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The status of the public school orchestras and bands in the counties of Nassau and Suffolk, Long Island, New York

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Thesis
THE STATUS OF
THE PUBLIC SCHOOL ORCHESTRAS AND BANDS IN THE
COUNTIES OF NASSAU AND SUFFOLK,
LONG ISLAND, NEW YORK

by

WENDELL B. PHILLIPS
(Mus. B., Boston University, 1938)
submitted in partial fulfilment of the
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Master of Music Education
1949
Approved by

First Reader... Kenneth G. Kelley... Professor of Music Education

Second Reader... Keith D. Snyder... Asst. Professor of Music Ed.
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CHAPTER I

INTRODUCTION

Problem. The purpose of this work is to determine the status of the public school orchestras and bands in the counties of Nassau and Suffolk, Long Island, New York. This is to be accomplished by obtaining data by study and by evaluating the results of a questionnaire sent to all the music teachers and music supervisors teaching in the Long Island schools.

Analysis of the problem. The problem entails learning precisely the place of instrumental music in the curricula of the Long Island schools and to discover what is the relative importance given to the various phases of the program and to study the resulting balance.

It has been realized that the steady decline of orchestras in our schools is now the most vexing problem of all music educators. Today one can rarely pick up a music periodical without reading about this low state of the orchestra and how it has, in many cases, disbanded or become overshadowed by the band. To be sure, there are school systems whose orchestras have not suffered from this sensational rise in popularity of the bands, and in many cases where the orchestras have been neglected, supervisors and administrators have learned their mistakes and are now endeavoring to correct them.
My purpose in writing this work is to learn how the bands and orchestras on Long Island compare in size, their place in the curriculum, the length and scheduling of rehearsals, etc., and what type of instrumental programs are conducted in the various schools. An attempt will be made to determine if instruction is furnished entirely by the school in class or individual lessons or if the pupils study privately at their own expense either during or outside of school time. The amount of credit given for instrumental music will be investigated in addition to the grade in which instruction is begun on wind and stringed instruments and the number and kinds of instruments furnished by the school. It is necessary to learn the facts about these items that we may know what the music teachers and supervisors on Long Island are doing in regard to maintaining a reasonable balance between the bands and orchestras in their schools.

**Description of methods of investigation.** The methods of investigation have included reading much of the available literature written on public school instrumental music teaching, the use of a questionnaire, and personal interview. Information for the chapter entitled "Results of Similar Investigations in Other Sections of the United States" was obtained by reading and analyzing critically similar projects written by other music teachers. The necessity of studying these works is so that a comparison may be made between the results of such
CHAPTER I

INTRODUCTION

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by other music teachers. These theses were borrowed from the various colleges and universities on the basis of interlibrary loans.

The most important phase of the investigation was the conducting of a survey of the instrumental programs in the schools on Long Island. The information was obtained mainly by the use of a questionnaire sent to the music teachers and supervisors in the various towns and cities. In some instances where questionnaires were not returned or where additional information was desired, personal contacts were made.

Another type of research was used to determine the ideal program as recommended by leading music educators. This entailed reading music publications, journals, books, reports, bulletins, etc. This is very important because the conditions on Long Island must be compared to some standards so that we may know whether the Long Island instrumental music is inferior, mediocre, or superior.

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1 Music Teachers and Supervisors for Suffolk County are listed in the Directory of Public Schools of the County of Suffolk, New York, 1948-49. Names of Music Teachers and Supervisors in Nassau County were obtained from the mailing list of the Nassau County Music Teachers' Association.
CHAPTER II

RESULTS OF SIMILAR INVESTIGATIONS IN OTHER SECTIONS OF THE UNITED STATES

Many surveys have been made in various sections of the country on subjects similar to this. A number of these investigations are listed in the "Bibliography of Research Studies in Music Education,"¹

Details of another investigation are to be found in a recent issue of "The New York State Music News."² Results of all these surveys will be summarized here.

The Status of the Instrumental Music in the State of Pennsylvania, (1942), by Herbert Williams. This research was conducted through a questionnaire sent to 200 instrumental teachers and supervisors throughout Pennsylvania. The schools in which these teachers taught were divided into two groups - but no explanation was made as to the enrollments in either of the groups.

In Group A, evidently the group with the highest enrollment, the average school has two bands, the average first band having a membership of 65 and the second band of between


45 and 50 players. These schools have, on the average, one orchestra with a membership of about 36 pupils. On the whole, the schools own only the less common or larger instruments. All rehearsals are held in school time, with the first band and orchestra having two or three rehearsals a week. All performing instrumental groups are included in the curriculum and are accredited -- although no amount of credit was specified. The average school prefers individual instruction to class work, but in many cases the two methods are combined.

The average band in B Group has a membership of sixty players. These schools also have second bands with thirty pupils and an orchestra of twenty-five. The first band and orchestra rehearse during school. Only the band pupils receive credit. The larger and more expensive instruments are owned by the school. Most teachers prefer individual instruction to class work, but often because of local conditions, he must employ both methods.

A Study and Evaluation of Music in the Public Schools of the North Central States, (1934), by Carl R. Stover, University of Illinois. Mr. Stover sent out 250 questionnaires to determine the vocal and instrumental programs conducted by the elementary and high schools in this area. The questionnaires were very detailed and rather complicated. One hundred per cent of the schools had bands, and 94 per cent had orchestras.
Schools having two bands made up 61 per cent of the schools, and those having two orchestras represented 29 per cent. The bands rehearse three times weekly and the orchestras twice — all in school time. The average rehearsal time is 35 to 56 minutes. The first bands have a membership of 85 pupils in the larger schools, the smaller schools having approximately 62 pupils in their bands. The larger schools have about 50 in their orchestras, the smaller about 40.

One half credit is given for band participation in 52 per cent of the schools and one credit in 33 per cent. The credit for orchestras amounts to one half credit in 49 per cent and one credit in 33 per cent of the schools. All these figures represent the schools in the larger group. Of the smaller schools, 59 per cent give one half credit for band and 27 give one full credit. Pupils in 59 per cent of the schools in this group receive one half credit for orchestra and pupils in 31 per cent receive one full credit.

A Survey of Music in the High Schools of Southern Illinois, (1938), by Claude Otis Hulick, University of Illinois. To obtain his information, Mr. Hulick sent out 100 questionnaires, 75 of which were answered. His objective was to determine the percentage of pupils taking music — instrumental and vocal. In schools with enrollments less than 100, 5.5 of the pupils were in band and 2.2 in orchestra. In schools with en-
rollments of 100 - 250, the percentage of band pupils was 9.5 and that of the orchestra pupils was 6.2. In the schools in the next group, enrollment 250 - 500, 8.6 of the student body were band members and 3.3 were in orchestras. There was a marked difference between the band and orchestra membership in the final group which consisted of schools with more than 500 pupils. In these schools, 8.5 per cent of the pupils were in the bands and 2.9 per cent made up the orchestras.

The Scheduling of Instrumental Music in the Public Schools, (1940), by Carroll Geiger, Eastman School of Music, University of Rochester. This work shows the results of a survey conducted by means of a questionnaire sent to various schools throughout the United States. The schools were divided into the following groups:

Group One with senior high schools having enrollments of less than 250 pupils.

Group Two with senior high schools having enrollments of 250 - 500 pupils.

Group Three with high schools having enrollments of 500 - 1,000 pupils.

Group Four with enrollments of over 1,000 pupils.

Each of the 29 schools in Group One had at least one band while only 14 of these schools, 45 per cent, had orchestras. About 66 per cent of the bands rehearsed during school time as did 50 per cent of the orchestras. Rehearsals averag-
ed 45 - 60 minutes. Only 3 schools gave full credit for band and one gave credit for orchestra. Length of lessons averaged 20 - 30 minutes. In most cases, only the less common and largest instruments were owned by the school.

Group Two totaled 29 schools, of which 25 had bands, and 20, approximately 65 per cent, had orchestras. Over 50 per cent of these organizations had 5 rehearsals a week, the majority of which were held in school time. Class instruction was held in 50 per cent of the cases, with five schools making provision for private lessons during school time. Average lesson was between 30 and 35 minutes. Only two of the schools furnished most of the instruments.

Thirty-seven schools in Group III had bands; 32, a little over 57 per cent, had orchestras. At least two-thirds of these groups met during school time for an average rehearsal of 45 - 60 minutes. Nineteen had 5 rehearsals per week, while two have three. A total of 24 schools taught by the class method, with 11 of them having both class and private lessons available to the pupils. Most of the schools owned some of the instruments, mainly the larger or "odd" instruments.

Group Four consists of the larger cities throughout the country. There are 77 bands and 71 orchestras in the 80 schools in this group, a percentage of 96 and 89 respectively. Seventy-six per cent of these musical organizations have five rehearsals weekly, most of which are held in school time.
Forty-seven have instrumental instruction in classes, and of these, fourteen have private lessons in school also. Average lesson is from 30-45 minutes. Most of these schools give credit, yet it is difficult to determine whether it is the same amount as that given for other subjects because the amount of credit given ranged from 1/4 of a point to 5 points. Most of the pupils in these bands and orchestras own their own instruments.

