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# The appraisal of music talent of fourth grade children

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# THE APPRAISAL OF MUSIC TALENT OF FOURTH GRADE CHILDREN

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# CHAPTER I

# INTRODUCTION

## 1. Statement of Problem

Explanation of study on music talent testing.-- This thesis is an investigation of musical talent of the children in the fourth grades of the Warwick, Rhode Island public schools by means of a standardized test entitled, "The Kwalwasser Music Talent Test."[1]

The purpose of testing is to evaluate each child by charting the results of the score of the music test in terms of percentiles, along with chronological ages and intelligence quotient. With these results and a consideration of physical factors, a special effort is made to have children of average or above average ability in music study a suitable instrument.

The Kwalwasser Music Talent Test can be completely administered in a thirty-minute period. A short test is more practical for elementary children. Young children tire easily and their powers of concentration are limited. This test is of sufficient length to test the pupil in pitch, rhythm, loudness, and time. It is adequate to give a comparable measure of the student's auditory potential.

Through testing and evaluating each child, a more practical instrumental program may be administered on an

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1/Jacob Kwalwasser, Kwalwasser Music Talent Test, Form B, 10-inch disc, 78 r.p.m., 10 minutes, Mills Music, Inc., New York 19, 1953.

elementary level in a large school system.

## 2. Justification of the Problem

Purpose of testing.-- The trial and error method proves much too costly for families and school systems to finance.[1] Only by careful testing can one hope to put instrumental study at the elementary level on a sound basis.

Kwalwasser, in his research, has developed a test to be given to children at the fourth grade level. This test examines natural ability in pitch, rhythm, loudness, and time. By the use of this test, latent talent may be located, evaluated; and, through cooperation of the home, instrumental study may be started in class lessons in school time, in private study, or both. Otherwise, this musical potential might remain dormant.

Children who study stringed instruments need to be especially sensitive to pitch. In the Kwalwasser Music Talent Test, the student must discriminate between pitch and rhythm, pitch and loudness, or pitch and time in thirty of the forty choices[2] given. Therefore, if a child achieves a good score on the test and he is of average or above average intelligence, his chances of being a successful player on a stringed instrument are good.

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1/Jacob Kwalwasser, Problems in Public School Music, M. Whitmark and Sons, New York, 1932, 10:129.

2/Jacob Kwalwasser, Music Talent Test, Mills Music, Inc., Talent Test Sheet, 1953. (See Appendix p. 71)

A child not receiving an average score on the talent test may study an instrument. Students weak in pitch discrimination can learn to play instruments which are key controlled, such as the piano, organ, woodwinds, or brass. If a child cannot give of his talents to music, possibly music can help the growth of the child.

Through a preliminary survey[1] sent to twenty-three school systems in the United States, it was found that over 65 per cent of the schools pre-tested students before the study of instrumental music in the elementary school. In other instances, Songflutes and Tonettes were used by third grade pupils. If the child was successful on this pre-band instrument, it was assumed he would be successful on other instruments of the band or orchestra.

Therefore, through a thorough investigation and evaluation of music talent at the fourth grade level, it is hoped to locate and give opportunity for instrumental study to those children who are endowed with a special talent in music.

Kwalwasser[2] says, "Only scientific research will enable us to plan and execute a musical education intelligently."

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1/See Survey Chart Appendix Page 70.

2/Jacob Kwalwasser, Problems in Public School Music, M. Whitmarsh and Sons, New York, 1932, 10:129.

## 3. Talent Testing

Music talent testing should be started at fourth grade level.-- The child starting the study of an instrument is often unduly influenced by instrumental demonstrations given by adults who are professional instrumentalists. A child hearing a violin played by a professional instrumentalist might be influenced to purchase this kind of instrument, when actually he should be starting on a keyed instrument because of a pitch deficiency. Likewise, a fine woodwind or brass player might give a fine demonstration and the child be influenced to purchase either one, when actually he has the potential of a fine string player.

The sensible way to attack the problem of the proper instrument for the proper child is to explore the child's potential, consider the physical aspects (i.e., protruding teeth, asthma, etc.), weigh the desires of the child as to his choice of instrument, discuss the choice of instrument with the parents, then select the proper instrument for the child.

If a child does not show potential for the instrument of his choice, it is better that he wait or discontinue any idea of instrumental study in public school classes. If the family can give the child private lessons and purchase an instrument, the school is absolved of responsibility, and the parent may proceed at his own discretion.

In our public schools, it is necessary to give group instruction, class lessons, as they are called. A child

deficient in pitch needs much individual help. Such an individual will take so much of the instructor's time, the majority will not progress at a normal rate of speed. Our class lessons will progress rapidly when children are studying instruments for which they are best adapted.

Therefore, children properly placed on instruments from the beginning of their study will show constant growth, feel personal satisfaction in accomplishment, and continue the study of their instrument on through junior and senior high school.

## CHAPTER II

## REVIEW OF THE LITERATURE OF TALENT TESTING ON ELEMENTARY LEVEL

### 1. The Kwalwasser Test

Kwalwasser Music Talent Test.-- The Kwalwasser Music Talent Test[1] is a method of measuring musical aptitude by testing the auditory potential of the child. This test is not influenced by any previous musical training and measures only the child's ability to discriminate between pitch, rhythm, loudness, and time.

On the recording,[2] the tone is made by an electronic device called an "oscillator" which generates a tone relatively free from overtones.

After hearing a recorded three-tone pattern which is repeated with a difference, the child is told to check whether the difference is one of pitch, rhythm, loudness, or time.

Building of the test.-- There are forty different choices to be made. The pitches used in the recording are E, F, and G, tuned to tempered scale frequencies of 659, 698, and 783 cycles per second, according to the description

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1/Jacob Kwalwasser, Kwalwasser Music Talent Test, Mills Music, Inc., New York 19, 1953.

2/Jacob Kwalwasser, Kwalwasser Music Talent Test, Form B, 10-inch disc, 78 r.p.m., 10 minutes, Mills Music, Inc., New York 19, 1953.

of the test as presented in the manual.

Changes introduced in pitch, rhythm, loudness, and time are planned and measured, being controlled for the purpose of testing the child's ability to discriminate. This discrimination is an indication of the degree of musical talent which the child possesses.

The building of the test was based on the following facts: Pitch, 15 to 70 cents;[1/] Time, 15 per cent to 40 per cent; Loudness, 3 to 10 decibels;[2/] and in Rhythm, from more-to-less difficult changes in pattern.

On the recording, the pitches are produced with the aid of an electronic device. Another electronic instrument, a stroboscope, was used to check the steadiness of the pitch. Decibel meters and sound level instruments check the loudness patterns on the recording, while the time variable was controlled by the use of analytical tape. This is the process evolved as described in the manual for administering the test.

Terms explained.-- In explaining the terms, the following explanation may be given to distinguish differences:

1. Pitch, when the tones are raised or lowered
2. Time, when the tones move faster or slower
3. Loudness, when three tones are weaker or stronger than another group of three tones

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1/A cent represents 1/100 of a semitone.

2/A decibel is a unit measuring loudness, checked by a decibel meter.

4. Rhythm, when the pattern is changed from short-long-long to long-short-long or visa versa.

The beat never varies in the rhythm change; however, it does vary in the time change.

Kwalwasser says it is not possible to increase a child's potential; all we can do is develop the native capacity possessed by the child. This is the major reason for talent testing. The type of music instruction must be proportionate with the kind and amount of music talent the student possesses.

2. The Seashore Measure of Musical Talent

The Seashore Test.[1]--The Seashore Measure tests in the area of pitch, loudness, time, timbre, rhythm, and tonal memory. This test is recorded on an album of three records, 78 r.p.m., and can be used at the fifth grade level. This test is considered to be a standard measure and is used in anthropology for comparison of natural capacities in different races and cultural levels; for analysis of inheritance of talent; and for auditory skills. This test may be used for music talent testing; it may also be used in acoustical research. When used in a favorable atmosphere, and with the proper motivation and wisdom in interpretation, it is a fully adequate measuring instrument.

The time factor rules out this test for large schools. One rendition of each of the six measures may be made with

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1/Carl E. Seashore, Don Lewis, and Joseph G. Saetvitt, Seashore Measure of Musical Talent, Revised 1939, R.C. A. Victor Company, Camden, New Jersey.

a time allotment of one hour or two half-hour periods. The two half-hour periods are especially necessary with children in elementary grades to avoid fatigue. If a large group of children are to be tested (i.e., over one thousand), it would be almost impossible to use this Seashore Measure because of the time involved in administering and correcting.

### 3. The Gillespie Test

The Gillespie Test[1/] measures pitch discrimination, rhythm distinction, and melodic-harmonic memory. The test is given with the use of piano, for melody, and drumsticks and woodblocks, for the rhythm distinction test.

The pitch discrimination is the child's ability to discern whether one note is higher or lower than a given note.

The rhythmic distinction is the child's ability to distinguish rhythm patterns as being the same or different from a given pattern.

The melodic-harmonic memory work shows the child's ability to recall whether there are changes in a tonal pattern and which note is changed.

The inadequacies of this test lie in the fact that it is administered by an adult playing the piano and involves the possibility of human error. The same is true in the use of the drumsticks and woodblocks because of the variance in

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1/D. J. Gillespie, Construction and Evaluation of a Test of Musical Talent for Grades IV, V, VI, Unpublished Master's Thesis, Boston University, 1953.

human rhythms. These inadequacies could be eliminated by placing the test on a tape or a record. This would guarantee that the test could be given exactly the same for each child and would increase the reliability and validity. With different teachers giving the test and the possibility of human error, the results would not be comparable.

### 4. The Kwalwasser-Dykema Test

The Kwalwasser-Dykema Test[1] measures several areas: tonal-memory, quality discrimination, intensity discrimination, rhythm discrimination, pitch differences, melodic appreciation, pitch imagery, rhythm differences.

The value of these tests lies in obtaining an over-all picture of the musical ability of children, ten years of age and up. The ability to read musical notation is necessary in two of the tests, that of pitch and rhythm imagery.

