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Analysis of Public School Music Curricula of the State Teachers Colleges in The United States

Louise Jackson Funk

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ANALYSIS OF PUBLIC SCHOOL MUSIC CURRICULA
OF THE
STATE TEACHERS COLLEGES IN THE UNITED STATES

BY

LOUISE JACKSON
(mrs. Marshall Funk)

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE
DECEMBER, 1936
Approved:

Major Professor
and
Department of Education

Minor Professor, Music

Graduate Committee, Chairman

[Signature]

[Date]
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>A STUDY OF THE PUBLIC SCHOOL MUSIC CURRICULUM OF THE TEACHERS COLLEGES IN THE UNITED STATES</td>
<td></td>
</tr>
<tr>
<td>Introduction ..................................</td>
<td>1</td>
</tr>
<tr>
<td>Review of Similar Studies .................</td>
<td>5</td>
</tr>
<tr>
<td>Limitations ..................................</td>
<td>5</td>
</tr>
<tr>
<td>Sources of Data ................................</td>
<td>5</td>
</tr>
<tr>
<td>Treatment of Data ..........................</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>REQUIRED HOURS OF VARIOUS TEACHER TRAINING INSTITUTIONS</td>
<td></td>
</tr>
<tr>
<td>Required Academic Subjects Other Than Music</td>
<td>7</td>
</tr>
<tr>
<td>Public School Music Method Courses ........</td>
<td>9</td>
</tr>
<tr>
<td>Theoretical Music Subjects .................</td>
<td>11</td>
</tr>
<tr>
<td>Applied Music Required of Public School Music Majors</td>
<td>14</td>
</tr>
<tr>
<td>Music Texts ..................................</td>
<td>17</td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>REQUIRED HOURS OF VARIOUS TEACHER TRAINING INSTITUTIONS FOR THE BACHELOR OF SCIENCE DEGREE IN EDUCATION AND BACHELOR OF EDUCATION DEGREE</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Education</td>
<td>21</td>
</tr>
<tr>
<td>Bachelor of Education Degree</td>
<td>27</td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>SUMMARY AND FINDINGS ........................</td>
<td></td>
</tr>
<tr>
<td>Summary ......................................</td>
<td>34</td>
</tr>
<tr>
<td>Findings ....................................</td>
<td>35</td>
</tr>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY ..................................</td>
<td>36</td>
</tr>
<tr>
<td>VI</td>
<td></td>
</tr>
<tr>
<td>APPENDIX .....................................</td>
<td></td>
</tr>
<tr>
<td>Questionnaire sent to the Teachers Colleges</td>
<td>27</td>
</tr>
<tr>
<td>Schools Offering No Degree to Public School Music Majors</td>
<td>28</td>
</tr>
</tbody>
</table>
### LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>II</td>
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<td>31</td>
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<td>XII</td>
<td>33</td>
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</table>

**I** Number of Schools and Required Hours for Public School Music Major for Bachelor of Arts Degree

**II** Number of Schools and Required Semester Hours in Method Courses for Public School Music Major for Bachelor of Arts Degree

**III** Number of Schools and Required Semester Hours of Theoretical Subjects of Public School Music Majors for Bachelor of Arts Degree

**IV** Number of Schools, Total Number of Semester Hours and Applied Music Requirements for the Public School Music Major Obtaining the Bachelor of Arts Degree

**V** Number of Schools and Required Number of Hours in Academic Subjects for Public School Music Major for Bachelor of Science Education Degree

**VI** Number of Schools and Required Hours in Methods for Public School Music Major for Bachelor of Science Degree in Education

**VII** Number of Schools and Required Hours in Theoretical Courses for Public School Music Major for Bachelor of Science Degree in Education

**VIII** Number of Schools and Required Hours in Applied Music for Public School Music Major for Bachelor of Science Degree in Education

**IX** Number of Schools and Required Semester Hours for Public School Music Major for Bachelor of Education Degree

**X** Number of Schools and Required Method Courses for Public School Music Majors for Bachelor of Education Degree

**XI** Number of Schools and Required Theoretical Hours for Public School Music Major for Bachelor Education Degree

**XII** Number of Schools and Required Hours and Applied Hours for Public School Music Major for Bachelor of Education Degree
CHAPTER I

INTRODUCTION

There is very little literature pertaining to the public school music curriculums of the state teachers colleges in the United States.

Various questions, however, have arisen in each institution relative to the required music courses and to the number of hours that should be required of a public school music major. Music teachers disagree as to the text to be used in music courses. Of all the various public school music texts available it is difficult to find any one text that is most worthy of recognition as there seem to be many of equal value. Not only is there disagreement concerning this phase of teacher training but also a lack of agreement as to what subjects other than music courses should be required of the public school music major. There is general agreement among educators that public school music teachers should have broad general academic training.

It is impossible to determine definitely the number of hours in the various subjects that should be required of a music major. There is a general impression, however, that a greater number of hours should be required in education than any other subject with the exception of music itself.

There is quite a lack of agreement as to applied music requirements for such a major. One purpose of this study is to determine whether or not a public school major should be required to take piano, voice, brass, woodwind, string and
percussion instruments.