A Survey of Instrumental Music in the Public Schools of the State of New York, (1943), by Helen E. Harp, Eastman School of Music, University of Rochester. (Note: This work was written during the war, so probably the results are not the same as they would be under normal conditions.)

This work divided the schools, not according to enrollment, but according to the type of school such as central schools, union schools, village superintendencies, and city superintendencies. Summaries of each of these follow verbatim:

Music Organization in Central Schools

<table>
<thead>
<tr>
<th></th>
<th>No. of Schools</th>
<th>Per Cent</th>
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<tbody>
<tr>
<td>Senior orchestra</td>
<td>41</td>
<td>37.9</td>
</tr>
<tr>
<td>Senior band</td>
<td>96</td>
<td>88.8</td>
</tr>
<tr>
<td>Both band and orchestra</td>
<td>32</td>
<td>29.6</td>
</tr>
<tr>
<td>No band or orchestra</td>
<td>2</td>
<td>1.9</td>
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Union Schools

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<tr>
<th></th>
<th>No. of Schools</th>
<th>Per Cent</th>
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</thead>
<tbody>
<tr>
<td>Senior orchestras</td>
<td>30</td>
<td>36.1</td>
</tr>
<tr>
<td>Senior bands</td>
<td>71</td>
<td>85.5</td>
</tr>
<tr>
<td>Both band and orchestra</td>
<td>27</td>
<td>32.5</td>
</tr>
<tr>
<td>Junior bands</td>
<td>22</td>
<td>26.5</td>
</tr>
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Union Schools (Cont'd)

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<thead>
<tr>
<th></th>
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<th>Per Cent</th>
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<tr>
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<td>10</td>
<td>13.0</td>
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<tr>
<td>Both junior band and orchestra</td>
<td>9</td>
<td>10.8</td>
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Village Superintendencies

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<tbody>
<tr>
<td>Senior orchestra</td>
<td>23</td>
<td>74.2</td>
</tr>
<tr>
<td>Senior band</td>
<td>30</td>
<td>96.7</td>
</tr>
<tr>
<td>Both orchestras and bands</td>
<td>17</td>
<td>54.8</td>
</tr>
<tr>
<td>Junior band</td>
<td>19</td>
<td>61.3</td>
</tr>
<tr>
<td>Both junior band and orchestra</td>
<td>13</td>
<td>41.9</td>
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City Superintendencies

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</thead>
<tbody>
<tr>
<td>Senior orchestras</td>
<td>10</td>
<td>53.3</td>
</tr>
<tr>
<td>Senior bands</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>Junior groups</td>
<td>7</td>
<td>58.3</td>
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String Teaching in Western New York, (1949), by Harry King. This investigation also was done by means of a questionnaire. Although forty-eight of these questionnaires were returned, Mr. King did not state how many were sent out. The results show that 50 per cent of the schools have some string instruction. The mean average, according to Mr. King, studying strings was 24 pupils per school. The range was from 2 to 65. The mean average of pupils studying band instruments was 68 pupils, and the range extended from 20 to 204 pupils.

Approximately 33 per cent of the schools had orchestras.

Summary. In comparing the results of these investigations, we find that in most sections of the United States, the school bands outnumber the orchestras. Moreover, a larger per-

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Percentage of the school enrollment is engaged in band rather than in orchestra work.

Most of these schools provide for instrumental instruction either in class or individual lessons. These classes meet in school time, on the average, for about 30 minutes. However, it is difficult to determine the average number of lessons per week.

Orchestra and band rehearsals, for the most part, are scheduled in school time, with a minimum of two to three rehearsals per week, and with many schools scheduling five rehearsals weekly. Credit for instrumental music is given in nearly all the schools.

The average school owns only the larger, more expensive, and less common instruments.
CHAPTER III

RECOMMENDATIONS OF LEADING MUSIC EDUCATORS AS TO THE RELATIVE BALANCE OF VARIOUS PHASES OF THE SCHOOL INSTRUMENTAL PROGRAM

Before attempting to analyze these recommendations as to the relative balance of various phases of the school instrumental program, it would be well first to observe what type of an instrumental program is recommended by the leading music educators as a background for the performing groups; no school can expect to have outstanding bands and first class orchestras without a well planned instrumental program.

Where to begin instrumental work. Of first importance is how early should instrumental work be started. According to a study conducted by the MENC in a nationwide survey, no concentrated effort should be made to provide instrumental instruction for pupils below grade three. Generally, instrumental instruction would begin in Grade 5,\(^1\) for wind and percussion instruments, but the study on stringed instruments should be started one or two years earlier.\(^2\) It is felt that the junior high school is too late to begin string study.

The pupils should receive instruction every day in school time. The length of each lesson should be at least 30

\(^1\)Music Education Source Book, Music Educators' National Conference, Chicago: 1947, p. 76.

\(^2\)Ibid., p. 80.
minutes, but most seem to prefer 45.

**Instrumental classes vs. private instruction.** It is generally agreed that lessons should be given in classes. There are many advantages to this, mainly that it

(1) Makes music like another school subject
(2) Provides lessons which are usually free or given in school for a much smaller fee than is possible under a private lesson arrangement.
(3) Is considered part of the regular school work because it is scheduled in school time
(4) Provides a wholesome learning situation.3

James L. Mursell states that "good class instruction can get results and achieve standards comparable to the very best individual instruction ... and it is highly beneficial not only for beginners but also for advanced students." 4

To the educator, Mursell's theory is most acceptable. However, many of the music educators and class teachers who have done any amount of class teaching know that while classes are excellent for beginners and the less advanced, it is extremely difficult in class lessons to "achieve standards comparable to the very best in individual instruction."

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George E. Waln writes:

My plea is for specialized instruction if and whenever possible...

Proper playing fundamentals cannot be acquired without conscientious effort and careful instruction. It should not be expected that the general supervisor be a specialist on all instruments...particularly...where each instrument requires such different and sensitive treatment.

In many schools the plan of class instruction exists in name only when actually the plan of individual teaching is practiced. I speak from actual observations. Perhaps four clarinets will come to the teacher at the same time for an hours duration. During this time, he will give four fifteen minute lessons. Of course, there is the advantage of having the players come as a class in that frequently they may play together.5

Ralph E. Rush says that:

There has been much controversy over the problem of class teaching versus private instruction and there is no doubt that cases can be cited where pupils have learned better either way. Yet in the school program many factors point to class teaching as the better method that for the purpose of our discussion here, we will accept the plan of class teaching as the one which most of the American schools are now using. The determining factor as to the success of this plan is without question the teacher.6

Without a doubt, the most ideal plan of instruction is recommended by Prescott and Chidester whereby the pupil would have private lessons under school supervision supplemented with daily instruction.7

6 Ralph E. Rush, "Teaching the Strings from Kindergarten through Adult Life," The Instrumentalist, September-October, 1947, pp. 31-32.
School owned instruments. Prescott and Chidester also believe that certain instruments should be owned by the pupils rather than furnished by the school. Cornets, trumpets, clarinets, flutes, saxophones (except baritone and bass), and trombones (except bass), because they are more commonly in demand outside the school, are in this group. However, "pupils cannot be expected to buy the large or less common instruments. Tubas, oboes, bassoons, French horns, alto and bass clarinets, tympani, and many other need instruments should be bought by the board of education. A school cannot teach band or orchestra properly without these instruments any more than it can teach science without cooking utensils, commercial science without typewriters, chemistry without test tubes or industrial arts without lathes..." 

Credit for instrumental music. In addition to favoring the purchasing of the less common instruments by the school, the administration of every school should also support the teaching of instrumental music to the extent that music is put on a basis equal to that of other academic subjects. Every music teacher is certainly striving to obtain equal credit for his classes.

It was first back in March 1927, at the meeting of the Department of Superintendence of the National Educational

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Association in Dallas, Texas that music began to come into its own. The music discussion group passed a set of resolutions, the main parts of which are listed as follows:

(1) That we favor the inclusion of music in the curriculum on an equality with the basic subjects... We recommend that all administrative officers take steps towards a more equitable adjustment of music in the educational program.

(2) .................

(3) That we believe an adequate program of high school music instruction should include credit, equivalent to that given to other basic subjects, for properly supervised music study carried on both in and out of school...

(4) That, recognizing the great interest manifested as this meeting toward making music a more vital element in education, we recommend that this subject shall continue to receive the attention of the Department of Superintendence and be included in the discussion groups of its annual program.9

The entire conference of the Department of Superintendence made known its attitude towards this subject by passing the following resolutions:

...We are rightly coming to regard music, art, and other similar subjects as fundamental in the education of American children. We recommend that they be given equal consideration and support with other subjects.10

**Length and frequency of band and orchestra rehearsals.**

The question of rehearsal time is an important one. Research

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has proved that all public school music people are not in agreement as to the number and length of rehearsals a week. However, most seem to be of the opinion that the minimum should be three rehearsals per week during school time with additional time for sectional meetings, technical drill, and ensemble work.\textsuperscript{11} Length of rehearsals should be from forty to sixty minutes. Smaller schools where only a few teachers are employed cannot expect the music teacher to maintain as full a schedule as this, though he could arrange to schedule his band or orchestra three times a week and provide for sectional rehearsals by meeting these groups before school, during the noon period, or after the close of the school day.\textsuperscript{12}

Relative places and importance of Bands and Orchestras in the school curriculum. "Music for every child, and every child for music" is the theme of every music educator and teacher in the public schools today. Proof of its practicability of this theme can be shown by citing the great popularity and interest in band playing which in the past few years has proved that music can be a part of education.