The test with time and rhythm factors were cut on a Duo-Art piano-roll (i.e., player piano). The test also appears on records, in its entirety.

### 5. Excerpts from Other Texts Pertinent to Testing on Elementary Level

Dr. Russel N. Squire, in his discussion[2] of music testing, tells us the value of a test depends upon several factors:

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1/Jacob Kwalwasser and Peter Dykema, K. D. Music Test, Revised 1940, Carl Fischer, Inc., New York.

2/Russel N. Squire, Introduction to Music Education, Ronald Press Company, New York, 1951, 185 pp.

(1) validity; (2) reliability; (3) ease of administering test; (4) expense; (5) group or individual testing; (6) findings valid. By validity, Dr. Squire means, "Does it test what it sets out to test?"

In the Encyclopedia of Educational Research,[1] Mursell claims that musical behavior, as in sight-singing, playing the piano, and taking courses in theory and applied music, should be the criterion. Seashore calls this the "Omnibus Theory" and rejects it in favor of a "Theory of Specifics," stating the validity of music talent testing depends upon the isolation of the factors selected for measurements and not upon external criteria.

Remmers[2] says of measuring special abilities, the method of making the breakdown through the factor analysis in culturally determined fields of endeavor is by a perceptual factor, or readiness to discover and identify perceptual details, and by a memory factor, requiring paired associations or the recognition of recently-learned material.

Mursell[3] in his text, Music in the American Schools, says that, in the first place, one should understand that

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1/Encyclopedia of Educational Research, "A Project of the American Education Research Association," Revised Edition, Macmillan Company, New York, 1950.

2/H. H. Remmers and N. L. Gage, Educational Measurement and Evaluation, Revised Edition, Harper and Brothers, New York, 1955, 650 pp.

3/James L. Mursell, Music in the American Schools, Silver Burdett, Morristown, New Jersey, 1943, 312 pp.

hearing--all the way from the most relaxed and uncritical enjoyment to the most precise and exacting analysis--depends upon mental control and mental training. It is a matter of proper discrimination and of proper noticing.

In his book, Principles and Programs, Mursell[1] says that the use of instruments can contribute much that is valuable, even essential, to musical growth. The study of an instrument opens up a whole new range of musical possibilities for a child.

In Education for Musical Growth, Mursell[2] asks the question whether or not it is the school's function to discover talent. Then he goes on to say that there is strong reason to believe that a vital sequence of general music actually fosters talent:

> "It opens up the world of music to the pupil; it stimulates musical awareness and musical initiative; it encourages the student to make constructive musical choices and discoveries; it brings him varied experiences of success with music. The whole tendency is to create and strengthen the will to be musical."

Robert and Vernice Nye,[3] in their book on elementary music, quote by special permission from "The Child's Bill

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1/James L. Mursell, Music Education, Principles and Programs, Silver Burdett Company, Morristown, New Jersey, 1956, 386 pp.

2/James L. Mursell, Education for Musical Growth, Ginn and Company, New York, 1948, 288 pp.

3/Robert Evans Nye and Vernice Trousdale Nye, Music in the Elementary Schools, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1957, p. 19.

of Rights in Music." Article V of this bill of rights states that every child shall be given the opportunity to have his interest and power in music explored and developed to the end that unusual talent may be utilized for the enrichment of the individual and society.

Paul Mathews[1] tells us the facts and skills which children acquire as they go through school are only incidental: The real part of music is the emotional experience that it brings.

Therefore, through our testing program, talent is being found and explored, giving experiences and enrichment through music education.

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1/Paul Wentworth Mathews, You Can Teach Music, E. P. Dutton and Company, Inc., New York, 1953, 10:164.

## CHAPTER III

## PLAN OF STUDY

Survey and findings.-- An elementary school instrumental survey was made for the purpose of finding out how other communities in the United States carried out their instrumental program, at the elementary level. Thirty-five questionnaires were sent out and twenty-three music teachers responded.

The questionnaire consisted of twenty questions pertinent to organization and technique of an instrumental program. The most pertinent question to this study was that of talent testing before instrument study. It was found that over 60 per cent of the schools used some phase of talent testing before placing children in instrumental study. The questionnaire and summary can be found in the Appendix, page 68.

Selection of test.-- As one music teacher was to do all the testing and correcting for over one thousand children in the fourth grades, it was inevitable the test should be short and yet cover the essential factors of rhythm, pitch, time, etc. Only one recorded test was found that tested pitch, rhythm, time, and loudness and yet could be given to a group of children in thirty minutes or less. That was the test of music talent prepared by Dr. Jacob Kwalwasser, Professor of Research in Music Education at Syracuse University. In

examination of this test by other members of the elementary music staff of the Warwick public schools, the opinion was that the test was too difficult for students of the fourth grade. An experimental program of testing was started at the sixth-grade level. This proved successful.

The class followed a normal curve of accomplishment in scoring and percentile, so the testing was pushed back to fifth-grade classes. They, too, were able to participate in the test, and scoring followed the normal curve. Then the testing was pushed one grade lower to the fourth grade. In the first group participating, one child achieved a rank of one hundred percentile. The rest of the class followed a normal curve, as the previous classes had scored. The assumption was that, if one class of the fourth grade could achieve scores comparable to the fifth and sixth grade, the test was not too difficult, and the testing program was started.

Organization and administration of test.-- Twenty-one of the twenty-seven schools in Warwick have fourth grades. A plan was drawn up whereby two schools could be tested in the morning and one in the afternoon, scheduling the schools by their location. The principals of the schools were contacted, and, in some instances, two classes could be tested at one time to advantage. In seven days, the testing

was completed.

Because of much illness in the system at the time, approximately three hundred students missed the test. In one instance, a whole classroom of pupils and the teacher were out of school with the prevaling grippe. Nevertheless, the testing proved satisfactory to all--principal, classroom teacher, and instrumental instructors.

In each classroom, the children were each supplied with a test sheet containing forty selections, twenty in each of two columns. Only four words were used throughout the test, and it was essential that all the children understand their meaning. Pitch, Rhythm, Time, Loudness were the four words which were placed on the board, with the meaning of each discussed at length.

As the term "Loudness" was described, the administrator showed the children loud and soft with the singing voice. Each word was explained carefully in this fashion; "Time" meaning fast and slow; "Pitch" meaning high or low; and "Rhythm" meaning a change in the pattern of the notes.

The first four questions on the test blank were done orally. Then, if more explanation was needed, the administrator reviewed the meaning of the words. At no time did the complete test require over thirty minutes. The recording time was ten minutes for both sides of the record. The first twenty, or the first column of the test, were found on one

side of the record; and the second column, from twenty-one to forty, on the second side of the record.

The tests were hand-corrected with a masque and scored on the test sheet with the percentile mark also. Each test was returned to the fourth grade teacher to be kept in the child's folder.

Results obtained.-- Master sheets or evaluation sheets were made from the test results by schools. This evaluation sheet includes the score and percentile of the test made by each child, the child's chronological age, and his intelligence quotient. These evaluation sheets were used as a basis for the statistical analysis.

## CHAPTER IV

## ANALYSIS OF DATA OF MUSIC TALENT TESTING

The evaluation of the total fourth grade school population.-- In each school tested, an evaluation sheet was made consisting of the child's name, his music test score, the percentile into which his score fell, his chronological age, and the intelligence quotient.

By grouping the evaluations from the twenty-one schools and summarizing the results, the following data have been compiled.

Table 1. Mean and Standard Deviation for the Chronological Age and Intelligence Quotient on the Total Population of Fourth Grade Students

| Chronological Age | | | Intelligence Quotient | | |
|---|---|---|---|---|---|
| Range | Mean | S.D. | Range | Mean | S.D. |
| 8 yrs. 5 mo. to 11 yrs. 5 mo. | 9 yrs. 4 mo. | 7.17 | 78-134 | 105.15 | 9.75 |

The above table indicates that the Chronological Age range was from 8 years 5 months to 11 years 5 months, the Mean Age being 9 years 4 months and the Standard Deviation 7.17.

The above table also indicates that the Intelligence Quotients range from 78 to 134, the Mean I.Q. being 105.15 and the Standard Deviation 9.75.

At the time of the talent testing, the Intelligence Quotients and Chronological Ages for the total population were not available. Therefore, the reader will note that the Mean and Standard Deviation are figured on the basis of 1,023 children instead of the number used in reference to the talent testing.

Table 2. Mean and S.D. of Music Talent Test Scores for the Total Fourth Grade Population

| Range | Mean | S.D. |
|---|---|---|
| 16-36 | 26.21 | 1.16 |

The above table indicates that the scores on the talent test ranged from 16 or the third percentile to 36 or the 100th percentile. The Mean score 26.21 falls at the sixty second percentile indicating on the average a fair degree of talent is available within the total fourth grade population.

Table 3. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Apponaug School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 33 | 97 |
| 2 | 32 | 95 |
| 3 | 32 | 95 |
| 4 | 30 | 88 |
| 5 | 30 | 88 |
| 6 | 30 | 88 |
| 7 | 29 | 83 |
| 8 | 29 | 83 |
| 9 | 28 | 77 |
| 10 | 28 | 77 |
| 11 | 28 | 77 |
| 12 | 28 | 77 |
| 13 | 27 | 70 |
| 14 | 27 | 70 |
| 15 | 27 | 70 |
| 16 | 27 | 70 |
| 17 | 27 | 70 |
| 18 | 27 | 70 |
| 19 | 26 | 62 |
| 20 | 26 | 62 |
| 21 | 26 | 62 |
| 22 | 26 | 62 |
| 23 | 26 | 62 |
| 24 | 25 | 53 |
| 25 | 25 | 53 |
| 26 | 25 | 53 |
| 27 | 24 | 43 |
| 28 | 24 | 43 |
| 29 | 24 | 43 |
| 30 | 23 | 33 |
| 31 | 22 | 25 |
| 32 | 22 | 25 |
| 33 | 22 | 25 |
| 34 | 22 | 25 |
| 35 | 22 | 25 |
| 36 | 22 | 25 |
| 37 | 21 | 19 |

Range: 21-33 Mean: 26.18 S.D.: 2.82

The preceding table indicates that the scores on the talent test in the Apponaug School ranged from 21 or the nineteenth percentile to 33 or the ninety seventh percentile. The Mean score 26.18 falls at the sixty second percentile, indicating a fair degree of talent is available within the Apponaug School.