Formerly it was thought children should be taught music only individually in order to obtain desired results. Now it seems that equally valuable instruction may be given in groups. Group piano is today becoming very prevalent among the methods of giving musical instruction. This method of teaching has proved itself to be a very efficient one. Group instruction is more economical, and is conducive to a cooperative spirit which is one of the desirable outcomes of all educational procedures.

Today in the best school systems group instruction is given not only in piano but also in brass, woodwind, percussion and string instruments.

Some think that the individual majoring in public school music should be required to take one or more semester hours of chorus, while others believe it unnecessary. Some teachers restrict glee clubs, both male and female, to the best voices only. Others think it should be required of all public school and applied music majors. Opinion on all phases of the requirements for music majors varies and we can determine only in a measure these answers by discovering the various institutional practices in respect to music curricula.

In the light of these considerations the problem is undertaken. It is the purpose of this study to determine the requirements of the teacher training institutions of the United States for public school music majors in (1) music courses, (2) education courses, and (3) content subjects.
Review of Similar Studies

There have been few studies, similar in nature and comparable in purpose to this study. The one thought to be most pertinent is presented here as follows:

In 1932 Randall Thompson was chosen by aSponsoring Committee of the Association of American Colleges to investigate the various methods of music teaching in colleges throughout the United States. He was to visit such colleges as were designated by the committee. His observations were supplemented by data furnished by numerous other institutions.

His investigation was in three parts. In Part I the director enumerates several general methods now in use by which colleges grant credit for Applied Music. In Part II and in Part III he sets forth what he considers, in light of the facts, the best solution of this debatable question. He investigated the music of forty-four institutions, his investigation being limited to matters pertaining to music in Liberal Arts Colleges. At each college listed, conferences were held with the heads of the departments and information was received in person.

It may be seen from the findings that there is total lack of agreement in opinion as to whether students should be given credit in Applied Music.

Findings:

1. Group instruction in Applied Music is available in

eleven colleges.

2. Three colleges provide only elementary work.

3. Three colleges offer applied music to the advanced students only.

4. Seven institutions do not offer instruction in applied music.

5. Thirty-three colleges grant credit in applied music while four grant no credit.

6. Of these thirty-three institutions two schools grant credit both with music as a major and as an elective subject.

7. Two colleges grant credit in applied music to music majors only.

8. Five colleges grant credit in applied music as an elective subject only.
Limitations

This study has certain limitations which are fully recognized. The questionnaire contained inquiries concerning the requirements for the public school music major desiring the Bachelor of Arts degree only. The returned questionnaires showed that many teachers colleges combined some courses which were listed in the questionnaire as separate subjects. It has also been discovered that some subjects required by many schools were not listed in the questionnaire at all. The returned questionnaires also showed that many teachers colleges are issuing this year for the first time to public school music majors the Bachelor of Arts degree but have not completed the courses of study.

Sources of Data

The materials for this study were obtained by means of a questionnaire. This was sent to all the four-year state teachers colleges listed by The American Association of Teachers Colleges. There are 150 listed here. Only one inquiry was sent to each of the teachers colleges. Of the 160 questionnaires which were mailed, replies were received from eighty-seven colleges. These colleges are located in the following thirty-one states: Washington, New Jersey, South Dakota, Illinois, Colorado, Virginia, Wisconsin, Texas, New York, Tennessee, Kentucky, Pennsylvania, Mississippi, Nebraska, Michigan, Kansas, West Virginia, Iowa, Oklahoma, Arizona, Indiana, Minnesota, Georgia, Montana, Arkansas, and California.

The questionnaire is divided into four parts: Part I
pertains to required subjects other than music; Part II surveys the field of method courses in public school music; Part III relates to the theoretical musical subjects; Part IV pertains to the applied music required of such majors.

It is assumed that the answers received from the questionnaires sent to the various colleges in all parts of the United States will serve as a guide to those interested in public school music requirements.

Treatment of Data

The data obtained by this questionnaire have been arranged in tabular form. These tables show the requirements of the various colleges, in content, method and general education courses. They also show the range of the requirements in the various subject matter fields.

In all the discussions of the data found in the tables, the mode, or the greatest number of colleges with the particular requirement, is considered the general practice of the teachers colleges.

These tables show the number of hours required for music majors in the different subject matter fields necessary for the earning of the various degrees.
CHAPTER II

REQUIREMENTS IN VARIOUS TEACHER TRAINING INSTITUTIONS

From Table II, Table V and Table IX, one may see that replies were received from forty-eight of the one hundred and fifty colleges to which the questionnaire was mailed.

From Table V the reader may see that answers were received from eight state teachers colleges which offered to music majors the Bachelor of Education degree. Also from Table V it is shown that six colleges answered questionnaire which offered to music majors the Bachelor of Science degree in education.

Thus we see from Tables I and V that there is little agreement concerning the degree that should be offered music majors. The requirements of music majors for the several degrees are tabulated separately.

A—Required Academic Subjects other than Music

In Table I it is seen that twenty-eight answers were received from the teachers colleges relating to academic subjects. Blank spaces were left for the schools which not only require the subjects stated in questionnaire but which also require courses not so mentioned. In this phase of the question ten other subjects were listed, none of which was required by more than four colleges.