However, all this stress in the developing of large


bands and in teaching mostly woodwind and brass instruments has nearly left the school orchestra and string program out of the picture. Interest in strings has lagged. The teaching of strings has been deliberately avoided because of difficulty in creating interest.

But, on the other hand, the band program is much more progressive and much more advanced, and more money is invested in it in regards to supplying instruments and materials. Reasons for these achievements in contrast to the orchestra are that woodwind and brass instruments can be learned quickly and after a short time of study, students can take their places in the band, don colorful uniforms, and take part in parades, football games, etc., which offer flash and color.

Leading music educators are endeavoring to remedy this critical orchestra and string situation by offering suggestions for improving and strengthening orchestra work. In order to balance the orchestra and band programs, more work should be done in the grades in interesting new prospects for the orchestra. The junior high school is too late for this. As mentioned previously, string instruction should begin as much as one grade, or possibly two grades, earlier than the grade in which instruction on woodwind and brass instruments is begun. 13 The schools should furnish the instruments to

beginning string pupils in order to attract more prospects. School superintendents should be "re-educated" by the music supervisors to that fact that there should be a more even distribution of the funds and time for rehearsals than has been done in many places.

Bands and orchestras both have their places in the school curriculum, but one should not overshadow the other. Moreover, "the existence of a high school band does not prove that the school has a music program." A proper instrumental music program should also include instruction in strings and a balanced orchestra.

Summary. A good school instrumental program should commence in the grades with instruction on wind instruments beginning in Grade V and on stringed instruments in Grades III or IV. Lessons of the class type are preferred and should be given daily. Forty-five minutes seems to be the standard, with thirty minutes considered to be the minimum amount of time. Private lessons, if available, in addition to the group instruction and under the supervision of the school, are recommended for all players, especially advanced.

Pupils should purchase the more common instruments with


15 Paul N. Elbin, "Cultural Tragedy in Our Schools," The Music Educators Journal, April, 1949, p. 52.
the school buying the less common and larger ones.

Credit for orchestra and band should be the same for both groups and this credit should be equal to that given to all the other subjects in the curriculum.

Three rehearsals per week in school time is considered the minimum with additional time for sectional meetings, technical drill, and ensemble drill. Rehearsals should be from forty to sixty minutes in length.

Orchestras and bands both have their important places in the school curriculum and school life, but one should not be stressed more than the other. Rehearsal time for band and orchestra, as well as monetary appropriations, should be more evenly distributed. The band at present definitely is the most important music group in most schools, but this situation should and can be remedied by creating more interest in strings in the lower grades.
CHAPTER IV

DATA RESULTING FROM A SURVEY OF ORCHESTRA AND BAND TEACHING IN PUBLIC SCHOOLS OF LONG ISLAND

To determine the status of the instrumental programs in the schools on Long Island, a survey was conducted by means of sending a questionnaire to the music teachers and supervisors in the various towns and cities. In several cases where more additional information was desired than that given on the questionnaire, personal contacts were made. From a total of seventy-five questionnaires mailed, fifty-nine, or 79 per cent, were returned.

It will be remembered that in the preceding chapter, the fact was mentioned that one of the ways in which to solve the string situation is to begin instruction down in the grades. For this reason, the questionnaire was divided into two parts -- one for the elementary schools and the other for high schools -- that we may know how much instrumental work, particularly on strings, is being taught in the grades.

In studying the questionnaire, it will be noted that the schools, both elementary and high, are divided into groups according to their enrollments. The first group to be considered will be the elementary schools with an enrollment of from fifty to two hundred and fifty pupils.

\[1\] See pages 23 and 24.
Elementary schools of fifty to two hundred and fifty. Out of twelve schools reporting in this group, eleven give instrumental instruction. This is given, except in one case, in classes which, on the average, meet once a week for 25 minutes. Six schools have individual lessons in addition to the class lessons, and one school has only individual lessons. Instruction is begun in Grades 4 or 5 with the teaching of strings being begun in the same grades as that of the teaching of woodwinds. Nine, or seventy-five per cent, have string instruction.

In fifty per cent of the schools, a major portion of the instruments in use are loaned to the pupils, by the school. Five schools have elementary bands, three of which have an enrollment of 20 each. Rehearsals are thirty-five minutes long and are held during school time. Two schools have two rehearsals per week, and two have one rehearsal per week.

Five systems stated that they have elementary orchestras. Average rehearsal time is between 25 and 30 minutes with rehearsals held in school time. Three groups meet once a week, and two meet twice a week. Enrollment in these orchestras totals nineteen.

Elementary schools of two hundred and fifty to five hundred pupils. Reports were received from sixteen schools in this category. All stated that they have instrumental instruction with the majority favoring class lessons. Class
SURVEY OF SCHOOL ORCHESTRAS AND BANDS ON LONG ISLAND

A. Name of Town or City __________________________ County __________________

B. School enrollment (Please circle proper group)
   High School: a. 50-250  b. 250-500  c. 500-1000  d. 1000-2000
e. 2000-5000
   Total Elementary School(s): a. 50-250 b. 250-500 c. 500-1000
d. 1000-2000 e. 2000-5000 f. More than 5000

C. IS INSTRUMENTAL INSTRUCTION GIVEN IN SCHOOL TIME? (PLEASE CHECK)
   No_______ Yes_______
   In elementary school(s) In high school
   By class method______ By class method______
   Individual free lessons______ Individual free lessons______
   Individual lessons paid for by pupils______ Individual lessons paid for by pupils______
   No. of minutes per lesson______ No. of minutes per lesson______
   No. of lessons per week per pupil______ No. of lessons per week per pupil______

D. DOES YOUR SCHOOL SYSTEM HAVE A BAND? (PLEASE CHECK)
   No_______ Yes_______
   In elementary school(s) In high school
   No_______ Yes_______
   No. of pupils in band______ No. of pupils in band______
   No. of rehearsals per week______ No. of rehearsals per week______
   No. of minutes each rehearsal______ No. of minutes each rehearsal______
   Are rehearsals held in school time
   Are rehearsals held after school______
   Are rehearsals held after school______
E. DOES YOUR SCHOOL SYSTEM HAVE AN ORCHESTRA? (PLEASE CHECK)
In elementary school
No
Yes
No. of pupils in orchestra

In high school
No
Yes
No. of pupils in orchestra

No. of rehearsals per week
No. of minutes each rehearsal
Are rehearsals held in school time
Are rehearsals held after school

F. IS CREDIT GIVEN FOR INSTRUMENTAL MUSIC? HOW MUCH?

G. IN WHAT GRADE IS INSTRUCTION BEGUN ON WIND INSTRUMENTS (WOODWINDS AND BRASS?)
IN WHAT GRADE IS INSTRUCTION BEGUN ON STRING INSTRUMENTS?

H. IN SCHOOL TIME, HOW MANY PUPILS RECEIVE INSTRUCTION ON THE FOLLOWING?
string
brass
woodwind
percussion

I. ARE THE MAJORITY OF BRASS INSTRUMENTS FURNISHED BY SCHOOL?

J. ARE THE MAJORITY OF WIND INSTRUMENTS FURNISHED BY SCHOOL?

K. ARE THE MAJORITY OF STRING INSTRUMENTS FURNISHED BY SCHOOL?

If you can give any additional information which may be helpful, would you please write it on the other side of this form?

Please return to Wendell B. Phillips
Middle Road
Bayport, N. Y.
and individual lessons are both given in ten of these schools. One school has only individual lessons, while three claimed that some of their pupils receive private lessons which the pupils themselves pay for. (These private lessons are in addition to the regular school lessons.) Length of school lessons is in 6 cases thirty minutes, and in 5 cases, forty-five minutes. Classes meet once a week. Only one school reported having more than one lesson a week, and it reported that the curriculum provides for three thirty-minute lessons per week.

Instruction on the brass and woodwind instruments is begun in grade four, and in the nine schools giving string instruction, lessons are begun in Grade 4. Two of the schools furnishing string lessons begin teaching these instruments in Grade 3 -- one year earlier than instruction is begun on the other instruments. Another school begins string lessons in Grade 5 -- one year later than the start of other pupils.

Twelve, or seventy-five per cent, of the systems reporting have elementary school bands. Six, or approximately thirty-eight per cent, have elementary orchestras. A seventh school reports that while it has no orchestra, it does have small string ensembles. The number of rehearsals per week for both band and orchestras seems to be divided between one and two rehearsals. Two schools have three rehearsals for band, and one is fortunate in having four rehearsals per week for its elementary school band. No system claimed to have more
than two rehearsals per week for orchestra work. The major portion of these rehearsals is held during school time with two groups holding rehearsals before school, one partly before school and during the first period, while a fourth rehearses during the noon lunch period. Forty-five to sixty minutes is allotted in the majority of schools for band and/or orchestra work. In regard to enrollment in the bands, the average is from 30 to 45 members; the average orchestra enrollment is from 10 to 24 members, with four of the six orchestras having 20 members or less.

Nearly fifty per cent of the instruments are owned by the schools, and most schools furnished all the necessary large instruments. One school reporting stated that it provides all string pupils with an instrument.