Table 4. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Conimicut School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 36 | 100 |
| 2 | 33 | 97 |
| 3 | 31 | 92 |
| 4 | 31 | 92 |
| 5 | 30 | 88 |
| 6 | 30 | 88 |
| 7 | 30 | 88 |
| 8 | 30 | 88 |
| 9 | 30 | 88 |
| 10 | 29 | 83 |
| 11 | 29 | 83 |
| 12 | 29 | 83 |
| 13 | 29 | 83 |
| 14 | 28 | 77 |
| 15 | 28 | 77 |
| 16 | 28 | 77 |
| 17 | 28 | 77 |
| 18 | 28 | 77 |
| 19 | 27 | 70 |
| 20 | 27 | 70 |
| 21 | 27 | 70 |
| 22 | 27 | 70 |
| 23 | 27 | 70 |
| 24 | 27 | 70 |
| 25 | 27 | 70 |
| 26 | 26 | 62 |
| 27 | 26 | 62 |
| 28 | 26 | 62 |
| 29 | 25 | 53 |
| 30 | 25 | 53 |
| 31 | 25 | 53 |
| 32 | 25 | 53 |
| 33 | 25 | 53 |
| 34 | 25 | 53 |
| 35 | 24 | 43 |
| 36 | 24 | 43 |
| 37 | 23 | 33 |
| 38 | 23 | 33 |
| 39 | 23 | 33 |
| 40 | 23 | 33 |
| 41 | 23 | 33 |
| 42 | 23 | 33 |

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Table 4. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 22 | 25 |
| 44 | 22 | 25 |
| 45 | 22 | 25 |
| 46 | 22 | 25 |
| 47 | 21 | 19 |
| 48 | 21 | 19 |
| 49 | 20 | 13 |
| 50 | 20 | 13 |
| 51 | 19 | 9 |
| 52 | 17 | 4 |
| Range: 16-36 | Mean: 25.40 | S.D.: 3.90 |

In the previous table it is indicated that the scores on the talent test in the Conimicut School ranged from 16 to 36 or from the third percentile to the one hundredth percentile. The Mean score being 25.40 or the fifty third percentile indicates that the amount of talent available is less than average in the Conimicut School. The sixty second percentile is the average percentile for the total population.

Table 5. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Cowesett School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 36 | 100 |
| 2 | 32 | 95 |
| 3 | 31 | 92 |
| 4 | 30 | 88 |
| 5 | 29 | 83 |
| 6 | 29 | 83 |
| 7 | 28 | 77 |
| 8 | 28 | 77 |
| 9 | 28 | 77 |
| 10 | 28 | 77 |
| 11 | 27 | 70 |
| 12 | 27 | 70 |
| 13 | 26 | 62 |
| 14 | 26 | 62 |
| 15 | 26 | 62 |
| 16 | 26 | 62 |
| 17 | 25 | 53 |
| 18 | 24 | 43 |
| 19 | 21 | 19 |
| Range: 19-36 | Mean: 25.52 | S.D.: 3.42 |

The above table indicates the Mean score for Cowesett School is 25.52 or the fifty third percentile. The range of score is from 19 or the ninth percentile to 36 or the one hundredth percentile. The Standard Deviation or variability is 3.42.

Table 6. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--John Brown Francis School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 36 | 100 |
| 2 | 34 | 99 |
| 3 | 34 | 99 |
| 4 | 32 | 95 |
| 5 | 31 | 92 |
| 6 | 31 | 92 |
| 7 | 31 | 92 |
| 8 | 31 | 92 |
| 9 | 31 | 92 |
| 10 | 31 | 92 |
| 11 | 31 | 92 |
| 12 | 31 | 92 |
| 13 | 30 | 88 |
| 14 | 30 | 88 |
| 15 | 30 | 88 |
| 16 | 30 | 88 |
| 17 | 30 | 88 |
| 18 | 30 | 88 |
| 19 | 30 | 88 |
| 20 | 30 | 88 |
| 21 | 30 | 88 |
| 22 | 30 | 88 |
| 23 | 30 | 88 |
| 24 | 29 | 83 |
| 25 | 29 | 83 |
| 26 | 29 | 83 |
| 27 | 29 | 83 |
| 28 | 29 | 83 |
| 29 | 29 | 83 |
| 30 | 29 | 83 |
| 31 | 29 | 83 |
| 32 | 29 | 83 |
| 33 | 29 | 83 |
| 34 | 28 | 77 |
| 35 | 28 | 77 |
| 36 | 28 | 77 |
| 37 | 28 | 77 |
| 38 | 28 | 77 |
| 39 | 28 | 77 |
| 40 | 28 | 77 |
| 41 | 27 | 70 |
| 42 | 27 | 70 |

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Table 6. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 27 | 70 |
| 44 | 27 | 70 |
| 45 | 27 | 70 |
| 46 | 26 | 62 |
| 47 | 26 | 62 |
| 48 | 26 | 62 |
| 49 | 26 | 62 |
| 50 | 25 | 53 |
| 51 | 25 | 53 |
| 52 | 25 | 53 |
| 53 | 25 | 53 |
| 54 | 25 | 53 |
| 55 | 25 | 53 |
| 56 | 25 | 53 |
| 57 | 25 | 53 |
| 58 | 25 | 53 |
| 59 | 24 | 43 |
| 60 | 24 | 43 |
| 61 | 24 | 43 |
| 62 | 24 | 43 |
| 63 | 24 | 43 |
| 64 | 24 | 43 |
| 65 | 24 | 43 |
| 66 | 24 | 43 |
| 67 | 24 | 43 |
| 68 | 23 | 33 |
| 69 | 23 | 33 |
| 70 | 23 | 33 |
| 71 | 23 | 33 |
| 72 | 23 | 33 |
| 73 | 22 | 25 |
| 74 | 22 | 25 |
| 75 | 22 | 25 |
| 76 | 21 | 19 |
| 77 | 21 | 19 |
| 78 | 20 | 13 |
| 79 | 19 | 9 |
| 80 | 17 | 4 |

Range: 16-36 Mean: 27.02 S.D.: 2.37

The range of scores in the preceding table is from 16 or the third percentile to 36 or the one hundredth percentile. The Mean score is 27.02 or the seventieth percentile. The Standard Deviation is small. The John Brown Francis School shows a better than average degree of music talent available.

Table 7. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--John Greene School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 35 | 100 |
| 2 | 35 | 100 |
| 3 | 34 | 99 |
| 4 | 31 | 92 |
| 5 | 31 | 92 |
| 6 | 31 | 92 |
| 7 | 31 | 92 |
| 8 | 30 | 88 |
| 9 | 30 | 88 |
| 10 | 30 | 88 |
| 11 | 30 | 88 |
| 12 | 30 | 88 |
| 13 | 30 | 88 |
| 14 | 30 | 88 |
| 15 | 29 | 83 |
| 16 | 29 | 83 |
| 17 | 29 | 83 |
| 18 | 29 | 83 |
| 19 | 29 | 83 |
| 20 | 29 | 83 |
| 21 | 29 | 83 |
| 22 | 29 | 83 |
| 23 | 29 | 83 |
| 24 | 29 | 83 |
| 25 | 29 | 83 |
| 26 | 29 | 83 |
| 27 | 28 | 77 |
| 28 | 28 | 77 |
| 29 | 28 | 77 |
| 30 | 28 | 77 |
| 31 | 28 | 77 |
| 32 | 28 | 77 |
| 33 | 27 | 70 |
| 34 | 27 | 70 |
| 35 | 27 | 70 |
| 36 | 27 | 70 |
| 37 | 27 | 70 |
| 38 | 27 | 70 |
| 39 | 27 | 70 |
| 40 | 27 | 70 |
| 41 | 27 | 70 |

(continued on next page)

Table 7. (continued)

| Child | Score | Percentile |
|---|---|---|
| Number 42 | 27 | 70 |
| 43 | 27 | 70 |
| 44 | 27 | 70 |
| 45 | 27 | 70 |
| 46 | 27 | 70 |
| 47 | 27 | 70 |
| 48 | 27 | 70 |
| 49 | 26 | 62 |
| 50 | 26 | 62 |
| 51 | 26 | 62 |
| 52 | 26 | 62 |
| 53 | 26 | 62 |
| 54 | 26 | 62 |
| 55 | 26 | 62 |
| 56 | 26 | 62 |
| 57 | 26 | 62 |
| 58 | 26 | 62 |
| 59 | 25 | 53 |
| 60 | 25 | 53 |
| 61 | 25 | 53 |
| 62 | 25 | 53 |
| 63 | 25 | 53 |
| 64 | 25 | 53 |
| 65 | 25 | 53 |
| 66 | 25 | 53 |
| 67 | 25 | 53 |
| 68 | 25 | 53 |
| 69 | 25 | 53 |
| 70 | 25 | 53 |
| 71 | 25 | 53 |
| 72 | 24 | 43 |
| 73 | 24 | 43 |
| 74 | 24 | 43 |
| 75 | 24 | 43 |
| 76 | 24 | 43 |
| 77 | 24 | 43 |
| 78 | 24 | 43 |
| 79 | 23 | 33 |
| 80 | 23 | 33 |
| 81 | 23 | 33 |
| 82 | 23 | 33 |
| 83 | 23 | 33 |
| 84 | 23 | 33 |

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Table 7. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 85 | 22 | 25 |
| 86 | 22 | 25 |
| 87 | 22 | 25 |
| 88 | 22 | 25 |
| 89 | 22 | 25 |
| 90 | 22 | 25 |
| 91 | 22 | 25 |
| 92 | 22 | 25 |
| 93 | 21 | 19 |
| 94 | 21 | 19 |
| 95 | 21 | 19 |
| 96 | 21 | 19 |
| 97 | 21 | 19 |
| 98 | 20 | 13 |
| 99 | 19 | 9 |
| 100 | 19 | 9 |
| 101 | 19 | 9 |
| 102 | 16 | 3 |
| Range: 16-35 | Mean: 26.08 | S.D.: 1.50 |

The preceding table indicates the scores on the talent test range from 16 or the third percentile to 36 or the one hundredth percentile. The Mean score 26.08 is in the sixty second percentile showing a fair degree of talent available at the John Greene School. The measure of variability or Standard Deviation is 1.50.