From Table I it may be seen that twenty-eight colleges stress education. In these requirements the range is from seventeen thirty-six hours which is greater than that of any other subject. It may be seen also that the mode is twenty-four hours.
TABLE I
NUMBER OF SCHOOLS AND REQUIRED HOURS FOR PUBLIC SCHOOL MUSIC
MAJOR WITH BACHELOR OF ARTS DEGREE

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Education is believed to be an essential subject and any person planning to become either a music teacher or music supervisor would be deficient in his field if this most fundamental subject is omitted from his course of study.

From Table I one may note that only five institutions require no social science. The range is from zero to thirteen and one-half required semester hours. This also reveals that eight of the twenty-eight colleges answering require eight hours of English and only two colleges require as much as ten hours in Mathematics. It may be seen, also, that fifteen institutions have no requirements in Mathematics. Practice indicates that English courses seem to be more desirable than courses in Mathematics.

Referring to Table I we note that Physical Education is required of all music majors by each college answering. The range is from one to eight semester hours. As seen from the
table it may be seen that six hours of Science is required. Nineteen of these colleges require no language for music majors.

In addition to requirements listed in Table I, we find the following subjects listed as requirements, in each case, however, by only a few colleges: Psychology, Philosophy, Hygiene, Agriculture, Art, Public Speaking, Geography, Penmanship, Ethics, Home Economics, and Federal and State Constitutions.

B—Public School Music Methods Courses

Table II shows that thirty colleges answered the second part of the questionnaire which deals with Public School Music Methods Course. It is found here that the requirements for method courses vary as widely as the requirements of academic subjects.

It may be observed from the table that twenty-five of thirty colleges answering this part of the questionnaire neither require nor offer Rural School Methods courses as such. Of the remaining five colleges which offer Rural School Methods courses, only one listed the text used, "Music in Rural Education" by McConathy and Burge. Most of these thirty colleges which answered the questionnaire include Rural School methods in their general method course but do not offer it as a separate subject.

Table II shows that the range for required primary methods is from zero to six hours, the mode being two hours.
TABLE II
NUMBER OF SCHOOLS AND REQUIRED SEMESTER HOURS IN METHOD COURSES
FOR PUBLIC SCHOOL MUSIC MAJOR WITH BACHELOR OF ARTS DEGREE

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<thead>
<tr>
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By observing Table II one may see that the mode for Intermediate Methods is two required hours. Many schools combined Primary and Intermediate Method courses. Where this combination of method courses occurs, half of the total number of hours combined were allotted to each. Primary and Intermediate Method courses are seen by this study to be generally required of persons majoring in Public School Music.

Many of the teachers institutions also combine Junior and Senior High School Method courses, but Table II shows that the required number of Junior High School hours ranges from zero to three, the mode being one semester hour. Table II also shows a range of from zero to three required number of hours in Senior High School methods. The mode here is also one hour. Seven of these institutions require no High School Method courses.

The preferred text for teaching music methods is "Psychology of School Music Teaching" by Mursell and Glenn and the most frequently used series is "The Music Hour Series". Some of these colleges use more than one text.

Varying from one to four semester hours, other required subjects are listed by these colleges as follows:
School Bands and Orchestras
Musical Dramatics
Observation and Practice
Choral Literature
Instruments of the Orchestra
Problems of Supervision
Class Piano Methods
Problems in Extra Classroom Activities
Group Piano

C--Theoretical Music Subjects

Table III shows that answers were received from thirty-three colleges relating to theoretical music subjects. Twelve subjects were listed. The answers show that exactly one-half of these subjects were not required but a majority of the listed subjects were offered as parts of other courses. For example, Child Voice was taught by many colleges as a part of music methods and, therefore, was not listed as a separate subject. Such courses as Counterpoint, Instrumental Form and Analysis, and Choral Form and Analysis are included in various theoretical and applied music subjects and are not taught as separate classes.

The range of offerings in hours is greater in Harmony than that of any other subject in this field. This range is from two to twelve hours. All schools answering the questionnaire require harmony for the Public School Music major. Table III shows the mode is eight semester hours. Two texts on this subject are preferred by the teachers institutions, "Applied Harmony" by Wedge, and "Lessons in Harmony" by Beacox & Lehman.
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As seen from Table III both History and Sight-singing
and Dictation have a range of required hours from zero to
eight. The mode in both subjects is four semester hours.
Five institutions correlate Sight-singing and Dictation with
Theory, however, when this occurs the total number of hours is
divided equally between the two.

The range in appreciation of music is from zero to six re-
quired hours. The mode is two semester hours. The mode in
Theory is two hours, the range being from zero to four semester
hours. Also, it may be seen that eleven of these institutions
require no hours in Theory, however, it is offered to those pu-
pils desiring it.

It is extremely interesting to note from Table III that
twenty of the teachers colleges require no Counterpoint. The
range where required is from zero to eight hours. A few of these
schools include Counterpoint in their Harmony courses.

Reviewing Table III we see that Orchestration has a range
of required hours from zero to six semester hours. It may also
be noted that sixteen of these colleges require no Orchestra-
tion. Again it may be stated that Orchestration is taught in
other music classes, especially in the Applied Music Courses.

A majority of the teachers colleges combine Instrumenta-
tion with Instrumental Form and Analysis. Seventeen of the
thirty-three colleges do not offer Instrumentation as a separate
course. The range is from zero to four semester hours.

Table III reveals that a majority of the institutions re-
quire Conducting to be taken by the Public School Music major.
Conducting is usually considered to be of vital importance to any music major. Only seven schools do not require this music course.