Elementary schools of five hundred to one thousand pupils. As is to be expected, the number of questionnaires returned from schools in this group was considerably smaller than that of the previously mentioned schools because the number of smaller towns greatly exceeds that of the larger ones. A total of ten schools reported and stated that they have instrumental instruction in their curriculum. Of these, nine give instruction in classes; and five of these nine give instruction by both the class and individual method. The school not giving class instruction, provides each pupil with an individual lesson. Pupils in another school, while having
the advantage of class and individual lessons are also able to study privately in school time.

The number of lessons per week averages one per pupil. Length of the lessons is thirty minutes in six schools, and forty minutes in three. One system arranges for two lessons a week for the beginning pupils and one for the "advanced" pupils. (It was not stated exactly how far advanced these pupils were.)

Instruction on the various instruments is begun in Grades 3 to 5 with very slight preference made, although Grade 4 does seem to be the place where the average school does commence instruction. Only three schools begin string instruction one grade lower than that in which instruction on the other instruments is started.

The balance between orchestras and bands was found to be more even in this group, with nine bands and eight orchestras listed. Average membership in the bands is from 24 to 50, and in the orchestras the membership is from 15 to 36. The length of rehearsals is basically the same for bands and orchestras with most organizations having 45-minute rehearsals. There seems to be little difference between the frequency of rehearsals. Fifty-seven per cent of the orchestras rehearse once a week, while 62 per cent of the bands rehearse once per week. The remaining organizations all have two weekly rehearsals. Five of the nine bands meet during school hours for
their practice, three meet before, or after school, or during the lunch hour, and one rehearses partly in school and partly after. There is no difference between the scheduling of practice hours for either band or orchestras.

Only three of the schools claim that they furnish the pupil with the majority of brass or woodwind instruments, although most do furnish the larger and less common ones. Another encouraging fact in this group is that six of the schools provide stringed instruments for the pupils, while a seventh school provides about half of the instruments used. One school reports that it charges a small fee for the use of the instruments loaned.

Elementary schools of one thousand to two thousand pupils. In this division, questionnaires were received from eight music directors. Seven of these have instrumental instruction in the elementary schools in their systems, and they seem to prefer class instruction. (Information from one director is very unusual in that he has no instrumental instruction whatsoever; at least this is unusual for a school system with an enrollment of at least one thousand pupils.) Three systems provide individual lessons either to supplement the class lessons or when there is not more than one pupil studying a certain instrument. Two schools make it possible for their pupils to study privately in school for which the pupils must pay some sort of a fee.
The classes start with pupils in the fourth grade. Practically all of the schools were unanimous in this respect. Two of the schools providing string instruction does begin this instruction in grade three, or one year earlier.

Music classes average about thirty-five minutes in length, and except for one school, only one class is held per week. The other school provides two lessons per week in school time, one private for which the student pays and the other a free class lesson. (Note: The pupil is encouraged in this school, but not required, to take private lessons.)

Of the seven schools providing instrumental instruction, all have elementary school bands, and five have elementary school orchestras. Four of the bands rehearse entirely during school time, and three of the orchestras rehearse during school hours also. Another orchestra has one rehearsal during school time and one after school. The remaining groups meet either before or after school. Five, or approximately 63 per cent of the bands meet once a week, another twice, and a third is fortunate in having three practices a week. Four, or eighty per cent, of the orchestras have but one rehearsal weekly.

The bands rehearse from 30 to 60 minutes with only one band having a 30-minute rehearsal and three bands a 60-minute rehearsal. Most of the orchestras have a 60-minute rehearsal.

Band enrollment varies greatly from one band to another.
Membership ranges from 30 to 75 pupils with no two schools having groups of the same size. Only two groups have more than 45 pupils. Orchestra membership ranges from 15 to 30 pupils, with only one school claiming to have more than 30 pupils.

Only one system furnishes the majority of brass, woodwind, and string instruments used in the classes and band and orchestra work. Fifty-six per cent do not furnish the majority of instruments, but according to comments made on the back of the questionnaires, these schools do own the larger and/or less common instruments. One director reports that the majority of brass and woodwind instruments are not owned by the school, but most of the stringed instruments in use are school property. Another stated that the major portion of brasses, and approximately 50 per cent of the woodwinds and strings were loaned to the pupils.

Elementary schools of two thousand to five thousand pupils. This is the final group of elementary schools to be discussed as there were no schools claiming to have an enrollment of over five thousand. Five questionnaires were returned and all music directors stated that instrumental work is taught in their schools. Instruction in all cases was given in classes. Two schools also have some form of free individual instruction. Only one makes any provision for private lessons for which the pupils pay. In this situation, free in-
struction is given for pupils in Grade 4, after which all the pupils study privately.

Instruction, on the whole, begins in Grade 4 except for one instance where strings are taught in Grade 3. Length of lessons is between 30 and 45 minutes, with two schools favoring 30 minutes and two favoring 45 minutes. Three, or 60 percent, have one lesson per week, another has two weekly lessons, while the fifth schedules three.

All systems in this group have both elementary bands and orchestras. The average number of pupils participating in orchestra work is 64, and those receiving band instruction total 88. (Note: This does not mean that each system in this group has a band or orchestra of these sizes, but rather it indicates total number of pupils throughout the system who do participate in band and/or orchestra work in their respective schools.) Four of the bands have one weekly rehearsal of 60 minutes. The other has two rehearsals per week. Orchestra rehearsals are held once a week in three schools and twice a week for the other two schools. The length of these meetings of the orchestra is 60 minutes. These rehearsals, both band and orchestra, are held after school time in three instances, during school time in another, and in the fifth school, which has two rehearsals per week, one rehearsal is held in school time and the other on Saturday mornings.

Of the five schools reporting, one owns the majority of
the instruments used, including brass, woodwinds, and strings alike. The others furnish the less common and larger ones.

Summary of instrumental music in the elementary schools on Long Island. Of the 59 elementary schools reporting, only two have no instrumental instruction whatsoever. Forty-one of these have class lessons only, three free individual lessons only, and seven stated that they provide for both class and individual instruction. Only in seven cases did pupils have the advantage of private lessons, for which they paid. Pupils in these schools receive one lesson per week which is at least 30 minutes long. Instruction on all instruments, on the average, is begun in Grade 4.

Sixty-six per cent, 38 schools, have elementary bands. These organizations meet once or twice a week for rehearsals, which average between forty-five and sixty minutes. Twenty-three bands rehearse in school time, ten rehearse before or after school or during the lunch period, while five bands have their practice periods both during and out of school time.

Twenty-nine, slightly more than fifty per cent of these schools, have orchestras. These orchestras rehearse once or twice a week in forty-five to sixty minute rehearsals. Nineteen of the orchestras hold their rehearsals during the school hours, five meet before or after school, or during the lunch period, and five organizations meet partly in and partly out of school time.
Most of the schools do not furnish the majority of the band and orchestra instruments although most schools do provide the large and less common instruments. Twelve of the 51 schools own most of the brass instruments used in their organizations, 11 own the majority of the woodwinds, and fifteen schools loan the pupils the major portion of the stringed instruments used.

**High Schools with enrollments of 50 to 250 pupils.**

Twelve high schools in this group reported and all have some form of instrumental instruction. Pupils in two of these schools are taught entirely in classes, and in three schools, pupils receive only free individual lessons. Seven schools state that pupils are taught in both classes and individual lessons. A comment was made by one music director that the pupils in his schools are able to receive private lessons for which they pay a small fee. This instruction is given outside of the school.

Lessons are given once a week and average thirty minutes in length.

Ten high schools have bands; two do not. The average enrollment in these high school bands is 30 members, although four schools have bands of 40, 44, 45, and 65 members. The rehearsals are from 40 to 45 minutes and are held twice a week. Sixty per cent of the bands rehearse during school time, 20 per cent of the rehearsals are held before or after school or
during the lunch period, and 20 per cent are held both during and after school hours.

The number of orchestras in this group is unusually small. Only two schools, 16 per cent, have orchestras. Not only is this number small, but the number of pupils taking part in orchestra work is also small. One of these groups has a total of twelve pupils and the other fifteen pupils. These figures include only the string players, but nevertheless, with other instruments added to secure proper balance, the size would still be far smaller than those of the high school bands in this group.

One 60-minute rehearsal per week is common to these orchestras. This is indeed hardly enough for a high school organization. Rehearsals are not held during school hours.

The questionnaires from the twelve schools in this group brought out the fact that only five schools furnished the majority of the brass and woodwind instruments in use. Four owned the majority of stringed instruments.

Credit given for music in these schools varied between \( \frac{1}{4} \) to \( \frac{1}{2} \) a point; in no schools is music on an equal basis with the other subjects.

High schools with enrollments of 250 to 500 pupils. This group represents more high schools than any other. Fourteen questionnaires were returned, and from these it was learned that all but two schools have instrumental instruction.
These two schools do have orchestras and bands, however. Thirty-three per cent of those schools with instrumental instruction in their curricula teach by the class method, and sixteen per cent have only individual free instruction. Fifty per cent, representing six of the schools, make some provision for both class and individual instruction. Pupils in four schools have an opportunity to receive private instruction for which they pay some sort of a fee. The average lesson is about 35 minutes.