Table 8. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Greenwood School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 33 | 97 |
| 2 | 32 | 95 |
| 3 | 32 | 95 |
| 4 | 32 | 95 |
| 5 | 31 | 92 |
| 6 | 31 | 92 |
| 7 | 31 | 92 |
| 8 | 31 | 92 |
| 9 | 30 | 88 |
| 10 | 30 | 88 |
| 11 | 30 | 88 |
| 12 | 30 | 88 |
| 13 | 30 | 88 |
| 14 | 29 | 83 |
| 15 | 29 | 83 |
| 16 | 29 | 83 |
| 17 | 29 | 83 |
| 18 | 29 | 83 |
| 19 | 29 | 83 |
| 20 | 28 | 77 |
| 21 | 28 | 77 |
| 22 | 27 | 70 |
| 23 | 27 | 70 |
| 24 | 27 | 70 |
| 25 | 27 | 70 |
| 26 | 27 | 70 |
| 27 | 26 | 62 |
| 28 | 26 | 62 |
| 29 | 26 | 62 |
| 30 | 26 | 62 |
| 31 | 26 | 62 |
| 32 | 25 | 53 |
| 33 | 25 | 53 |
| 34 | 25 | 53 |
| 35 | 24 | 43 |
| 36 | 24 | 43 |
| 37 | 24 | 43 |
| 38 | 23 | 33 |
| 39 | 22 | 25 |
| 40 | 22 | 25 |
| 41 | 21 | 19 |
| 42 | 21 | 19 |
| 43 | 20 | 13 |
| 44 | 20 | 13 |
| 45 | 19 | 9 |

Range: 19-33 Mean: 26.87 S.D.: 2.55

The range of scores on the talent test is from 19 to 33 or the ninth percentile to the ninety seventh percentile. Table 8 indicates the Mean score is 26.87 or the sixty second percentile. This shows an average degree of talent available in the Greenwood School.

Table 9. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Hillsgrove School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 31 | 92 |
| 2 | 29 | 83 |
| 3 | 29 | 83 |
| 4 | 29 | 83 |
| 5 | 29 | 83 |
| 6 | 29 | 83 |
| 7 | 28 | 77 |
| 8 | 28 | 77 |
| 9 | 27 | 70 |
| 10 | 27 | 70 |
| 11 | 27 | 70 |
| 12 | 26 | 62 |
| 13 | 26 | 62 |
| 14 | 26 | 62 |
| 15 | 26 | 62 |
| 16 | 25 | 53 |
| 17 | 24 | 43 |
| 18 | 22 | 25 |
| 19 | 22 | 25 |
| 20 | 21 | 19 |
| 21 | 20 | 13 |
| 22 | 20 | 13 |
| 23 | 19 | 9 |
| 24 | 17 | 4 |
| 25 | 16 | 3 |
| Range: 16-31 | Mean: 24.96 | S.D.: 3.83 |

The above table indicates the range of scores in the music talent test is 16 or the third percentile to 31 or the ninety second percentile. The Mean score is 24.96 or the forty third percentile which is below the average amount of music talent available at the Hillsgrove School.

Table 10. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Randall Holden School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 34 | 99 |
| 2 | 33 | 97 |
| 3 | 33 | 97 |
| 4 | 31 | 92 |
| 5 | 31 | 92 |
| 6 | 30 | 88 |
| 7 | 29 | 83 |
| 8 | 29 | 83 |
| 9 | 29 | 83 |
| 10 | 28 | 77 |
| 11 | 28 | 77 |
| 12 | 28 | 77 |
| 13 | 28 | 77 |
| 14 | 27 | 70 |
| 15 | 27 | 70 |
| 16 | 26 | 62 |
| 17 | 26 | 62 |
| 18 | 26 | 62 |
| 19 | 26 | 62 |
| 20 | 26 | 62 |
| 21 | 26 | 62 |
| 22 | 26 | 62 |
| 23 | 25 | 53 |
| 24 | 25 | 53 |
| 25 | 25 | 53 |
| 26 | 25 | 53 |
| 27 | 25 | 53 |
| 28 | 25 | 53 |
| 29 | 25 | 53 |
| 30 | 24 | 43 |
| 31 | 24 | 43 |
| 32 | 24 | 43 |
| 33 | 24 | 43 |
| 34 | 24 | 43 |
| 35 | 24 | 43 |
| 36 | 24 | 43 |
| 37 | 24 | 43 |
| 38 | 24 | 43 |
| 39 | 24 | 43 |
| 40 | 23 | 33 |
| 41 | 23 | 33 |
| 42 | 23 | 33 |

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Table 10. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 22 | 25 |
| 44 | 21 | 19 |
| 45 | 21 | 19 |
| 46 | 20 | 13 |
| 47 | 20 | 13 |
| 48 | 20 | 13 |
| 49 | 17 | 4 |
| 50 | 17 | 4 |

Range: 17-34 Mean: 25.44 S.D.: 2.19

The preceding table indicates the talent test scores at the Randall Holden School range from 17 or the fourth percentile to 34 or the ninety ninth percentile. The Mean score is 25.44 or the fifty third percentile, indicating that less than the average degree of musical talent is available at the Randall Holden School.

Table 11. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Ezekiel Holliman School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 34 | 99 |
| 2 | 34 | 99 |
| 3 | 33 | 97 |
| 4 | 32 | 95 |
| 5 | 31 | 92 |
| 6 | 31 | 92 |
| 7 | 31 | 92 |
| 8 | 31 | 92 |
| 9 | 31 | 92 |
| 10 | 30 | 88 |
| 11 | 30 | 88 |
| 12 | 30 | 88 |
| 13 | 30 | 88 |
| 14 | 30 | 88 |
| 15 | 29 | 83 |
| 16 | 29 | 83 |
| 17 | 29 | 83 |
| 18 | 29 | 83 |
| 19 | 29 | 83 |
| 20 | 29 | 83 |
| 21 | 29 | 83 |
| 22 | 29 | 83 |
| 23 | 29 | 83 |
| 24 | 29 | 83 |
| 25 | 28 | 77 |
| 26 | 28 | 77 |
| 27 | 28 | 77 |
| 28 | 28 | 77 |
| 29 | 28 | 77 |
| 30 | 28 | 77 |
| 31 | 28 | 77 |
| 32 | 28 | 77 |
| 33 | 28 | 77 |
| 34 | 28 | 77 |
| 35 | 28 | 77 |
| 36 | 27 | 70 |
| 37 | 27 | 70 |
| 38 | 27 | 70 |
| 39 | 27 | 70 |
| 40 | 27 | 70 |
| 41 | 27 | 70 |
| 42 | 27 | 70 |
| 43 | 27 | 70 |
| 44 | 27 | 70 |

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Table 11. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 45 | 27 | 70 |
| 46 | 27 | 70 |
| 47 | 26 | 62 |
| 48 | 26 | 62 |
| 49 | 26 | 62 |
| 50 | 26 | 62 |
| 51 | 26 | 62 |
| 52 | 26 | 62 |
| 53 | 26 | 62 |
| 54 | 26 | 62 |
| 55 | 26 | 62 |
| 56 | 26 | 62 |
| 57 | 25 | 53 |
| 58 | 25 | 53 |
| 59 | 25 | 53 |
| 60 | 25 | 53 |
| 61 | 25 | 53 |
| 62 | 25 | 53 |
| 63 | 25 | 53 |
| 64 | 24 | 43 |
| 65 | 24 | 43 |
| 66 | 24 | 43 |
| 67 | 24 | 43 |
| 68 | 24 | 43 |
| 69 | 23 | 33 |
| 70 | 23 | 33 |
| 71 | 23 | 33 |
| 72 | 23 | 33 |
| 73 | 22 | 25 |
| 74 | 22 | 25 |
| 75 | 22 | 25 |
| 76 | 21 | 19 |
| 77 | 21 | 19 |
| 78 | 21 | 19 |
| 79 | 21 | 19 |
| 80 | 20 | 13 |

Range: 17-34 Mean: 26.73 S.D.: 3.09

The preceding table indicates the Mean score for the Ezekiel Holliman School is 26.73 or the sixty second percentile, while the range of scores is from 17 or the fourth percentile to 34 or the ninety ninth percentile. This school has a fair degree of talent available.

Table 12. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Lakewood School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 31 | 92 |
| 2 | 31 | 92 |
| 3 | 30 | 88 |
| 4 | 30 | 88 |
| 5 | 30 | 88 |
| 6 | 29 | 83 |
| 7 | 29 | 83 |
| 8 | 28 | 77 |
| 9 | 27 | 70 |
| 10 | 27 | 70 |
| 11 | 26 | 62 |
| 12 | 26 | 62 |
| 13 | 26 | 62 |
| 14 | 26 | 62 |
| 15 | 25 | 53 |
| 16 | 25 | 53 |
| 17 | 25 | 53 |
| 18 | 24 | 43 |
| 19 | 24 | 43 |
| 20 | 23 | 33 |
| 21 | 23 | 33 |
| 22 | 23 | 33 |
| 23 | 23 | 33 |
| 24 | 22 | 25 |
| Range: 17-31 | Mean: 26.01 | S.D.: 1.89 |

The above table indicates the scores on the talent test range from 17 or the fourth percentile to 31 or the ninety second percentile. The Mean score falls at the 26.01 or the sixty second percentile, indicating a fair degree of talent is available at the Lakewood School.

