



Western Michigan University
ScholarWorks at WMU

Masters Theses

Graduate College

6-1956

A Survey of Music Programs in Christian Schools of America

Robert V. Talsma
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses



Part of the Music Education Commons

Recommended Citation

Talsma, Robert V., "A Survey of Music Programs in Christian Schools of America" (1956). *Masters Theses*. 5303.

https://scholarworks.wmich.edu/masters_theses/5303

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Masters Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



**A SURVEY OF MUSIC PROGRAMS
IN CHRISTIAN SCHOOLS
OF AMERICA**

**A Thesis
Presented to
the Faculty of the Graduate School
Western Michigan College of Education**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**by
Robert V. Falsma
June 1956**

ACKNOWLEDGEMENTS

Grateful acknowledgement is made to Dr. John A. Buelke for his guidance and supervision during this study. Many trying moments have been eased by his cooperation and encouragement during the past year.

My wife has shared with me in the preparation of the final draft of this report.

--Robert V. Talama

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	11
LIST OF TABLES	vi
LIST OF FIGURES	viii
CHAPTER	
I. INTRODUCTION	1
The Problem	1
Statement of Problem	1
Importance of Study	2
Limitations of Study	5
Definitions of Terms Used	5
Christian School	5
Program	5
Approach to Problem	6
II. HISTORICAL BACKGROUND OF THE CHRISTIAN	
SCHOOL IN AMERICA	7
Purpose	7
Historical Background	7
III. REVIEW OF THE LITERATURE	14
Purpose	14
Philosophical Background	14
Application of Philosophy	16
Related Literature	17

CHAPTER

iv
PAGE

IV. PREPARATION AND DISSEMINATION OF THE

QUESTIONNAIRE	20
Purpose	20
Organization of Questionnaire	20
Questionnaire on Music Education in	
the Christian Schools	21
Letter of Transmittal	66
Letter of Sponsorship	67
Dissemination of Questionnaire	23

V. PHYSICAL CHARACTERISTICS OF THE CHRISTIAN

SCHOOLS	24
Purpose	24
Grade Offerings	24
Teacher Load	26
Non-Teaching Personnel	27

VI. MUSIC EDUCATION IN THE CHRISTIAN SCHOOLS . . . 33

Purpose	33
Method Employed	33
Teachers	33
Student Participation in Music Classes . . .	37
Sources of Choral Music	39
Music Course Offerings	40
Budget	45

CHAPTER	PAGE
Special Room for Music Classes	46
Types of Music Classes	47
General Music	47
Choir	48
Band	49
Music Appreciation	52
Boys Glee Club	53
Girls Glee Club	53
Music History	53
Ensembles	54
Sectional Rehearsals	54
VII. QUOTATIONS FROM QUESTIONNAIRE	56
Purpose	56
Method Employed	56
Quotations	56
VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	59
Purpose	59
Methods Employed	59
Conclusions	60
Recommendations	63
APPENDIX	65
BIBLIOGRAPHY	68

LIST OF TABLES

TABLE	PAGE
I. Enrollments and Grade Offerings of The Christian Schools	25
II. Teacher Load in The Christian Schools	27
III. Number of Students Per Non-Teaching Person in The Christian Schools	29
IV. Enrollments of Christian Schools Employing One to Four Non-Teaching Personnel	30
V. Number of Students Per Non-Teaching Person in Elim and Children's Retreat as Con- trasted with The Other Christian Schools	32
VI. Source of Music Teachers in The Christian Schools	36
VII. Outside Music Teachers in The Christian Schools	37
VIII. Extent of Student Participation in Music in The Christian Schools	38
IX. Sources of Choral Music in The Christian Schools	40
X. Music Course Offerings in The Christian Schools and Percentage of Schools Offering Courses	44

TABLE

PAGE

XI.	Special Room for Music Classes in The	
	Christian Schools	47
XII.	Outside Band Directors in The Grand	
	Rapids Christian Schools	50

LIST OF FIGURES

FIGURE	PAGE
1. Number of Christian Schools Opened in America from 1875 to 1950	9
2. Questionnaire on Music Education in The Christian Schools	21

CHAPTER I

THE PROBLEM

Introduction

Music departments of the Christian schools have experienced very rapid growth during the last two decades and appear to possess wide variance in the nature of their development in subject offering and time allotment. This study was designed to survey the music programs of the Christian schools in America to determine the extent to which music subjects are a part of the offerings of these institutions.