All the fourteen schools in this grouping have high school bands. The average rehearsal is forty to forty-five minutes long, with approximately two rehearsals held per week. Three of the bands have daily rehearsals, and two of the bands four rehearsals per week. The length of rehearsals for these five bands just mentioned is approximately the same as that of the other bands in the group.

Ten bands rehearse entirely in school time, although a few directors made the comment that just prior to a concert or festival, extra rehearsals were held outside of school time. However, ten normally do practice only during the school hours. Two bands rehearse before or after school or during the lunch period and two others meet partly in school and partly at some other time. One is apt to conceive the idea that the bands rehearsing both in and out of school hours are the organizations which meet four or five times weekly. On the contrary,
the fact is that of the organizations practicing both in and out of school time, one meets only twice a week and the other three times. Bands rehearsing five times a week have all their rehearsals scheduled in school time.

Six music directors reported that they have high school orchestras; this represents less than fifty per cent of the schools. On the whole, the enrollments in the orchestras are smaller than that of the bands, as the average orchestra has only twenty-eight members as compared to the average band with 46 members. However, there are two orchestras with larger enrollments, one with 44 pupils and the other with 55.

The average orchestra meets two times weekly, and all orchestras rehearse entirely during school hours. Rehearsals are usually 40 to 45 minutes long. There is one exception to this statement and that is the fact that the orchestra of 55 members has two 70-minute rehearsals each week.

Four of the fourteen schools furnish the major portion of the brass instruments in use, while four furnish the majority of the woodwinds. Five schools own most of the stringed instruments.

Credit for instrumental instruction, including bands and orchestras, varies from $\frac{1}{4}$ to one full credit. Four schools give one full credit per annum while five give one quarter of a credit.

High schools with enrollments of 500 to 1000 pupils.
Nine of ten schools reporting in this group have some form of instrumental instruction. The pupils of the tenth school, which states it has no instrumental instruction, evidently study privately with teachers having no connection with the school because this school does have an orchestra and a band. However, this is only an assumption as no explanation was made as to how these pupils do receive instruction.

Of the nine schools previously mentioned as having instrumental lessons, six have only class instruction and two provide both class and free individual lessons. No school in the group has only free individual lessons for which there is no fee. Pupils of two schools are able to study privately if they wish. Lessons are given once a week and average 32 minutes in length.

All schools have bands, average enrollment of which is between 45 and 60. Three bands, however, have only approximately 30 players.

Rehearsals average from 2 to 3 weekly and are from 40 to 45 minutes long. Seven bands rehearse entirely during school time, one during the lunch period, and two bands meet both during and after school hours. The band having the longest rehearsals is one of those which meets both in school and out of school. Two of the rehearsals of this band are held in the evening, and length of rehearsals is ninety minutes; this band also meets during two regular school periods for 40 min-
utes.

Each of these schools has an orchestra -- the first high school group mentioned in which this is true. As is the trend in the other two groups of high schools which we have considered, the orchestras are smaller than the bands. The membership in these school orchestras averages between 15 and 22, although three orchestras do have as many as forty-five pupils.

The orchestras rehearse twice weekly with rehearsals averaging about 45 minutes. Nearly all the orchestras rehearse entirely during school hours; this is true of 7, or seventy per cent. Two groups meet entirely outside of school, and one meets both during and after school. This orchestra which meets both in and after school hours is in the same school which was mentioned in the previous paragraph as having a band which met both in school and in the evening for rehearsals. The length of these rehearsals is the same as the band rehearsals -- 90-minutes after school and 40-minutes during the school hours.

Fifty per cent of the schools furnish the majority of the brass instruments; forty per cent furnish a number of woodwind instruments; and fifty per cent furnish the majority of the strings.

Credit given for instrumental music varies from \( \frac{1}{4} \) of a point to one full point per year. One full credit is given by
three of the schools.

High schools with enrollments of 1000 to 2000 pupils. Of this last group to be considered, six schools returned questionnaires. Three of these provide instruction in classes and two furnish instruction in both class and individual free lessons. In the sixth school, all instrumental instruction is given in private lessons for which the pupils pay the teachers. Pupils from another school study privately outside of school. Lessons average from 40 to 50 minutes in length and are given once a week. There is usually an exception to everything, and in this case, there is one school which has three 60-minute class or individual free lessons per week.

Nearly all of the schools mentioned up to now have bands. In this group, bands are found in all schools. The average enrollment is 70. Nevertheless, there are two bands with larger enrollments. One of these has 106 members while the other band, really a combination of a junior and senior band, has approximately 200.

In comparing the length of rehearsal time with the length of rehearsals of bands in the other groups, we find that there is very little difference. The average rehearsal for the high school bands on Long Island is from 40 to 45 minutes long. However, the bands in this group usually meet about three times a week in comparison to the two weekly rehearsals in the other groups. Fifty per cent of these bands,
three in all, have their rehearsals during school time.

Each of the six schools reporting has an orchestra. It is indeed encouraging to learn that these orchestras are quite large, although they are not quite as large as the enrollments of the bands. The average orchestra has between 55 and 65 members. Rehearsals, which are a little less frequent than those of the band, are held two or three times a week, and are usually about 40 minutes long. Three schools have their orchestra rehearsals scheduled entirely during school time, two rehearse both in and after school hours, while the sixth orchestra holds all its rehearsals after school.

While most schools furnish the less common and more expensive instruments, only one school in this group furnishes the majority of brass, woodwind and stringed instruments.

All schools in this group give some credit for instrumental music, although one school failed to report the exact amount given. Three schools give \( \frac{1}{2} \) credit per year. Pupils in another school receive one full credit if they have instrumental music five days a week and \( \frac{1}{2} \) credit if they have two days of instrumental music. The last school gives one full credit for band which meets five days a week and \( \frac{1}{2} \) credit for orchestra which, including three sectional and one full rehearsal, meets four times weekly.

**Summary of instrumental music programs in the high schools on Long Island.** A total of 42 questionnaires were
returned, three of which stated there is no actual instruction given in instrumental music. Nevertheless, these two schools do have band and/or orchestras. Of a total of 39 schools with instrumental instruction a part of their curricula, most seem to favor a 40-minute lesson given once a week. Fifteen use the class form of instruction entirely, five use only the individual free lessons as a means of instruction, while seventeen stated that music is taught both in class and individually. Pupils in eight schools have some form of private instruction for which they pay; this instruction is given, in some cases, in school, while in other cases there is no connection between the private teacher and the school. These private lessons sometimes are in addition to the free instruction and, in other instances, they are the only means of instruction.

In studying the chart on the following page, one can see that all the schools which returned questionnaires, except two, have bands. These two are in the group of schools with enrollments of from 50 to 250 pupils. The sizes of the bands in these groups increase, almost proportionally, according to the sizes of the schools in the various groups.

The average band rehearsals are 40 to 45 minutes long and are held two to three times weekly. Almost two-thirds of these rehearsals are held in school time, while six are held out of school time, and eight meet both during school hours and after school.
Only three-fifths, twenty-four, of the schools reporting, have orchestras. These rehearsals are forty minutes long and are held twice weekly. Only one-third, six, of the orchestras practice in school hours, in comparison with the band rehearsals, two-thirds of which are held in school time. Five of the orchestras rehearse out of school and three hold their rehearsals partly in school and partly after.

In fifteen schools, the majority of brass instruments are furnished, and fourteen furnish the majority of woodwinds. The major portion of stringed instruments is also furnished by fifteen of the schools. The number of schools supplying the pupils with most of the instruments drops considerably in the schools with 1000 to 2000 pupils. Only one in this group loans the larger part of the instruments to the pupils. Many of the schools, however, do own a considerable number of musical instruments, especially the less common, the larger, and the very expensive ones.

In attempting to determine the average amount of credit given for instrumental music, a difficult problem arises. There is no "happy medium" in regards to this subject. The amount given by schools in Group A is from $\frac{1}{4}$ to $\frac{1}{2}$ a credit; in Groups B and C, $\frac{1}{4}$ to 1 full credit, and the schools in Group D give, on the average, one half to one full credit.