Table 13. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Lippitt School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 34 | 99 |
| 2 | 32 | 95 |
| 3 | 32 | 95 |
| 4 | 32 | 95 |
| 5 | 32 | 95 |
| 6 | 31 | 92 |
| 7 | 31 | 92 |
| 8 | 30 | 88 |
| 9 | 30 | 88 |
| 10 | 30 | 88 |
| 11 | 30 | 88 |
| 12 | 29 | 83 |
| 13 | 29 | 83 |
| 14 | 29 | 83 |
| 15 | 29 | 83 |
| 16 | 28 | 77 |
| 17 | 28 | 77 |
| 18 | 28 | 77 |
| 19 | 28 | 77 |
| 20 | 28 | 77 |
| 21 | 28 | 77 |
| 22 | 28 | 77 |
| 23 | 28 | 77 |
| 24 | 28 | 77 |
| 25 | 28 | 77 |
| 26 | 27 | 70 |
| 27 | 27 | 70 |
| 28 | 27 | 70 |
| 29 | 27 | 70 |
| 30 | 27 | 70 |
| 31 | 27 | 70 |
| 32 | 27 | 70 |
| 33 | 27 | 70 |
| 34 | 26 | 62 |
| 35 | 26 | 62 |
| 36 | 26 | 62 |
| 37 | 26 | 62 |
| 38 | 26 | 62 |
| 39 | 26 | 62 |
| 40 | 26 | 62 |
| 41 | 26 | 62 |
| 42 | 26 | 62 |
| 43 | 26 | 62 |

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Table 13. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 44 | 25 | 53 |
| 45 | 25 | 53 |
| 46 | 25 | 53 |
| 47 | 25 | 53 |
| 48 | 25 | 53 |
| 49 | 25 | 53 |
| 50 | 25 | 53 |
| 51 | 25 | 53 |
| 52 | 25 | 53 |
| 53 | 25 | 53 |
| 54 | 25 | 53 |
| 55 | 25 | 53 |
| 56 | 25 | 53 |
| 57 | 25 | 53 |
| 58 | 24 | 43 |
| 59 | 24 | 43 |
| 60 | 23 | 33 |
| 61 | 23 | 33 |
| 62 | 23 | 33 |
| 63 | 23 | 33 |
| 64 | 22 | 25 |
| 65 | 22 | 25 |
| 66 | 22 | 25 |
| 67 | 22 | 25 |
| 68 | 21 | 19 |
| 69 | 21 | 19 |
| 70 | 19 | 9 |
| 71 | 18 | 5 |
| Range: 17-34 | Mean: 26.31 | S.D.: 2.31 |

The preceding table indicates the scores on the talent test at the Lippitt School range from 17 to 34 or from the fourth percentile to the ninety ninth percentile. The Mean score of 26.31 falls in the sixty second percentile. This shows a fair degree of talent available.

Table 14. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Natick School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 31 | 92 |
| 2 | 31 | 92 |
| 3 | 31 | 92 |
| 4 | 31 | 92 |
| 5 | 30 | 88 |
| 6 | 29 | 83 |
| 7 | 29 | 83 |
| 8 | 29 | 83 |
| 9 | 28 | 77 |
| 10 | 28 | 77 |
| 11 | 27 | 70 |
| 12 | 27 | 70 |
| 13 | 27 | 70 |
| 14 | 27 | 70 |
| 15 | 27 | 70 |
| 16 | 27 | 70 |
| 17 | 27 | 70 |
| 18 | 26 | 62 |
| 19 | 26 | 62 |
| 20 | 26 | 62 |
| 21 | 26 | 62 |
| 22 | 26 | 62 |
| 23 | 26 | 62 |
| 24 | 26 | 62 |
| 25 | 25 | 53 |
| 26 | 25 | 53 |
| 27 | 25 | 53 |
| 28 | 24 | 43 |
| 29 | 24 | 43 |
| 30 | 24 | 43 |
| 31 | 23 | 33 |
| 32 | 23 | 33 |
| 33 | 22 | 25 |
| 34 | 22 | 25 |
| 35 | 22 | 25 |
| 36 | 22 | 25 |
| 37 | 21 | 19 |
| 38 | 20 | 13 |
| 39 | 20 | 13 |

Range: 20-31 Mean: 25.92 S.D.: 3.0

Talent test scores in Natick School range from 20 to 31 or the thirteenth percentile to the ninety second percentile. The Mean score is 25.92 or the fifty third percentile. This indicates there is less than average degree of talent available within the Natick School.

Table 15. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Nausauket School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 31 | 92 |
| 2 | 30 | 88 |
| 3 | 30 | 88 |
| 4 | 29 | 83 |
| 5 | 29 | 83 |
| 6 | 29 | 83 |
| 7 | 28 | 77 |
| 8 | 28 | 77 |
| 9 | 28 | 77 |
| 10 | 28 | 77 |
| 11 | 28 | 77 |
| 12 | 28 | 77 |
| 13 | 28 | 77 |
| 14 | 28 | 77 |
| 15 | 27 | 70 |
| 16 | 27 | 70 |
| 17 | 26 | 62 |
| 18 | 26 | 62 |
| 19 | 26 | 62 |
| 20 | 26 | 62 |
| 21 | 26 | 62 |
| 22 | 25 | 53 |
| 23 | 25 | 53 |
| 24 | 25 | 53 |
| 25 | 24 | 43 |
| 26 | 24 | 43 |
| 27 | 24 | 43 |
| 28 | 24 | 43 |
| 29 | 23 | 33 |
| 30 | 21 | 19 |
| 31 | 21 | 19 |

Range: 21-31 Mean: 26.43 S.D.: 2.31

The range of talent test scores, in the above table, is from 21 or the nineteenth percentile to 31 or the ninety second percentile. The Mean score of 26.43 or the sixty second percentile indicates a fair degree of talent available in the Nausauket School.

Table 16. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Norwood School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 30 | 88 |
| 2 | 30 | 88 |
| 3 | 28 | 77 |
| 4 | 28 | 77 |
| 5 | 27 | 70 |
| 6 | 27 | 70 |
| 7 | 27 | 70 |
| 8 | 27 | 70 |
| 9 | 26 | 62 |
| 10 | 26 | 62 |
| 11 | 25 | 53 |
| 12 | 25 | 53 |
| 13 | 25 | 53 |
| 14 | 24 | 43 |
| 15 | 24 | 43 |
| 16 | 24 | 43 |
| 17 | 24 | 43 |
| 18 | 23 | 33 |
| 19 | 23 | 33 |
| 20 | 23 | 33 |
| 21 | 23 | 33 |
| 22 | 22 | 25 |
| 23 | 21 | 19 |
| 24 | 20 | 13 |
| 25 | 17 | 4 |
| Range: 16-30 | Mean: 24.74 | S.D.: 2.85 |

The above table indicates the talent test score in the Norwood School has a range of 16 or the third percentile to 30 or the eighty eighth percentile. The Mean score is 24.74 or the forty third percentile, which is less than the average degree of talent available in the total population of the Norwood fourth grade.

Table 17. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Oakland Beach School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 32 | 95 |
| 2 | 31 | 92 |
| 3 | 29 | 83 |
| 4 | 29 | 83 |
| 5 | 29 | 83 |
| 6 | 29 | 83 |
| 7 | 29 | 83 |
| 8 | 29 | 83 |
| 9 | 28 | 77 |
| 10 | 28 | 77 |
| 11 | 28 | 77 |
| 12 | 28 | 77 |
| 13 | 28 | 77 |
| 14 | 28 | 77 |
| 15 | 28 | 77 |
| 16 | 28 | 77 |
| 17 | 28 | 77 |
| 18 | 27 | 70 |
| 19 | 27 | 70 |
| 20 | 27 | 70 |
| 21 | 27 | 70 |
| 22 | 27 | 70 |
| 23 | 27 | 70 |
| 24 | 27 | 70 |
| 25 | 27 | 70 |
| 26 | 27 | 70 |
| 27 | 27 | 70 |
| 28 | 26 | 62 |
| 29 | 26 | 62 |
| 30 | 26 | 62 |
| 31 | 26 | 62 |
| 32 | 26 | 62 |
| 33 | 26 | 62 |
| 34 | 26 | 62 |
| 35 | 26 | 62 |
| 36 | 26 | 62 |
| 37 | 26 | 62 |
| 38 | 26 | 62 |
| 39 | 26 | 62 |
| 40 | 25 | 53 |
| 41 | 25 | 53 |
| 42 | 25 | 53 |

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Table 17. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 24 | 43 |
| 44 | 24 | 43 |
| 45 | 24 | 43 |
| 46 | 24 | 43 |
| 47 | 24 | 43 |
| 48 | 24 | 43 |
| 49 | 24 | 43 |
| 50 | 24 | 43 |
| 51 | 24 | 43 |
| 52 | 24 | 43 |
| 53 | 24 | 43 |
| 54 | 24 | 43 |
| 55 | 23 | 33 |
| 56 | 23 | 33 |
| 57 | 23 | 33 |
| 58 | 23 | 33 |
| 59 | 23 | 33 |
| 60 | 23 | 33 |
| 61 | 22 | 25 |
| 62 | 22 | 25 |
| 63 | 21 | 19 |
| 64 | 21 | 19 |
| 65 | 21 | 19 |
| 66 | 21 | 19 |
| 67 | 21 | 19 |
| 68 | 21 | 19 |
| 69 | 21 | 19 |
| 70 | 21 | 19 |
| 71 | 21 | 19 |
| 72 | 20 | 13 |
| 73 | 17 | 4 |
| 74 | 17 | 4 |
| 75 | 16 | 3 |
| 76 | 16 | 3 |
| Range: 16-32 | Mean: 25.15 | S.D.: 2.91 |

The Oakland Beach School has a range of 16 or the third percentile to 32 or the ninety fifth percentile in the talent test scores. The Mean score of 25.15 or the fifty third percentile indicates less than the average degree of talent is

available in this school.