Child voice as a separate subject is not required by thirty colleges, however, these institutions state that this is included in other general methods courses.

Table III shows that Choral and Instrumental Form and Analysis range from zero to three and four semester hours. There are twenty-six schools requiring no Choral Form and Analysis and nineteen requiring no Instrumental Form and Analysis.

Blank spaces were left to be filled in by those teachers colleges requiring subjects other than those mentioned. Five subjects were listed as follows: Song Appreciation, Band and Orchestra Technique, Physics of Sound, Teaching of Music, and Supervision Administration.

There are many text books now being used in the field of theoretical music. The following are widely used: "Students Counterpoint" by Goetchnis, "Project Lessons in Orchestra" by Heacox, "Instrumental Technique" by Ciddings and Ladd, "Essentials of Conducting" by Chekens, "History of Music" by Pratt, "Discovering Music" by Mckenney and Anderson, "Lessons in Form" by Goethchius, and "Models of Principal Music Forms" by Goetchnis.

Applied Music Required of Public School Music Majors.

From Table IV it may be seen that thirty-three teachers colleges answered this part of the questionnaire. A majority of these colleges require public school music majors to take all phases of applied music listed in questionnaire, however,
in many of these schools no credit is given for these courses.

Observing Table IV it may be seen that the range of required piano hours for a public school music major is from zero to sixteen and that the mode is two hours.

Table IV shows that only six colleges do not require their music majors to take piano. The range for voice requirements is from zero to twelve hours. Seven of these thirty-three colleges require no voice, however, it may be taken by the pupil, without credit. The mode is two required hours for such a major.

One may observe from Table IV that in instruments, the range of required hours is from zero to nine for the Public School music majors. Twelve of these institutions answering do not give any credit for instrumental work, but it is required by all these schools in order to obtain the Bachelor of Arts degree with Public School music as a major.

Table IV shows that chorus ranges from zero to eight semester hours. It is interesting to note that twelve of these colleges give no credit for chorus although in each case such a major must have at least one semester hour of such training.

By referring to Table IV we may see that glee clubs, for both men and women, range from zero to two required hours. Twenty-eight of these colleges require no glee club work of the public school music major, however, these clubs are composed of the students in school who have outstanding voices.

Table IV shows that both Bands and Orchestras range in requirements from zero to two or three hours respectively. This does not signify that both of these organizations are omitted
from the college. To the contrary, all colleges answering stated that at least one is included, and all Public School Music majors are required to become well acquainted with at least one instrument of the four sections.

We may observe also from Table IV that the total number of required public school music hours for such a major varies. It is interesting to note that the range is from twenty-two to eighty-six required semester hours. The mode is forty semester hours. Exactly one-half of the schools required more than forty
hours.

B—Music Texts

It was not one of the primary purposes of this study to determine the extent to which music text books are used in the teachers colleges of the United States. But since the data included in the questionnaire revealed the use made of texts in the various music courses, it is thought important to include this finding here.

TEXT BOOKS USED IN REQUIRED COURSES FOR BACHELOR OF ARTS DEGREE AND NUMBER OF SCHOOLS USING THEM

A—Methods

6—"Psychology of School Music Teaching"—Mursell and Glenn
5—"Music in Junior High School"—Beatie
4—"Music in Graded Schools"—Gershkens
4—"The Music Hour"
3—"Music Teaching in the Grades"—Hubbard
2—"School Music Handbook"—Cundiff and Dykema
1—"Ear Training and Sight-singing"—Hedge
1—"Book of Songs"II—Foresman
1—"New Manuals for Teachers"—Hollis Dunn
1—"Rural Schools"—Fullerton
1—"High School Music Teaching"—Ciddings
1—"Music in Junior High Schools"—Morgan and McConathy
1—"Music in Junior High Schools"—Gershkens
1—"Teaching School Music"—Korton
1—"Elements of Music"—Richards

B—Rural Education Method

1—"Music in Rural Education"—McConathy and Burge
C—Theory
1—"Lessons in Harmony"—Heacox and Lehman
1—"Harmonic Forms"—Bullis
1—"Fundamentals in Music"—Smith
1—"Harmonic Dictation"—White and Jones
1—"Elements of Musical Notation"—Hardy

D—Sight Singing
10—"Sight Singing and Ear Training"—Hedge
1—"Sight Singing and Ear Training"—Clippinger
1—"Melodic Dictation"—White and Clippinger
1—"Fundamentals of Musicianship"—Smith and Krone
1—"Melodia"—Cole and Lewis
1—"Octave Music"
1—"Universal Series"

E—Harmony
6—"Lessons in Harmony"—Heacox and Lehman
6—"Applied Harmony"—Hedge
4—"Materials Used in Music Composition"—Goetchius
4—"Modern Harmony"—Froot and Spalding
4—"Applied Harmony"—Alchin
2—"Harmony for Ear, Eye, and Keyboard"—Heacox
1—"Harmonic Simplified"—Shepherd
1—"Harmonic Material"—Giard
1—"Applied Harmony"—Jones
1—"Modern Harmony"—Miller