All of the data discussed in this chapter has been arranged in chart form and is found on the following pages.
### SUMMARY OF ELEMENTARY SCHOOLS ACCORDING TO ENROLLMENT

<table>
<thead>
<tr>
<th>Size of School</th>
<th>Instrumental instruction</th>
<th>Bands</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Yes</td>
</tr>
<tr>
<td>50 to 250 pupils</td>
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<td>11</td>
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<td>16</td>
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</table>

# Total pupils participating in orchestra or band work in these schools and not necessarily the size of the average orchestra or band. This notation applies to only the schools with 2000 to 5000 pupils.
### SUMMARY OF ELEMENTARY SCHOOLS ACCORDING TO ENROLLMENT

#### Orchestras

<table>
<thead>
<tr>
<th>Size of school</th>
<th>No.</th>
<th>Yes</th>
<th>No. pupils in orchestra</th>
<th>No. Weekly rehearsals</th>
<th>No. Minutes each rehearsal</th>
<th>No. with rehearsals in school</th>
<th>No. with rehearsals out of school</th>
<th>Grade instr. begun on Br &amp; Ww.</th>
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</thead>
<tbody>
<tr>
<td>50 to 250 pupils</td>
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<td>5</td>
<td>19</td>
<td>1or</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>5 or</td>
</tr>
<tr>
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<td>6</td>
<td>24</td>
<td>1or</td>
<td>2</td>
<td>5</td>
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<td>4</td>
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<tr>
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<td>3</td>
<td>15</td>
<td>1or</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>4</td>
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<tr>
<td>1000 to 2000 pupils</td>
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<td>5</td>
<td>30</td>
<td>1or</td>
<td>2</td>
<td>6</td>
<td>3</td>
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<tr>
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<td>64#</td>
<td>1or</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>4</td>
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# Total pupils participating in orchestra or band work in these schools and not necessarily the size of the average orchestra or band. This notation applies only to the schools with 2000 to 5000 pupils.
<table>
<thead>
<tr>
<th>Size of school</th>
<th>Instrumental instruction</th>
<th>Bands</th>
</tr>
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<td>Yes</td>
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<tr>
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# Outside of school
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<tr>
<td>N. of minutes each rehearsal</td>
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</tr>
<tr>
<td>No. with rehearsals in school</td>
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</tr>
<tr>
<td>No. with rehearsals out of school</td>
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</tr>
<tr>
<td>No. with rehearsals in and out of school</td>
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<tr>
<td>Schools owning majority of Brass</td>
<td>5</td>
</tr>
<tr>
<td>Schools owning majority of Winds</td>
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</tr>
<tr>
<td>Schools owning majority of Strings</td>
<td>4</td>
</tr>
<tr>
<td>Amount of credit given for instrumental music</td>
<td>1</td>
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</tbody>
</table>
CHAPTER V

COMPARISON OF THE RECOMMENDATIONS OF MUSIC EDUCATORS AND THE DATA OBTAINED BY THE SURVEY

In analyzing the questionnaires received, and in compiling the figures, it will be remembered, the schools were divided into groups according to enrollments. In comparing the results with the recommendations as described in Chapter III, each group of schools will be considered individually.

There is in some cases a marked difference between some of the programs and the ideal program. The main points in which they differ are the number of rehearsals and the number of lessons per week, the amount of credit given for instrumental music, and the balance between orchestra and band participation.

Elementary schools of 50 - 250 pupils. Thirty-three per cent of these schools follow the recommendation of having class work, although none have the preferred system of having private lessons supplemented with class lessons. Fifty per cent have both class and individual lessons, but it is doubtful that all pupils in the classes do have individual lessons too. The pupils studying the less common instruments are usually the only pupils in this group having individual lessons. The ideal instrumental program suggests five lessons per week,
each 30 to 45 minutes long. The average school in this group does not even approach that mark with its one lesson per week of only 26 minutes.

With the knowledge that every school system should have an elementary band, one would be of the opinion that in this group the number of bands would be high. On the contrary, less than fifty per cent of the schools make an attempt to have bands. Five bands meet the requirements in one respect -- that of having rehearsals in school time. In regard to length of rehearsals, the average is below the figure recommended as the minimum number of rehearsals. One band does meet three times weekly, which is considered the minimum.

The orchestra situation is similar to that of the band except that the orchestras have fewer minutes per rehearsal -- five to ten minutes less on the average.

Instrumental instruction on woodwinds and brass is begun in Grade 4, one year earlier than suggested. Instruction on strings should begin in Grades 3 or 4. Most schools in this group prefer Grade 4.

Turning now to the instruments furnished by the school, we find that some of the schools exceed the requirements which are that the school own the larger, the less common, and the more expensive instruments. Fifty per cent of the schools own the majority of instruments used by the pupils.

Elementary schools of 250 - 500 pupils. The proposed
plan of individual instruction supplemented by class lessons is followed in about 19 per cent of the schools, although the number of lessons weekly is only about one-fifth the suggested number of five. Fifteen out of sixteen schools favor the recommended class lessons, but only one had as many as three lessons per week.

The length of the lessons, 35 to 45 minutes, seems to be adequate.

In considering the number of bands, twenty-five per cent of the schools are out of the picture; they have no bands at all. Where bands do exist, the average rehearsal time of 45 to 60 minutes equals or exceeds the suggested 40 to 60-minute rehearsal. Nevertheless, this amounts to almost zero when one looks at the number of rehearsals and finds that it is one or two a week when the minimum should be three. Only six bands from a total of twelve meet the requirements of scheduling all rehearsals during school time.

The percentage of schools having orchestras, is still smaller than those having bands -- 37 per cent. In all other respects, however, the orchestra programs are similar to the band programs.

Instruction on all the instruments usually begins in Grade 4, one year earlier than recommended for the brass and woodwinds. String teaching should be begun in Grades 3 or 4.

By checking the schools owning the majority of instru-
ments, one finds that most of the schools are in accord with the recommendation that the schools own only the larger and less common instruments. Of the 16 schools, only one furnished the stringed instruments which is deemed a necessity in improving the string situation. At least, the strings should be furnished to the beginning pupils.

Elementary schools of five hundred to one thousand pupils. All the schools in this group meet the standards suggested in regard to having instrumental instruction in their curricula, although the type of instruction in all cases is not up to standard. Ninety per cent favor the recommended class lesson; included in this number are those schools furnishing both class and individual lessons. One school provided only individual lessons, a condition which should be remedied. Only one of the schools makes any arrangement for the pupils to study privately in addition to class lessons—another item which should be improved.

The length of rehearsals in most cases is sufficient, but the number of lessons per week falls far short of the number deemed necessary for obtaining satisfactory results. Most schools give one lesson per week, while one gives two lessons for the beginning pupils. The ideal number of classes recommended per week is five.

As was noticed in the preceding groups, the number of bands exceeds the number of orchestras; this time the ratio
is 9 to 8, a little smaller than heretofore. With the number of weekly rehearsals set at three, it is realized that these bands and orchestras, with their one or two rehearsals per week, are not getting the instruction they should. In addition, only 55 per cent can be called a part of the curriculum because this is the percentage which rehearse entirely in school time.

The grades in which instruction is begun on the brass, woodwind and stringed instruments are the same as those of the preceding groups.

Three schools furnish the majority of brass and woodwind instruments to the pupils, while six furnish the strings. The recommendations of the music educators state that, except for the strings, the common instruments should be purchased by the pupils; the schools should provide stringed instruments for beginners. Most of the schools should own the larger instruments.

**Elementary schools of one thousand to two thousand pupils.** As mentioned in the preceding chapter, one of these eight schools reporting does not have any instrumental instruction. Of the seven with such instruction, all of them teach by the class method and/or the individual method. The number having pupils study privately, in addition to the class lessons, is larger than heretofore as two schools make some arrangement for private study. Therefore, only these two
schools come up to the standard of having a combination of class and private lessons.

Similar in one respect to the average school in the other groups previously mentioned, are the length and frequency of lessons given by the schools in this group. The lessons given in schools of 1000 to 2000 pupils are of adequate length, yet they are given only once a week rather than five times a week.

The elementary bands, which are found in seven of the schools, have rehearsals of 30 to 60 minutes when the minimum is 45 to 60. Only 53 per cent of them rehearse in school time as recommended and the number of rehearsals, minimum of which should be three, is only one or two. One band alone has three rehearsals.

The length of rehearsals of the five orchestras in this group meets the standard; their average rehearsal is 60 minutes long. Yet, only 60 per cent have rehearsals in school time and do not have the minimum of three weekly rehearsals.

Grades in which instruction is begun are almost identical with those of the average school in the preceding group.

The music educators are of the opinion that the majority of the common instruments should be bought by the pupils. Yet, two schools do furnish the major portion of the brass instruments and one school owns most of the woodwinds used. Two schools follow the recommendation of loaning stringed instru-
ments especially to beginners. The greater portion of the schools do own the larger and less common instruments.

**Elementary schools of 2000 to 5000 pupils.** All the schools, five in number in this group, have instrumental instruction, elementary bands and elementary orchestras. All favor either the class method of instruction or the combination class and individual method, although only one has the preferred system of class and private methods.

With lessons averaging 30 to 45 minutes in length, they meet one of the requirements of a progressive instrumental program, but their average of only one or two lessons per week is far from the recommended number of five weekly lessons.

For the first time in any of the groups discussed, the orchestras seem to be, on the average, a little ahead of the bands in one respect; this is in the number of weekly rehearsals. The orchestras have one or two weekly, while the bands, on the whole, have only one. Neither the bands nor the orchestras meet the requirement of three rehearsals per week. Moreover, all of the bands and the orchestras do not rehearse in school time; only three, 60 per cent, meet this requirement.

We recall that instruction for brass and woodwind instruments should be started in Grade 5 and string instruction should be started one or two years earlier. In all but one instance, the schools begin instrumental instruction in
Grade 4; in that lone instance, string instruction is begun in Grade 3.

Almost all of the schools seem to agree with the music educators in their provision of school owned instruments. These schools furnish only the less common, the larger, and the more expensive instruments. Only one school furnishes the majority of all instruments. No other school provides the major portion of either brass, woodwinds, or strings.