Table 18. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Pontiac School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 32 | 95 |
| 2 | 31 | 92 |
| 3 | 31 | 92 |
| 4 | 30 | 88 |
| 5 | 29 | 83 |
| 6 | 29 | 83 |
| 7 | 29 | 83 |
| 8 | 29 | 83 |
| 9 | 28 | 77 |
| 10 | 28 | 77 |
| 11 | 27 | 70 |
| 12 | 27 | 70 |
| 13 | 26 | 62 |
| 14 | 26 | 62 |
| 15 | 26 | 62 |
| 16 | 26 | 62 |
| 17 | 26 | 62 |
| 18 | 26 | 62 |
| 19 | 25 | 53 |
| 20 | 25 | 53 |
| 21 | 25 | 53 |
| 22 | 25 | 53 |
| 23 | 25 | 53 |
| 24 | 24 | 43 |
| 25 | 23 | 33 |
| 26 | 23 | 33 |
| 27 | 23 | 33 |
| 28 | 22 | 25 |
| 29 | 21 | 19 |
| 30 | 20 | 13 |
| 31 | 18 | 5 |

Range: 18-32 Mean: 26.08 S.D.: 3.12

The above table indicates the range of talent test scores in the Pontiac School is from 18 or the fifth percentile to 32 or the ninety fifth percentile. The Mean score of 26.08 or the sixty second percentile shows a fair degree of talent available within the population of this school.

Table 19. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Potowomut School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 32 | 95 |
| 2 | 29 | 83 |
| 3 | 28 | 77 |
| 4 | 27 | 70 |
| 5 | 27 | 70 |
| 6 | 27 | 70 |
| 7 | 27 | 70 |
| 8 | 27 | 70 |
| 9 | 27 | 70 |
| 10 | 27 | 70 |
| 11 | 26 | 62 |
| 12 | 26 | 62 |
| 13 | 26 | 62 |
| 14 | 26 | 62 |
| 15 | 25 | 53 |
| 16 | 24 | 43 |
| 17 | 24 | 43 |
| 18 | 24 | 43 |
| 19 | 23 | 33 |
| 20 | 22 | 25 |
| Range: 22-32 | Mean: 26.55 | S.D.: 2.19 |

The Potowomut School has a range of 22 to 32 in talent test scores or the twenty fifth percentile to the ninety fifth percentile. The Mean score of 26.55 indicates an average degree of talent available.

Table 20. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Christopher Rhodes School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 34 | 99 |
| 2 | 34 | 99 |
| 3 | 34 | 99 |
| 4 | 33 | 97 |
| 5 | 33 | 97 |
| 6 | 32 | 95 |
| 7 | 31 | 92 |
| 8 | 31 | 92 |
| 9 | 31 | 92 |
| 10 | 31 | 92 |
| 11 | 30 | 88 |
| 12 | 30 | 88 |
| 13 | 30 | 88 |
| 14 | 30 | 88 |
| 15 | 30 | 88 |
| 16 | 29 | 83 |
| 17 | 29 | 83 |
| 18 | 29 | 83 |
| 19 | 29 | 83 |
| 20 | 29 | 83 |
| 21 | 29 | 83 |
| 22 | 29 | 83 |
| 23 | 29 | 83 |
| 24 | 28 | 77 |
| 25 | 28 | 77 |
| 26 | 28 | 77 |
| 27 | 28 | 77 |
| 28 | 27 | 70 |
| 29 | 27 | 70 |
| 30 | 27 | 70 |
| 31 | 27 | 70 |
| 32 | 27 | 70 |
| 33 | 27 | 70 |
| 34 | 27 | 70 |
| 35 | 27 | 70 |
| 36 | 26 | 62 |
| 37 | 26 | 62 |
| 38 | 26 | 62 |
| 39 | 26 | 62 |
| 40 | 26 | 62 |
| 41 | 26 | 62 |
| 42 | 26 | 62 |

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Table 20. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 26 | 62 |
| 44 | 26 | 62 |
| 45 | 25 | 53 |
| 46 | 25 | 53 |
| 47 | 25 | 53 |
| 48 | 25 | 53 |
| 49 | 25 | 53 |
| 50 | 25 | 53 |
| 51 | 25 | 53 |
| 52 | 25 | 53 |
| 53 | 25 | 53 |
| 54 | 25 | 53 |
| 55 | 25 | 53 |
| 56 | 24 | 43 |
| 57 | 24 | 43 |
| 58 | 24 | 43 |
| 59 | 24 | 43 |
| 60 | 24 | 43 |
| 61 | 23 | 33 |
| 62 | 23 | 33 |
| 63 | 23 | 33 |
| 64 | 22 | 25 |
| 65 | 22 | 25 |
| 66 | 22 | 25 |
| 67 | 21 | 19 |
| 68 | 21 | 19 |
| 69 | 21 | 19 |
| 70 | 21 | 19 |
| 71 | 20 | 13 |
| 72 | 20 | 13 |
| 73 | 19 | 9 |
| Range: 19-34 | Mean: 26.55 | S.D.: 1.11 |

The preceding table shows the range of scores in the talent test is from 19 or the ninth percentile to 34 or the ninety ninth percentile. The Mean score of 26.55 indicates a fair degree of talent is available in the Christopher Rhodes School.

The measure of variability is narrow, the Standard Deviation being 1.11.

Table 21. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Warren A. Sherman School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 32 | 95 |
| 2 | 32 | 95 |
| 3 | 31 | 92 |
| 4 | 31 | 92 |
| 5 | 30 | 88 |
| 6 | 30 | 88 |
| 7 | 30 | 88 |
| 8 | 30 | 88 |
| 9 | 29 | 83 |
| 10 | 29 | 83 |
| 11 | 29 | 83 |
| 12 | 28 | 77 |
| 13 | 28 | 77 |
| 14 | 28 | 77 |
| 15 | 28 | 77 |
| 16 | 28 | 77 |
| 17 | 28 | 77 |
| 18 | 28 | 77 |
| 19 | 28 | 77 |
| 20 | 28 | 77 |
| 21 | 28 | 77 |
| 22 | 28 | 77 |
| 23 | 27 | 70 |
| 24 | 27 | 70 |
| 25 | 27 | 70 |
| 26 | 27 | 70 |
| 27 | 27 | 70 |
| 28 | 27 | 70 |
| 29 | 27 | 70 |
| 30 | 26 | 62 |
| 31 | 26 | 62 |
| 32 | 26 | 62 |
| 33 | 26 | 62 |
| 34 | 26 | 62 |
| 35 | 26 | 62 |
| 36 | 26 | 62 |
| 37 | 26 | 62 |
| 38 | 26 | 62 |
| 39 | 26 | 62 |
| 40 | 26 | 62 |
| 41 | 26 | 62 |
| 42 | 26 | 62 |

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Table 21. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 25 | 53 |
| 44 | 25 | 53 |
| 45 | 25 | 53 |
| 46 | 25 | 53 |
| 47 | 24 | 43 |
| 48 | 24 | 43 |
| 49 | 24 | 43 |
| 50 | 24 | 43 |
| 51 | 24 | 43 |
| 52 | 24 | 43 |
| 53 | 24 | 43 |
| 54 | 24 | 43 |
| 55 | 23 | 33 |
| 56 | 23 | 33 |
| 57 | 23 | 33 |
| 58 | 23 | 33 |
| 59 | 23 | 33 |
| 60 | 23 | 33 |
| 61 | 23 | 33 |
| 62 | 22 | 25 |
| 63 | 22 | 25 |
| 64 | 22 | 25 |
| 65 | 21 | 19 |
| 66 | 21 | 19 |
| 67 | 21 | 19 |
| 68 | retest | retest |
| 69 | 19 | 9 |
| 70 | 19 | 9 |
| 71 | 17 | 4 |
| Range: 17-32 | Mean: 25.69 | S.D.: 2.55 |

The preceding table indicates the range of talent test score in the Warren A. Sherman School is 17 or the fourth percentile to 32 or the ninety fifth percentile. The Mean score is 25.69 or the fifty third percentile. This shows the talent available in this school is less than average.

Table 22. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--John Wickes School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 34 | 99 |
| 2 | 34 | 99 |
| 3 | 33 | 97 |
| 4 | 32 | 95 |
| 5 | 32 | 95 |
| 6 | 32 | 95 |
| 7 | 32 | 95 |
| 8 | 31 | 92 |
| 9 | 31 | 92 |
| 10 | 31 | 92 |
| 11 | 31 | 92 |
| 12 | 31 | 92 |
| 13 | 30 | 88 |
| 14 | 30 | 88 |
| 15 | 30 | 88 |
| 16 | 30 | 88 |
| 17 | 30 | 88 |
| 18 | 30 | 88 |
| 19 | 30 | 88 |
| 20 | 30 | 88 |
| 21 | 30 | 88 |
| 22 | 29 | 83 |
| 23 | 29 | 83 |
| 24 | 29 | 83 |
| 25 | 29 | 83 |
| 26 | 29 | 83 |
| 27 | 29 | 83 |
| 28 | 28 | 77 |
| 29 | 28 | 77 |
| 30 | 28 | 77 |
| 31 | 28 | 77 |
| 32 | 28 | 77 |
| 33 | 28 | 77 |
| 34 | 28 | 77 |
| 35 | 28 | 77 |
| 36 | 27 | 70 |
| 37 | 27 | 70 |
| 38 | 27 | 70 |
| 39 | 27 | 70 |
| 40 | 27 | 70 |
| 41 | 27 | 70 |
| 42 | 27 | 70 |

(continued to next page)

