbert Sisney. The Aesthetic Attitude.
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281 p.

Mendel, Arthur. Technical Criticisms. (In the Nation
Vol. 134, p. 318. March 1932).

Mendel, Arthur. What is American Music. (In the
The Nation Vol. 134, p. 524. May 4, 1934).

Martin, J. H. What are Really the Worlds Greatest
Masterpieces. (In Etude Vol. 43, p. 325.
May 1925).

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Vol. 16, p., 196-206. April 1930).

Simons, Dr. Grank. The By-Products of School Music.
(In Etude Vol. 54, p. 213. April 1936).

World of Music The (Hood, Gildersleeve, Leavitt,
Kimby) New York, Ginn and Company, 1936. 224 p.

Why We are Unmusical. (In Literary Digest Vol. 90,
p. 29. August 1929).

Who Knows What is Music. (In Literary Digest Vol.
93, p. 26. April 1927).

This group the writer considers very good.
References particularly from a philosophical
point of view, and too valuable to be excluded
from the list.

Barnard Allison F. (In Etude Vol. 53, p. 506.
September 1935).

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This group was in the writers opinion very helpful in furnishing the laymans point of view.