High Schools with 50 - 250 pupils. From a total of twelve schools in this group, all of which have instrumental instruction, only one follows the preferred plan of having private lessons supplemented by class lessons. This compares favorably with the investigations made of schools of this size in the United States. However, in this case, the private lessons are not under the supervision of the school. The remaining schools, for the most part, favor class lessons and/or a combination of class and individual lessons. The length of lessons in these high schools is adequate, but the lessons are given only once per week, compared with five lessons per week as recommended.

Bands in this group far surpass the orchestras, at least in numbers. Twelve bands and two orchestras cannot make a balanced instrumental situation. The bands rehearse from 40 to 45 minutes, -- 45 to 60 is recommended. The requirement of three rehearsals at least per week is not approached as only
two rehearsals a week are held. Sixty per cent of the bands
rehearse in school time, but so should the other 40 per cent.
According to Carroll Geiger's report of the bands and orches-
tras in the United States, the majority have all their rehear-
sals in school time.¹

One would think that this is a poor situation indeed,
but let us look at the orchestras. The only encouraging item
about them is that they have a 60-minute rehearsal. Neverthe-
less, this is held only once a week and outside of school time
at that. It has been pointed out earlier that the minimum
number of rehearsals is three weekly -- all held in school
time.

Most of the schools furnish the less common and larger
instruments, which is recommended. The suggestion that the
school furnish only these instruments, in addition to strings,
is not followed in five schools, where the majority of brass
and woodwinds are loaned to the pupils. Only four of the re-
porting schools are trying to do anything about strings by
loaning the stringed instruments to the pupils, especially the
beginners, as is recommended.

Needless to say, music in these schools is not on a
basis equal to that of other subjects.

¹ Carroll C. Geiger, "A Survey of the Scheduling of
Instrumental Music in the Public Schools of the United States,"
(unpublished thesis, The Eastman School of Music, Rochester,
New York, 1940.) p. 23.
High Schools with 250 - 500 pupils. The schools in this group come closer to approaching the standards reviewed in Chapter III than those of the previous group. Of the four schools with a place in their curricula for class lessons or class and individual lessons, the pupils from only four have the opportunity for private lessons in addition to their class work. As has been the case with other schools mentioned, the ones in this group meet the requirements of 30 to 45-minute lessons, but they do not have daily instruction; only one lesson per week is the average.

All schools have bands, but these bands are organized much better than those in Group A. All meet the requirement of 45 to 60-minute rehearsals, and ten rehearse in school time, which is ideal. An encouraging fact here is that five exceed the minimum of three rehearsals per week. Three bands have five, while two others have four rehearsals per week.

There are almost twice as many bands as orchestras in this group which points out that the balance between the two in some of the schools is not proper. None of these orchestras has the minimum of three rehearsals a week; the average is two. All follow the ideal plan by having all the rehearsals conducted in school time.

Most schools own the less common and more expensive instruments, and five loan the majority of stringed instruments in use to the pupils. Four schools believe in loaning most of
the brass and most of the woodwinds, which is not recommended.

Only four of the fourteen schools treat music as equal in credit to the other subjects -- quite a contrast to the belief of the music educators and the practice in many other localities in the United States where music receives the same credit as the other major subjects.

High schools with 500 to 1000 pupils. Ten schools in this group reported, nine of which have some form of instrumental instruction either in classes or a combination of class and individual work. Two schools, in addition to the class instruction, arrange for private lessons for their pupils. This is the plan recommended, but the recommendation also calls for daily lessons of from 30 to 45 minutes. The schools in this group have only one 32-minute lesson a week on the average.

Bands and orchestras are to be found in all the schools. The average rehearsal time is 40 to 45 minutes against a recommended time of 45 to 60 minutes. Some of the bands meet the requirement of at least three rehearsals weekly, but the majority of the orchestras meet only twice. All rehearsals should be in school time, but only seven of the ten in this group have provision for that.

Most schools follow the plan of furnishing most of the large or more expensive instruments, and five follow the recommendation of furnishing stringed instruments. As mentioned
before, the school should not furnish the majority of common brass or woodwind instruments, but five do own the majority of brass instruments and four own the majority of woodwinds.

Three schools give one full credit for instrumental music, the same amount given for other major subjects.

High schools with 1000 to 2000 pupils. Out of a total of six schools in this group, five give class instruction or class and individual instruction. Only one of these meets the requirements of an ideal program by providing class lessons, with private lessons also, under the supervision of the school. As is true of all the other groups discussed, both elementary and high, this group does not remotely approach the minimum of five daily lessons per week. Most of the schools have but one lesson weekly. The school that comes closest to the five lessons per week is one that provides for three weekly lessons.

Each school has an orchestra and a band. For the first time we find a group with the average school band rehearsing three times a week. The orchestras do not all meet the minimum requirement of three rehearsals weekly, but by having an average of two or three weekly rehearsals, do surpass the other groups. Forty per cent follow the recommended plan of having all the rehearsals in school time.

All of these schools furnish the larger and less common instruments, as is recommended. One school furnishes
stringed instruments, which is recommended also, but this school also provides the majority of brass and woodwind instruments. It will be remembered that the more common brass and woodwind instruments should be bought by the pupil.

Two of the five schools make it possible for the pupils to receive one full credit for instrumental music, the same amount as given to the other major subjects. The other three, do not meet this requirement as they only give one-half credit per annum.
CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary. To review briefly, the purpose of this project has been to determine the status of the school orchestras and bands on Long Island, by learning precisely the place of instrumental music in the curricula of these schools. In endeavoring to obtain all the facts and data pertinent to this subject, the study has been divided into three sections:

(1) A study of related investigations in other sections of the United States
(2) The planning of an ideal instrumental program according to leading music educators throughout the country

In Chapter V, a comparison was made of these three phases of the study. It will be recalled that, in making this comparison, the schools were divided into groups according to the number of pupils enrolled in each particular school. For the purpose of summarizing, however, all the schools will be treated as one unit that we may discuss the instrumental music teaching on Long Island as a whole.

Where to begin instrumental work. Instrumental instruction in these schools is usually started in Grade 4, although in the case of the very small schools, half favor
Grade 4 and the remaining half favor Grade 5. The ideal program, as discussed in Chapter III, suggests beginning instruction on wind and percussion instruments in Grade 5, with strings being started in Grades 3 or 4. In many of the schools which provide for string instruction, this work is generally begun in Grades 4 and 5 except for a few isolated instances where pupils begin the study of strings in Grade 3.

Instrumental classes vs. private instruction. The majority of the schools favor either the recommended class type of instruction or a combination of class and individual instruction. However, less than 15 per cent of the elementary schools and about 20 per cent of the high schools have the preferred combination of private lessons supplemented by class lessons.

An ideal instrumental program would have daily lessons of 30 - 45 minutes in length. Most of the schools have lessons of 30 - 45 minutes in length, but the major portion of these schools provide only one lesson per week. In some of the small elementary and high schools with less than 250 pupils, less than 30 minutes is allotted for instrumental lessons.

School owned instruments. Only the less common, the more expensive, and the larger instruments, in addition to the stringed instruments for beginners, should be furnished by the school. Nearly all of the Long Island schools do fur-
nish some of these less common, more expensive, and larger instruments. Sixteen, from a total of 49 elementary schools, provide the majority of stringed instruments; fifteen of the high schools, from a total of 39, also provide the major portion of stringed instruments. Approximately 25 per cent of the elementary and 35 per cent of the high schools own the majority of all instruments.

Credit. In only 9 high schools is music considered a regular subject. None of the schools with enrollments less than 250 pupils give as much credit for instrumental work as for the other subjects.

Length and frequency of rehearsals. Except for a few elementary schools with enrollments of less than 250 pupils, most of the schools provide for 45 - 60 minute orchestra and/or band rehearsals; this is adequate. However, in considering the recommended minimum number of three rehearsals per week, only the bands in the larger high schools have enough rehearsals per week. The bands in the smaller high schools, together with the elementary school bands and the elementary and high school orchestras, do not have, for the most part, more than one or two weekly rehearsals.

Relative places and importance of bands and orchestras in the school curriculum. On the whole, the bands do overshadow the orchestras, but not as much in the elementary schools as in the high schools. The total number of bands in
the elementary schools is 38; the total number of orchestras is 29. This ratio is exactly the same as found throughout New York State according to the survey conducted by Helene Wickstrom. In the high schools, there are 40 bands and 24 orchestras.

In regard to size, the bands outnumber the pupils in orchestras by almost two to one.

The percentage of bands and orchestras rehearsing in school time is about the same in both elementary and high schools. On the average, two-thirds of the bands and orchestras have their rehearsals scheduled in school time.

String instruction is given in 44, or about 75 per cent of the elementary and high schools reporting, while the wind instruments are taught in 53, 90 per cent, of the schools.

Credit given for band and orchestra work is generally the same, although in one or two instances, more credit is given for band. In these cases, this is done because more time is given to band than to orchestra rehearsals.

**Conclusions.** Two facts clearly indicate that some schools on Long Island are attempting to balance their orchestras and band programs. These facts are:

(1) Many schools begin string instruction down in the grades

(2) The balance between the number of orchestras and bands in the grades is more equal than that of the orchestras
and bands in the high school. (It will be remembered that the way to improve the string situation is by stressing this work in the grades.) Nevertheless, the situation is nowhere near ideal at present.

More of these schools should provide stringed instruments for the pupils. There may be communities which cannot afford to do this, but certainly more than one out of every three, should be able to buy these instruments.