Table 22. (continued)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 27 | 70 |
| 44 | 27 | 70 |
| 45 | 27 | 70 |
| 46 | 27 | 70 |
| 47 | 27 | 70 |
| 48 | 27 | 70 |
| 49 | 27 | 70 |
| 50 | 27 | 70 |
| 51 | 27 | 70 |
| 52 | 27 | 70 |
| 53 | 27 | 70 |
| 54 | 27 | 70 |
| 55 | 27 | 70 |
| 56 | 26 | 62 |
| 57 | 26 | 62 |
| 58 | 26 | 62 |
| 59 | 26 | 62 |
| 60 | 26 | 62 |
| 61 | 26 | 62 |
| 62 | 26 | 62 |
| 63 | 26 | 62 |
| 64 | 26 | 62 |
| 65 | 26 | 62 |
| 66 | 26 | 62 |
| 67 | 25 | 53 |
| 68 | 25 | 53 |
| 69 | 25 | 53 |
| 70 | 25 | 53 |
| 71 | 25 | 53 |
| 72 | 25 | 53 |
| 73 | 25 | 53 |
| 74 | 25 | 53 |
| 75 | 25 | 53 |
| 76 | 25 | 53 |
| 77 | 25 | 53 |
| 78 | 25 | 53 |
| 79 | 24 | 43 |
| 80 | 24 | 43 |
| 81 | 24 | 43 |
| 82 | 24 | 43 |
| 83 | 24 | 43 |
| 84 | 23 | 33 |
| 85 | 23 | 33 |
| 86 | 23 | 33 |
| 87 | 22 | 25 |

(concluded on next page)

Table 22. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 88 | 22 | 25 |
| 89 | 22 | 25 |
| 90 | 22 | 25 |
| 91 | 22 | 25 |
| 92 | 21 | 19 |
| 93 | 21 | 19 |
| 94 | 21 | 19 |
| 95 | 21 | 19 |
| 96 | 20 | 13 |
| 97 | 19 | 9 |
| 98 | 17 | 4 |
| Range: 17-34 | Mean: 27.03 | S.D.: 2.97 |

The John Wickes School talent test scores range from 17 or the fourth percentile to 34 or the ninety ninth percentile. The Mean score of 27.03 or the seventieth percentile indicates better than average degree of music talent available in this school.

Table 23. Percentile, Distribution, Mean, and S.D. for Talent Test Scores--Elwood T. Wyman School

| Child | Score | Percentile |
|---|---|---|
| Number 1 | 35 | 100 |
| 2 | 33 | 97 |
| 3 | 33 | 97 |
| 4 | 32 | 95 |
| 5 | 32 | 95 |
| 6 | 32 | 95 |
| 7 | 31 | 92 |
| 8 | 31 | 92 |
| 9 | 30 | 88 |
| 10 | 30 | 88 |
| 11 | 30 | 88 |
| 12 | 30 | 88 |
| 13 | 30 | 88 |
| 14 | 30 | 88 |
| 15 | 29 | 83 |
| 16 | 29 | 83 |
| 17 | 29 | 83 |
| 18 | 29 | 83 |
| 19 | 29 | 83 |
| 20 | 28 | 77 |
| 21 | 28 | 77 |
| 22 | 28 | 77 |
| 23 | 28 | 77 |
| 24 | 28 | 77 |
| 25 | 28 | 77 |
| 26 | 28 | 77 |
| 27 | 28 | 77 |
| 28 | 27 | 70 |
| 29 | 27 | 70 |
| 30 | 27 | 70 |
| 31 | 27 | 70 |
| 32 | 27 | 70 |
| 33 | 27 | 70 |
| 34 | 27 | 70 |
| 35 | 27 | 70 |
| 36 | 27 | 70 |
| 37 | 27 | 70 |
| 38 | 27 | 70 |
| 39 | 26 | 62 |
| 40 | 26 | 62 |
| 41 | 26 | 62 |
| 42 | 26 | 62 |

(concluded on next page)

Table 23. (concluded)

| Child | Score | Percentile |
|---|---|---|
| Number 43 | 26 | 62 |
| 44 | 26 | 62 |
| 45 | 26 | 62 |
| 46 | 25 | 53 |
| 47 | 25 | 53 |
| 48 | 25 | 53 |
| 49 | 25 | 53 |
| 50 | 25 | 53 |
| 51 | 25 | 53 |
| 52 | 25 | 53 |
| 53 | 25 | 53 |
| 54 | 24 | 43 |
| 55 | 24 | 43 |
| 56 | 24 | 43 |
| 57 | 23 | 33 |
| 58 | 23 | 33 |
| 59 | 23 | 33 |
| 60 | 23 | 33 |
| 61 | 23 | 33 |
| 62 | 23 | 33 |
| 63 | 22 | 25 |
| 64 | 22 | 25 |
| 65 | 22 | 25 |
| 66 | 22 | 25 |
| 67 | 21 | 19 |
| 68 | 20 | 13 |
| 69 | 20 | 13 |
| 70 | 20 | 13 |
| 71 | 20 | 13 |
| 72 | 19 | 9 |
| 73 | 18 | 5 |
| Range: 18-35 | Mean: 27.68 | S.D.: 1.68 |

The preceding table indicates the talent test scores for the Elwood T. Wyman School range from 18 or the fifth percentile to 35 or the one hundredth percentile. The Mean score of 27.68 or the seventieth percentile shows better than average music

talent is available in this school. The Standard Deviation of 1.16 indicates a narrow spread of variability.

# CHAPTER V

## SUMMARY AND CONCLUSIONS

Purpose of study.-- It was the purpose of this study to administer a test of musical talent to eleven hundred and twelve children, the total fourth grade population of the Warwick public schools, in order to have an objective measure by which it could be determined whether a child would profit by instrumental study.

An analysis of the data revealed the following:

1. The Mean score for the total population was 26.21, a score which falls at the sixty second percentile.
2. Six hundred and twenty nine of the eleven hundred and twelve children had scores of twenty six or better. A total of fifty six per cent of the fourth grade population was eligible for instrumental study.
3. The writer sent an inquiry form to thirty five towns and cities to determine whether talent tests were used. Of the twenty three responses, sixty five per cent were using some objective measure of musical aptitude.
4. Twenty one schools were tested in Warwick. No school had a Mean score lower than 24.74 or higher than 27.68.
5. The music department sent letters to the six hundred

and twenty nine parents. Some response has been noted, but more is expected to come in during next year.

Suggestions for further research.--

1. Make a comparison of proficiency in playing an instrument between children who show aptitude and children who do not.

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# APPENDIX

WARWICK SCHOOL DEPARTMENT
WARWICK, RHODE ISLAND

ELEMENTARY INSTRUMENTAL MUSIC SURVEY
1957-58

NAME_____

TITLE_____

CITY OR TOWN_____

1. Elementary school population_____
2. How many elementary children on instruments?_____
3. What grades do they include?_____
4. How many instrumental teachers working in the elementary school?_____
5. What is the salary schedule for instrumental teachers?

   Travel Expenses?

   _____

   _____

   _____
6. What instruments are taught in your elementary school?

   _____

   _____

   _____
7. What is the average size of your classes?_____
8. How many periods a week do you meet the same children?__
9. What is the length of each period?_____
10. Are children talent tested before entering the instrumental classes?_____
11. What instruments used in elementary school classes are owned by the school department?_____

12. Do children buy their instruments through the school department?_____

13. Do elementary instrumental children give concerts?_____

14. Do elementary instrumental children participate in festivals?_____

15. Is admission charged at these concerts?_____

16. Do you have an elementary orchestra or band?_____

17. What materials do you use in your beginning classes, orchestra class, band class in elementary school?_____

_____

_____

_____

_____

_____

18. Is the instrumental teaching done in school time, or after school?_____

19. Is any instrumental work done on Saturdays with elementary children?_____

20. Are your instrumental teachers professional instrumentalists or music teachers with a general music background?

_____

This survey is being taken in order to improve our elementary instrumental program in Warwick. We would appreciate your answers to any or all of the above questions.

Wilma I. Nagel
Elementary Supervisor

Elementary Instrumental Music Survey 1957-58

Purpose: To find out how other areas carry on their instrumental music program in Elem. School.

| | Austin, Texas | Burlington, Vermont | Casper, Wyoming |
|---|---|---|---|
| 1. Elementary School Population | 16000 | 2665 | 9840 |
| 2. Number of Elementary Children on Instruments | 800 | 300 | |
| 3. Grades Included | 6th | 4-6 | 4-6 |
| 4. Inst.Teachers in Elem.School | 6 | 1 f.t. 2 p.t. | |
| 5. Salary Sched.-Travel Expenses Inst. | $300 + $ 20 p.mth. | | $200 per yr. |
| 6. Instruments Taught | all | all | all bu d.reeds |
| 7. Average Size of Classes | String 10 Band 25 | 10 | 6-12 |
| 8. Periods Per Week | Every other day | 1 | 1 |
| 9. Length of Each Period | 40 | 45 | String Other |
| 10. Are Children Talent Tested Before Study | yes | no | yes |
| 11. School Owned Instruments | violins on rental basis | large & Exp.inst. | large inst. |
| 12. Instruments Purchased through School Dept. by Children | no | no | no |
| 13. Do Children Give Concerts | PTA Prog. | yes | yes |
| 14. Participate in Festivals | limited amount | no | no |
| 15. Is Admission Charged at Concerts | not often | yes | no |
| 16. Do You Have an Elem.Orchestra Do You Have an Elem.Band | | orch. in each school | orch. no |
| 17. * Inst.Teaching in School Time (ST) After School (AS) | S.T. | S.T. | S.T |
| 18. * Instrumental Work on Saturdays | no | no | no |
| 19. Inst.Teachers Prof.Musicians (PM) or General Music Background (GMB) | P.M. | P.M. | both |
| 20. Materials Used - See Original Survey Sheets | list | | list |