F—Counterpoint
6—"Students Counterpoint"—Goetchius
1—"Students Counterpoint"—Pearce
1—"Tonal Counterpoint"—Spalding
G--Orchestration
2--"Project Lessons in Orchestra"--Seacox
1--"School Orchestra and Bands"--Wood
1--"Orchestra"--Forsythe
1--"Essentials of Conducting"--Gershkine
1--"Instrumental Technique"--Giddings and Ladd
1--"Eloquent Baton"--Barhart
1--"Building of School Orchestra"--Carr
1--"Practical Orchestration"--Anderson
1--Berlioz and Strauss

H--Instrumentation
2--"Instrumental Technique"--Giddings and Ladd
1--"Modern Band"--Gallo
1--"Building of School Orchestra"--Carr
1--"Eloquent Baton"--Barhart
1--"Essentials in Conducting"--Gershkine
1--"Project Lessons in Orchestration"--Seacox

I--Conducting
14--"Essentials of Conducting"--Gershkine
4--"Technique of Baton"--Stoessel
1--"Building of School Orchestra"--Carr
1--"Instrumental Technique"--Giddings and Ladd

J--History
8--"History of Music"--Bratt
8--"History of Music"--Hamilton
2--"History of Music"--Finney
1--"History of Music"--Landor
1--"History of Music"--Hurgerson
1—History of Music—Dickenson
1—"Essentials in Musical History"—Tapper and Goetschius

K—Appreciation
1—"discovering Music"—McKenney and Anderson
1—"Appreciation of Music"—Cherkins
1—"People and Music and My Music Measure"—McGhee
1—"How Music Grew"—McGhee
1—"Music and Romance"—Kinsella
1—"Music in Appreciation"—Hamilton
1—"De Faust"—Glenn, Loury
1—"Music Appreciation for Every Child Series"—Baltzell

L—Instrumental Form and Analysis
3—"Lessons in Form"—Goetschius
1—"Form in Music"—Heacox

M—Choral Form and Analysis
1—"Form in Music"—Heacox
1—"Homophonic Forms"—Goetschius
1—"Harmonic Analysis"—York
1—"Models of Principles of Music Forms"—Goetschius

N—Child Voice
1—"Child Voice in Singing"—Howard
1—"Child Voice"—Richards

It may be seen from the list of texts that no one book is generally used in any music course.
CHAPTER III

A—Bachelor of Science Degree in Education

Though the colleges were asked in the questionnaire to fill in the blanks giving information concerning the required courses leading to the Bachelor of Arts degree for a public school music major, eight colleges, not offering this degree to the music majors, gave the requirements for the Bachelor of Science degree in Education instead.

TABLE V
NUMBER OF SCHOOLS AND REQUIRED NUMBER OF HOURS IN ACADEMIC SUBJECTS FOR PUBLIC SCHOOL MUSIC MAJOR WITH BACHELOR SCIENCE EDUCATION DEGREE

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Table V shows that the range is from thirteen and one-half to twenty-five required semester hours in Education, which is by far greater than that of any other subject with the exception of music. The mode here is twenty-four semester hours. It is interesting to note by referring to Table I and Table V that the mode is twenty-four semester hours in Education for both the public school music major receiving the Bachelor of Arts or the Bachelor of Science degree in Education.

Table V shows that the range in English for this degree is from seven to thirteen and one-half required semester hours. The mode is twelve hours. By turning to Table I and comparing
this with Table V we may see that the requirements in English for music majors taking the Bachelor of Science degree in Education are greater than those taking the Bachelor of Arts degree. All of these six colleges require English.

Referring to Table V we may note that the range in History is from five to twelve required hours. The mode is five semester hours. By a comparison of Table V and Table I we see that the requirements in History for the Bachelor of Arts degree are greater than those for the Bachelor of Science degree in Education.

Table V also shows that the range in mathematics is from zero to thirteen hours. Two of these seven colleges required no mathematics, however, the requirements here are more than those for the Bachelor of Arts degree for public school music majors.

In Table V we see that Physical Education ranges from two to four required hours. The mode being four hours. The modal requirements for this major are the same as those for the Bachelor of Arts degree. For the music major receiving the Bachelor of Arts degree, however, the latter's range is greater.

A survey of Table V shows the range in Language requirements is from zero to thirteen and one-half hours. A majority of these colleges do not require Language.

Other subjects listed in the blank spaces of the questionnaire are Art, Agriculture, Femininity, Geography, Nature Study, and Psychology. These and other subjects were also listed for the public school music Bachelor of Arts degree requirements.
TABLE VI
NUMBER OF SCHOOLS AND REQUIRED HOURS IN METHOD COURSES FOR
PUBLIC SCHOOL MUSIC MAJOR WITH BACHELOR OF SCIENCE DEGREE
IN EDUCATION

<table>
<thead>
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<th>No. Primary</th>
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<th>Rural School</th>
<th>Intermediate</th>
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<tr>
<td>4</td>
<td>0</td>
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</table>

We may see from Table VI that eight colleges answered the part of the questionnaire pertaining to method courses. The range of courses required is from zero to two and one-half hours in Rural School Methods, however, five of these eight do not offer these courses as such, but the principles are included in other Method courses.

Table VI shows that the range for Primary Methods is from zero to two and one-half hours. The mode here, as seen from this table, is one and one-half hours. This is one-half hour less than the requirements for the Bachelor of Arts major.