The amount of instruction on all instruments is insufficient. The average school, it has been learned, has but one lesson per week, although one or two of the schools do schedule daily lessons. If the plan of daily lessons is recommended and if it is used in some schools, this plan should be adopted by the hundred or more other schools. The only exception to this might be the case of the smaller school with its small teaching staff.

Not only should the number of lessons be increased, but something should be done to enable more pupils to study privately. This might prove difficult in the smaller communities, especially those farther out on Long Island, away from New York City and the other cities. Yet, if a sufficient number of these smaller communities did work together, they could, no doubt, make it profitable enough for members of the New York Philharmonic, the Metropolitan Opera, and the Goldman Band, to name a few organizations, to visit their communities.
for the purpose of giving excellent private instruction in
the schools.

Music is not considered a major subject in enough of
the schools. More time in the school schedule should be al-
lotted to band, and especially, orchestra rehearsals so that
these groups could be eligible for the same amount of credit
as that given to the other subjects.

Finally, it is felt that there is great need for more
planning, more work, and more vision on the part of the music
teachers, the administrators, and the boards of education in
the Long Island schools in order to improve the instruction
of instrumental music. In attempting to improve this work,
they should strive to:

(1) increase the number of lessons and rehearsals
(2) schedule all rehearsals in school time
(3) give equal credit for band and orchestra participa-
tion
(4) give instrumental music a place in the curriculum
    equal to that of the other subjects
(5) provide for more private instruction under the
    supervision of the school
(6) furnish stringed instruments, especially to the
    beginners.
CHAPTER VII

AN ABSTRACT OF THE STATUS OF THE PUBLIC SCHOOL ORCHESTRAS AND BANDS IN THE COUNTIES OF NASSAU AND SUFFOLK, LONG ISLAND, NEW YORK.

Problem. The problem of this study is to determine the status of the public school orchestras and bands in the counties of Nassau and Suffolk, Long Island, New York. This entails learning precisely the place of instrumental music in the curricula of the schools and to discover what is the relative importance given to the various phases of the program and to study the resulting balance.

The information required for writing this work was obtained by study and by the sending of a questionnaire to all the music supervisors and teachers in these Long Island schools. Seventy-nine per cent of these questionnaires were returned.

The questionnaire was divided into two parts, one for elementary schools and the other for high schools. Schools were grouped according to the following enrollments:

a. 50 - 250 pupils
b. 250 - 500 pupils
c. 500 - 1000 pupils
d. 1000 - 2000 pupils
e. 2000 - 5000 pupils
Of first importance on the questionnaire was the question of instrumental instruction. Schools were asked to state whether instruction was in classes, individual free lessons, or private lessons and the length and frequency of these lessons.

Separate questions on the questionnaire dealt with bands and orchestras to discover the number of schools with each. In order that these organizations might be compared, information was sought on the size of the bands and orchestras, length and number of rehearsals weekly, and whether these rehearsals were held in or out of school time, or both.

More information was desired concerning the amount of credit given for instrumental music in high schools, the grade in which instruction was begun on winds and strings in the elementary schools, and the number of pupils studying these instruments. Supervisors were also asked to state what portion of the brass, woodwind and stringed instruments in use were owned by the schools.

Another phase of the work included a summary of similar works conducted in various sections of the country and the planning of an ideal instrumental program as recommended by leading music educators. The information for the ideal program was obtained from books on school music, music periodicals, reports, and bulletins. In attempting to learn whether the instrumental instruction on Long Island may be classes as
inferior, average, or superior, the results of the questionnaire were compared with this ideal program and the other works of a similar nature.

Summary and conclusions. The ideal program of instrumental music is one that provides for private lessons supervised by the schools and supplemented by daily class lessons of 30 to 45 minutes each. Such a plan would include equal consideration for band and orchestra and the placing of both on a basis equal to that of other major subjects. These groups should rehearse at least three times weekly in school time; length of rehearsal should approximate 40 to 60 minutes. Only the larger, the less common, and the more expensive instruments should be owned by the schools, except in the case of the strings which should be loaned to the pupils, especially the beginner, to create more interest in string work and orchestra playing. Instruction should be started in about Grade 5, with the strings being taught as much as one or two grades earlier.

The school authorities on Long Island are in accord with the recommendations of some of the leading music educators in the country in regard to the teaching by the class method, the length of the lesson, the length of both band and orchestra rehearsals, and the purchasing of the larger, less common and the more expensive instruments.

Nevertheless, these schools meet neither the require-
ments of these same educators nor the standards of many schools in other sections concerning the items of the number of lessons and rehearsals per week, the scheduling of all rehearsals in school time, giving equal credit for band and orchestra, and putting this instrumental work on a basis equal to that of the other major subjects, providing for private instruction under the supervision of the schools, and in purchasing the majority of stringed instruments for the beginners.

In the elementary schools, the bands do overshadow the orchestra, but not as much as in the high schools. This fact shows that something is being done in the locality to remedy the poor string situation; it will be recalled that the way to improve the string situation in the schools is to place more emphasis on the string work in the grades.

However, even though some of the schools are attempting to improve their string programs, the status of string teaching is nowhere near ideal at present. We have known that orchestras and bands should be of the same size, yet, in most cases, pupils enrolled in bands outnumber the pupils in the orchestras almost two to one. This difference is precisely what leading and conscientious music educators are attempting to overcome.

Finally, compared with instrumental programs in other schools of the United States and with the ideal program as discussed previously, the instrumental programs on Long Island
may be classed as only mediocre.
APPENDIX

LIST OF TOWNS AND CITIES ANSWERING QUESTIONNAIRES

I. With Elementary Schools of

A. 50 - 250 Pupils
   1. Bellport, Suffolk
   2. Bluepoint, Suffolk
   3. Bridgehampton, Suffolk
   4. Center Moriches, Suffolk
   5. Fishers Island, Suffolk
   6. Hampton Bays, Suffolk
   7. Kings Park, Suffolk
   8. Miller Place, Suffolk
   9. Rocky Point, Suffolk
  10. Setauket, Suffolk
  11. Shelter Island, Suffolk
  12. Southold, Suffolk

B. 250 - 500 Pupils
   1. Bayport, Suffolk
   2. Central Islip, Suffolk
   3. East Islip, Suffolk
   4. East Rockaway, Nassau
   5. Garden City, Nassau (Stewart Elementary School)
6. Island Park, Nassau
7. Mattituck, Suffolk
8. Northport, Suffolk
9. Port Jefferson, Suffolk
10. Roslyn Heights, Nassau
11. Sag Harbor, Suffolk
12. Sea Cliff, Nassau
13. Smithtown Branch, Suffolk
14. Southampton, Suffolk
15. West Babylon, Suffolk
16. West Islip, Suffolk

C. 500 - 1000 Pupils
1. Amityville, Suffolk
2. Bayshore, Suffolk
3. Floral Park, Nassau
4. Garden City, Nassau
5. Huntington Station, Suffolk
6. Islip, Suffolk
7. Lindenhurst, Suffolk
8. Riverhead, Suffolk
9. Roslyn, Nassau
10. Sayville, Suffolk
D. 1000 - 2000 Pupils
1. East Hempstead, Nassau
2. Glen Cove, Nassau
3. Huntington, Suffolk
4. Mineola, Nassau
5. New Hyde Park, Nassau
6. North Bellmore, Nassau
7. Oceanside, Nassau
8. Patchogue, Suffolk

E. 2000 - 5000 Pupils
1. Baldwin, Nassau
2. Freeport, Nassau
3. Great Neck, Nassau
4. Rockville Centre, Nassau
5. Valley Stream, Nassau

II. With High Schools of:
A. 50 - 250 Pupils
1. Bayport, Suffolk
2. Bridgehampton, Suffolk
3. Center Moriches, Suffolk
4. Fishers Island, Suffolk
5. Hampton Bays, Suffolk
6. Kings Park, Suffolk
7. Mattituck, Suffolk
8. Rocky Point, Suffolk
9. Sea Cliff, Nassau
10. Setauket, Suffolk
11. Shelter Island, Suffolk
12. Southold, Suffolk

B. 250 - 500 Pupils
1. Bellport, Suffolk
2. East Hampton, Suffolk
3. East Islip, Suffolk
4. East Rockaway, Nassau
5. Garden City, Nassau (Grade IX only)
6. Huntington Station, Suffolk
7. Islip, Suffolk
8. Northport, Suffolk
9. Oceanside, Nassau
10. Port Jefferson, Suffolk
11. Riverhead, Suffolk
12. Sag Harbor, Suffolk
13. Smithtown Branch, Suffolk
14. Southampton, Suffolk

C. 500 - 1000 Pupils
1. Babylon, Suffolk
2. Bay Shore, Suffolk
3. Central Islip, Suffolk
4. Glen Cove, Nassau
5. Huntington, Suffolk
6. Lindenhurst, Suffolk
7. Mineola, Nassau
8. Patchogue, Suffolk
9. Roslyn, Suffolk
10. Sayville, Suffolk

D. 1000 - 2000 Pupils
1. Baldwin, Nassau
2. Bellmore, Nassau
3. Freeport, Nassau
4. Great Neck, Nassau
5. Rockville Center, Nassau
6. Valley Stream, Nassau
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