| Charlestown, W. Va. | Concord, Mass. | Denver, Colorado | Flint, Michigan | Ft. Sumner, N. Mexico | Hillsdale, Mich. | Las Vegas, Nevada | Newton, Mass. |
|---|---|---|---|---|---|---|---|
| 2312 | 1300 | 21528 | 23933 | 550 | 1059 | 17298 | 9774 |
| 525 | 100 | 3326 | 1500 | 119 | 105 | 1050 | 1000 |
| 1-7 | 4-6 | 4-6 | 4,5,6 | 4,5,6 | 5-6 | 4-8 | K-6 |
| 3 | 1 | 17 | 8 | 1 | 2 | 14 | 3 FT 16 PT |
| | | basis of bus fare | reg. .07 per mile | .06 per mile | $600 diff. | travel $15 month | $10-$20 per mo. |
| all but d. reeds | all | all | Orch. | band inst. | all except d.reeds | brass & St. | all Orch. |
| 25 | 1-7 | 5-60 | 12-15 | 24 | 6-12 | 40 | |
| 2 | 1 | 2 | *2 | 3 | 3-25 min. | ave. daily | |
| 40 | 15-30 | 30 | 30 | 30 | 25 | 45 | 40 |
| yes | yes | 50% tested | yes | pre-band inst.class | yes | Fluto-phone some | yes |
| large inst. | few | | some of each yes | 50% | bass drum | large inst. | many strings some W |
| no | yes | no | no | no | no | no | no |
| yes | yes | yes | yes | yes | twice a year | yes | yes |
| no | no | | yes | no | no | yes | no |
| some-time | no | no | no | some-time | no | PTA yes | no |
| yes yes | yes yes | yes yes | yes yes | Band | class | All City Orch. 20 bands | orch. in each sch |
| S.T. | S.T. | S.T. | S.T. | S.T. | S.T. | S.T. | S.T. |
| yes | no | | All City Orch. | no | no | All City Orch. | no |
| P.M. | P.M. | both | P.M. | both | P.M. | B.A. & Cert. | GMB |
| list | | Library List | Library | list | list | Library | list |

| Portland, Oregon | Providence, Rhode Island | Quincy, Massachusetts | Russell, Kansas | Rutland, Vermont | Richmond, Virginia | St. Paul, Minn. | Tulsa, Oklahoma |
|---|---|---|---|---|---|---|---|
| 20000 | 15000 | 8700 | 1197 | 1265 | 30000 | 43000 | 3100 |
| 4000 | 600 | 287 | 185 | 132 | 900 | 800 | 140 |
| 5-8 | 3A-6 | 5-6 | string 4-8 Band 6-8 | 4-6 | 4-6 | 4-8 | 5-6 st 6 - |
| 34 | 7 | 6 | 2 | 2 | 14 | 8 | |
| g.sal. .07 per mile | Blue Cross + $6.00 mo. | | $3600-6000 7½¢ mile | $.08 per mi. | $.075 per mi. | $.07 per mi. | $.07 per mi. |
| Str.WW Brass | 3A Violin 4-6 Orch. | | all orch. | all orch. | all | all | string WW bra |
| 7-15 | 4-10 | 5 S.C. rule | 8-15 | Str. 8 others 10-12 | 12 | 15-18 | 1 |
| 2 | 1 | 1 | 3 | Str.2 Other 1 | 2,3,5 | 1 | 2 |
| 30-40 | 40-50 | 30 | 40 | 45-60 | 25-45 | 30 | 40 m |
| some | no | no | no | yes for strings | yes | some | ye |
| 00 $12.Rent | 40 Inst. | no | large inst. | large inst. | some of each | few | some viol cell |
| no | no | no | no | no | no | no | n |
| yes | yes | yes | yes | yes | yes | yes | n |
| yes | yes | no | yes | yes | no | no | ye |
| no | yes | yes | sometimes yes | sometime | no | no | n |
| yes no | yes yes | yes yes | yes yes | string orch. Band | in each school | yes yes | n |
| S.T. | S.T. | A.S. | S.T. | S.T. | | S.T. | S.T |
| All City Orch. | no | if needed | no | no | no | no | n |
| both | PM | PM | GMB | GMB | PM | PM | GMB |
| Library | list | list | list | list | | list | list |

| Watertown, So. Dakota | Westerly, Rhode Island | Westwood, Massachusetts | Winchester, Massachusetts | Warwick, Rhode Island | |
|---|---|---|---|---|---|
| 1800 | 1400 | 1200 | 3000 | 8000 | |
| 100 | 100 | 140 | 400 | 500 | |
| 5-6 | 4-6 | 4-6 | 4-6 | 4,5,6 | |
| 1 | 2 | 1 | 2 | 3 | |
| | | $100. extra | $100. extra | Base | |
| all | Band inst. | all | all | orch. | |
| 1 | 8 | 7 | 8-16 | | |
| 1 | 1 | 1 | 1 | 2 | |
| 20-20 | 25-30 | 30 | 1 hr. | 30 | |
| no | yes | no | yes | no | |
| no | only drums | some of each | large inst. | 27 viola 3 cello | |
| no | no | yes | no | no | |
| no | yes | yes | yes | yes | |
| no | yes | no | yes | yes | |
| no | no † usually | no | yes | no | |
| no | Band | yes yes | yes yes | yes yes | |
| S.T. | S.T. | S.T. | S.T. | S.T. | |
| NO | yes | no | yes | no | |
| both Masters | GMB | PM | GMB | both | |
| list | list | list | list | | |

# KWALWASSER MUSIC TALENT TEST

FORM B

SCORE

Name.....School.....Age.....Grade.....

Musical Training.....Length of Time Studied.....

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | Pitch | ☐ | Rhythm ☐ | 21 | Pitch | ☐ | Time ☐ |
| 2 | Loudness | ☐ | Time ☐ | 22 | Time | ☐ | Pitch ☐ |
| 3 | Loudness | ☐ | Pitch ☐ | 23 | Pitch | ☐ | Time ☐ |
| 4 | Pitch | ☐ | Rhythm ☐ | 24 | Pitch | ☐ | Rhythm ☐ |
| 5 | Rhythm | ☐ | Pitch ☐ | 25 | Time | ☐ | Pitch ☐ |
| 6 | Time | ☐ | Pitch ☐ | 26 | Loudness | ☐ | Rhythm ☐ |
| 7 | Pitch | ☐ | Time ☐ | 27 | Pitch | ☐ | Time ☐ |
| 8 | Rhythm | ☐ | Pitch ☐ | 28 | Rhythm | ☐ | Pitch ☐ |
| 9 | Pitch | ☐ | Loudness ☐ | 29 | Loudness | ☐ | Pitch ☐ |
| 10 | Rhythm | ☐ | Pitch ☐ | 30 | Rhythm | ☐ | Pitch ☐ |
| 11 | Time | ☐ | Pitch ☐ | 31 | Pitch | ☐ | Rhythm ☐ |
| 12 | Rhythm | ☐ | Pitch ☐ | 32 | Pitch | ☐ | Time ☐ |
| 13 | Pitch | ☐ | Rhythm ☐ | 33 | Loudness | ☐ | Time ☐ |
| 14 | Time | ☐ | Pitch ☐ | 34 | Loudness | ☐ | Rhythm ☐ |
| 15 | Loudness | ☐ | Time ☐ | 35 | Rhythm | ☐ | Pitch ☐ |
| 16 | Rhythm | ☐ | Pitch ☐ | 36 | Loudness | ☐ | Rhythm ☐ |
| 17 | Pitch | ☐ | Rhythm ☐ | 37 | Time | ☐ | Pitch ☐ |
| 18 | Time | ☐ | Loudness ☐ | 38 | Time | ☐ | Pitch ☐ |
| 19 | Loudness | ☐ | Pitch ☐ | 39 | Rhythm | ☐ | Pitch ☐ |
| 20 | Rhythm | ☐ | Pitch ☐ | 40 | Loudness | ☐ | Rhythm ☐ |

WARWICK SCHOOL DEPARTMENT

MUSIC APTITUDE TEST
Evaluation Sheet

| Teacher: | Score | Perce. | C.A. | I.Q. |
|---|---|---|---|---|
| School: | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
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SAMPLE LETTER

Dear Parent:

We wish to call your attention to the instrumental music classes being offered at the Warwick Elementary Schools. This program is a function of the Warwick Public Schools, and all lessons are free. Classes are offered in all legitimate orchestra instruments.

This letter is sent to you to inform you that your child made an _____ rating in The Music Talent Test which was given to all Warwick fourth grade pupils. The test was given for the purpose of finding children with average or better than average musical ability. They are rated from this point: good, excellent, or superior.

We can predict that if your child shows an interest in the study of a musical instrument and he is physically adapted to the instrument that he will be a successful player, the degree of success depending on the time the child can give to practice of the instrument.

We invite your cooperation in filling out and returning the enclosed blank to the classroom teacher.

In closing may we remind you that these values are inherent in the type of activity we are offering your child:

Music builds character
Music develops wholesome companionship
Music creates popularity
Music promotes discipline

MUSIC IS FUN.

Sincerely yours,

Instrumental Music Instructor

Principal

WARWICK SCHOOL DEPARTMENT

School Attending:_____

Parent's Name_____

Child's Name_____

Instrument Interest_____

Owns Instrument_____

Wishes to Purchase Instrument_____

Wishes to Rent Instrument_____

Desires an appointment to discuss matter before purchase_____

Time desired_____

Date:_____

WARWICK SCHOOL DEPARTMENT

MUSIC DEPARTMENT

To explain more fully about the renting and buying of musical instruments, as well as to answer questions concerning the instrumental program, the music teacher will be at:

_____school

_____

at_____

Mario Pera
Louis Cuddy
Donald Downs
Instrumental Music Teachers

Dear Parent:

The Warwick School Department will loan a _____ to your child for use during the
(kind of instrument)
school year and grants the privilege of taking the instrument home for the purpose of practicing.

It is loaned on the condition that you will be responsible for loss or damage other than reasonable wear and tear.

The instrument may be recalled by the instructor before the end of the school year if there is just reason.

If you are willing to assume the responsibility as listed above, please sign below and return this letter to the school.

Warwick School Department

_____
Pupil's Name

_____
School

_____
Parent's Signature

6/58