All of the eight colleges require Intermediate Methods to be taken by their public school music majors. The range being from one to one and one-half hours.

From Table VI we may see that Junior High School Method courses range from one to three semester hours. The mode, one and one-half we note, is the same as that required of the Public School Music major for the Bachelor of Arts degree.

In relation to the theoretical subjects, Table VII shows
that Theory ranges from zero to eight required hours. Five of
these eight schools answering required no Theory. Comparing
Table III with Table VII it may be seen that the Bachelor of
Arts music majors are required to take two hours more than
those obtaining the Bachelor of Science degree in Education.

Reviewing Table VII we see that the requirements in Har-
mony ranges from seven and one-half to eleven hours. The mode
is eight required hours. Referring to Table III we may observe
that the required hours for both the music major obtaining the
Bachelor of Arts and the Bachelor of Science degree in Educa-
tion are the same. The Table shows that Harmony required of all
music majors who obtain the Bachelor of Science degree in Edu-
cation.

Table VII shows that there is a greater range in Sight-
Singing and Dictation than any of the theoretical subjects list-
ed. This range is from two and one-half to twelve semester
hours. The mode is five and one-half hours. All eight of the
colleges offering the Bachelor of Science degree require Sight-
Singing and Dictation.

It may be seen from Table VII also that Orchestration and
Instrumentation both range from zero to three hours. The mode
in Orchestration is two and one-half hours while in Instrumenta-
tion it is one required hour.

As shown in Table VII Counterpoint ranges from zero to
five required hours. Five of these eight institutions require
no hours in this subject. Comparing Table VII with Table III
we may see that twenty of the thirty-three colleges answering
TABLE VII
REQUIREMENTS IN THEORETICAL MUSIC FOR PUBLIC SCHOOL MUSIC MAJOR WITH BACHELOR OF SCIENCE DEGREE IN EDUCATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Sight-Reading</th>
<th>Conductor</th>
<th>Composition</th>
<th>General Theory</th>
<th>Appreciation</th>
<th>Counterpoint</th>
<th>Harmony</th>
<th>Aesthetics</th>
<th>Instrumental Form &amp; Analysis</th>
<th>Sociology</th>
<th>3 Electives</th>
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<td>6</td>
<td>0</td>
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</table>
the questionnaire require no Counterpoint. There is a range of from zero to four required hours in Conducting.
In comparing Table VII with Table III one may see the mode in both is two semester hours. Only one of these eight colleges answering the questionnaire requires no Conducting for the Bachelor of Science degree in Education.

Table VII shows also that Child Voice is required by only one of these eight colleges answering. These institutions state that this particular phase of music is taught in Methods courses. By reviewing Table VII we see that the range of History is from three to six semester hours. All schools answering the questionnaire require their music majors to take History. The mode we may see is five semester hours whereas in reviewing Table III the mode for the Bachelor of Arts degree is four hours. Appreciation is not required by two of these colleges.

Table VII shows that both Instrumental and Choral Form and Analysis range from zero to two required semester hours. Six of these colleges require no Instrumental Form and Analysis while seven of these colleges require no Choral Form and Analysis.

Table VIII deals with Applied Music required of the public school music major for the Bachelor of Science degree in Education. Eight colleges answered concerning this topic. The range in piano is from zero to four required hours. Three of these colleges require no piano. Reviewing Table VIII it may be seen that the range in voice is from zero to
four required hours. Five of these institutions require no voice.

**TABLE VIII**

NUMBER OF SCHOOLS AND REQUIRED HOURS IN APPLIED MUSIC FOR PUBLIC SCHOOL MUSIC MAJOR WITH BACHELOR OF ARTS DEGREE IN EDUCATION

| No. | Mrs. | No. Piano | No. Instruments | No. Voice | Chorus | Orchestra | Band | Orchestra
<table>
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<tr>
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</table>

Table VIII shows that chorus is offered in all of these eight colleges, but it is required by only one school. It may be observed from Table VIII also that seven schools require neither band nor orchestra for credit.

There are two other subjects required of the music major that are not listed in questionnaire. These subjects are: Music Supervision and Harmonic Form and Analysis.

It may be seen from Table VIII that the total number of music hours required ranges from twenty-five to sixty-four semester hours. Comparing Table IV with Table VIII it may be seen that this range is not as great as that for the public school music major receiving the Bachelor of Arts degree.

E--Bachelor of Education Degree

Six colleges not offering the Bachelor of Arts degree for public school music major answered the questionnaire concerning the Bachelor of Education degree. Four of these institutions
answered the first part of the questionnaire referring to required academic subjects other than music.

Table IX shows that the range for English is from twelve to fourteen required hours. The mode is twelve required hours. One may note also from Table IX that there is a greater range of required hours in education than is found in any other subject. The range is from eight to twenty-two required semester hours. The mode is twenty-two. In Table IX it may be seen that the mode in History is eight required hours; the range being from three to eight semester hours. We also see from Table IX that the range is from three to eight required semester hours in Science. The mode is eight required semester hours. Comparing Table IX with Table I it may be observed that the requirements in Science are two required hours greater for the Bachelor of Education degree than those of the public school music major receiving the Bachelor of Arts degree.

| TABLE IX |
| NUMBER OF SCHOOLS AND REQUIRED SEMESTER HOURS IN ACADEMIC FIELDS FOR PUBLIC SCHOOL MUSIC MAJOR WITH BACHELOR OF EDUCATION DEGREE |

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For the Bachelor of Education degree Table IX shows that requirements in Mathematics are lower than those in Table I for the public school major receiving the Bachelor of Arts degree, the range being from zero to three semester hours. Physical
Education is required by all the colleges answering the questionnaire. The range of Physical Education is from three to eight semester hours. Comparing Table IX with Table I, one may see that the mode is three required hours in Physical Education for the public school music major obtaining the Bachelor of Education degree, while for the Bachelor of Arts degree the mode was four required hours. Language is required by none of these four institutions.

Other required subjects listed by the teachers colleges are: Geography, Art, Psychology and Political Science.

Table X shows that six colleges answered the part of the questionnaire concerning Music Methods course. Again we see that Rural School Methods courses range from zero to three semester hours. Of these six colleges answering five schools require no methods; however, these schools reporting stated that part of music was taught in other Methods courses. One may observe from Table X that Primary Methods range from zero to two semester hours, the mode being one required hour. Comparing Table X with Table II it may be seen that the mode is two semester hours for the public school music major receiving the Bachelor of Arts degree. We also note that for the Bachelor of Education degree, the mode is one required semester hour.

Table X shows that all colleges require Intermediate Methods. The range is from one to four required hours, the mode being one required hour. One may observe from Table I, also, that Junior High School Methods range from one to four required semester hours, the mode being one required hour.
TABLE X
NUMBER OF SCHOOLS AND REQUIRED METHOD COURSES FOR PUBLIC SCHOOL
MUSIC MAJORS WITH BACHELOR OF EDUCATION DEGREE

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Comparing Table X with Table II, one may note that the mode of
the requirements for both degrees is one semester hour. Two
of the colleges issuing the Bachelor of Education degree re-
quire no Senior High School methods.

Table XI shows that six colleges offering the Bachelor
of Education Degree answered the third part of the question-
naire concerning theoretical subjects.

From Table XI we find that range of Theory hours is from
zero to five. Comparing Table XI with Table III one may ob-
serve that eleven of the thirty-three colleges answering the
questionnaire require no Theory for the public school music
major receiving the Bachelor of Arts degree. The mode is two
required hours. For the Bachelor of Education degree one may
note that five of these colleges require no Theory of their
public school music majors. Sight-singing and Dictation range
from two to eight required hours.

It may be seen from Table XI, also, that no Child Voice
was required by each of the six colleges answering the ques-
tionnaire, and issuing the Bachelor of Education degree.

Table XI shows that Counterpoint ranges from zero to
four required hours. Counterpoint is not required by four of
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these six colleges issuing the Bachelor of Education degree.

We may note also from Table XI that the mode is two
hours in Orchestration for any public school music major ob-
taining the Bachelor of Education degree. Reviewing this
same table, we may observe that four colleges require no In-
strumentation. Conducting ranges from zero to four semester
hours. Comparing Table XI with Table III, it may be seen that
in Orchestration the mode is two required semester hours for
both the Bachelor of Arts and Bachelor of Education degree.

We may see also that History ranges from zero to five required
hours. Comparing Table XI with Table III, one may observe
that the mode in History is five required hours for the Bachelor
of Education major receiving the Bachelor of Arts degree.

This is one required hour greater for the Bachelor of Education
music major than for the public school music major receiving
the Bachelor of Arts degree.

It may be seen from Table XI that Appreciation ranges
from zero to four required hours, the mode being three required
hours. In Table XI we may see that the range is from zero
to four semester hours in both Instrumental and Choral Form and
Analysis.

Table XII shows that six colleges answered the part of
the questionnaire concerning applied music courses. The
range of required hours in piano is from zero to six, the mode
is one required hour. Two colleges require no Voice of the
public school music major obtaining the Bachelor of Education
degree.

In Instrumental Music, the range is from zero to four
required hours. Chorus ranges from zero to five hours.

From Table XII one may observe that neither Orchestra nor Band is required of the public school music major obtaining the Bachelor of Education degree.

Referring again to Table XII, it is seen that the range of total required music hours is from thirty-two to fifty-two for the public school music major receiving the Bachelor of Education degree. Comparing Table XII with Table IV, it is interesting to note that the mode is thirty-two required semester hours for the Bachelor of Education degree, which is eight less than those for the public school music major receiving the Bachelor of Arts degree.

### TABLE XII

**REQUIRED HOURS IN APPLIED MUSIC FOR PUBLIC SCHOOL MUSIC MAJOR WITH BACHELOR OF EDUCATION DEGREE**

<table>
<thead>
<tr>
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CHAPTER IV
SUMMARY AND FINDINGS

Summary
The purpose of this study is to determine the requirements of the teachers training institutions of the United States for public school music majors. These requirements are considered under the headings of music courses, education courses, and content subjects.

As a means of discovering these requirements, a questionnaire was devised, divided into four parts, containing: (1) required academic subjects other than music (2) public school music methods courses (3) theoretical music subjects and applied music required of public school music majors.

The questionnaire was sent to all four-year teachers colleges in the United States. Of the 150 questionnaires sent to the colleges, there were forty-seven returned which had desired information.

Questionnaires were filled out and returned from six teachers colleges which offered the Bachelor of Education degree. Eight other colleges, not offering the degree designated, filled in the blanks for the requirements of the Bachelor of Science degree in education. These requirements are treated in a separate chapter and dealt with in the same manner as the Bachelor of Arts degree requirements.

Findings
We find from this study that there is little uniformity in the use of text books, most colleges showing no text book
preferences.

It was also found that such courses as Instrumentation, Child Voice, Appreciation, Choral and Instrumental Form and Analysis were not taught as separate subjects, but, in most cases, were included as units in other required courses.

It was found that the majority of the colleges offered chorus, voice, instruments, band and orchestra. These courses were required of the public school music major, however, no credit was given.

Forty semester hours were required for the public school music student obtaining the Bachelor of Arts degree. Nine of these hours were distributed as to voice, instruments, chorus, band, and orchestra. Thirty-two semester hours were required by the public school music major obtaining the Bachelor of Science degree in Education. Twenty-six semester hours were required for the public school music major obtaining the Bachelor of Education degree.

The data in Table I, Table V and Table IX of this study show that there is a greater range of hours in education than any other subject taught with the exception of music.
CHAPTER V

BIBLIOGRAPHY

Thompson, Randall, "College Music"  
(New York, The Macmillan Company, 1933)

Ellis, Casewell J., "Music As a Part of General Education,"  
Musical Supervisors National Conference (Chicago, 1935)

Burrows, Raymond, Class Piano Problems,  
Musical Supervisors National Conference (Chicago, 1935)

DeViseon, Archibald T., "Music Education In America"  
(New York, 1935)

Cundiff, Hannah Matthews—Dykema, Peter W.  
"School Music Handbook" (Boston, 1935)
Please fill into the following blanks the number of hours required in the following subjects for the Public School Music Major leading to A. B. degree with life certificate:

<table>
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<tr>
<th>Subject</th>
<th>Hours</th>
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<tr>
<td>English</td>
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<tr>
<td>Physical Education</td>
<td></td>
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<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Science or Mathematics</td>
<td></td>
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</tbody>
</table>

Other Subjects:
- Name
  - Hours
- Name
  - Hours
- Name
  - Hours
- Name
  - Hours

METHODS:

<table>
<thead>
<tr>
<th>Required Music Courses</th>
<th>Text Used</th>
<th>Semester Inn</th>
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<tbody>
<tr>
<td>Rural School Methods</td>
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<tr>
<td>Primary Methods</td>
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</tr>
<tr>
<td>Intermediate Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior High School Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior High School Methods</td>
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<td></td>
</tr>
<tr>
<td>Other Methods Courses</td>
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</table>

__________________________
**THEORY:**

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Semester End</th>
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</thead>
</table>

**Theory**
- Sight Singing and Dictation
- Harmony
- Counterpoint
- Orchestration
- Instrumentation
- Conducting
- Child Voice
- History
- Appreciation
- Instr. Form and Analysis
- Choral Form and Analysis
- Other Required Subjects:

<table>
<thead>
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<th>APPLICATION:</th>
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<tbody>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>

**Music:**
- Men's Glee Club
- Women's Glee Club
- Orchestra
- Band

Total number of music hours _________
<table>
<thead>
<tr>
<th>Theory</th>
<th>Text Used</th>
<th>Semester Hrs.</th>
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</thead>
<tbody>
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<td>Sight Singing and Dictation</td>
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<tr>
<td>Harmony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counterpoint</td>
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<tr>
<td>Orchestration</td>
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<td>Instrumentation</td>
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</tr>
<tr>
<td>Conducting</td>
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<tr>
<td>Child Voice</td>
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<td>Appreciation</td>
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<td>Instr. Form and Analysis</td>
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<td>Choral Form and Analysis</td>
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### CHILLUM MUSIC:

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<tr>
<td>Piano</td>
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<tr>
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<td>Brass Instruments</td>
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</tr>
<tr>
<td>Chorus</td>
<td></td>
</tr>
<tr>
<td>Men's Glee Club</td>
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</tr>
<tr>
<td>Women's Glee Club</td>
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</tr>
<tr>
<td>Orchestra</td>
<td></td>
</tr>
<tr>
<td>Band</td>
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</tbody>
</table>

Total number of music hours __________
Colleges not Offering Degrees to Public
School Music Majors

Lorrehead, Ky.
Lock Haven, Pa.
Washington, D. C.
East Radford, Va.
Whitewater, Wis.
Greenville, North Carolina
Huntsville, Texas
Edinboro, Pa.
San Marcos, Texas
Albany, N. Y.
Kansas City, Mo.
Ham Grange Sta., N. Y.
Stevens Point, Wis.
Buffalo, N. Y.
Conway, Ark.
Newark, New Jersey
Millersville, Pa.
Kutztown, Pa.
Oshkosh, Wis.
East Stroudsburg, Pa.
Chester, Neb.
Bowling Green, Ky.
Memphis, Tenn.
Asheville, North Carolina
Shippensburg, Pa.
Murray, 4y.
Battlesburg, Miss.
Racogdoches, Texas.
Farmville, Va.
St. Louis, Mo.
California, Pa.
Culler, Mo.
Montclair, 4. J.
La Crosse, Wis.
Shepherdstown, 4. Va.
Menomonie, Wis.
Bloomsburg, Pa.
Bemidji, Minn.