I. THE PROBLEM

statement of the problem. It is the purpose of this study to survey seven major aspects of music programs in Christian schools in the United States which are relevant to their music programs. The aspects considered are (1) date when school first opened for child attendance, (2) total enrollment and grades offered, (3) teacher load, (4) time spent in schools by an outside teacher of music, (5) extent of participation of the students in music classes, (6) sources of choral music, and (7) music subjects offered.

Importance of the study. "The creative approach in music education has for its purpose the vitalizing and making more significant the musical experience of every child."¹

This quotation by a prominent authority presents a goal which could be a motivating force for music educators in the Christian schools. In this study an attempt is made to determine the nature of musical experiences and the more obvious characteristics of these experiences.

Investigation has shown that very little research has ever been completed concerning the Christian schools, although Lieffers² has completed a study of the history of the Ebenezer Christian School in Kalamazoo. There is much need for research to be done concerning the Christian schools of America. The methodology of a survey has been used successfully in the public schools of America.

³Shadley completed a study in 1951 with the purpose in

¹Russell V. Morgan, "The Creative Experience in Music Education," Music Education Journal, 35:30, May, 1949.

²Jay G. Lieffers, "A History of Ebenezer Christian School, Kalamazoo, Michigan" (unpublished Master's thesis, Western Michigan College, Kalamazoo, 1953), p. 26.

³Maurice F. Shadley, "A Study of the Instrumental Music Programs in the High Schools of the State of Indiana" (unpublished Master's thesis, Indiana University, Bloomington, 1951).

mind to determine the status of instrumental music instruction in the high schools of the State of Indiana for the year 1949-1950. He sent questionnaires to both administrators and music instructors. The results of that study was that the general attitude on the part of both administrators and music teachers was a healthy one. The survey showed further that there was a general deficiency in equipment, schedule and facilities. A lack of string teaching, which was noted in this survey, was attributed to insufficient equipment and inadequate time schedules rather than a lack of interest or preparation on the part of the instrumental music instructor.

In his survey concerning public secondary education in Missouri, Crader⁴ indicated the growth and development of the high schools of the State of Missouri. Some of the results shown in his study were, (1) the expansion of state control of public secondary education, (2) the inspection and classification of public high schools, and (3) the expansion of state control through teacher certification.

In his study concerning pre-college musical training

⁴Ellery Earl Crader, "Public Secondary Education in Missouri" (unpublished Doctor's thesis, George Peabody College for Teachers, Nashville, 1952).

5

Gowan determined that the average length of time in training in the performance of music before college was as follows: (1) vocal, 3.2 years; (2) piano, 8.3 years; (3) wind, 5.3 years; (4) strings, 6.6 years. He also found that piano training seemed very important in the preparation of vocal majors, but over half of the instrumentalists had had no piano lessons before college. He recommended that a course in music theory and general music background be offered to all music students who are interested in music as a career whether they are pianists, vocalists or instrumentalists.

It is evident that the method of a normative survey in which a questionnaire is used has been employed successfully by many in the field of education. Results of the studies mentioned are valuable to educators not only in the field of music but also in other fields. Teachers in the Christian schools would be greatly benefited by research done in the field of Christian education. The results of this study should be of assistance to the Christian school music teachers and administrators.

⁵Thomas Wynne Gowan, "The Pre-College Musical Training and Experience of Music Education Seniors" (unpublished Doctor's thesis, George Peabody College for Teachers, Nashville, 1952).

II. LIMITATION

This study was limited to a survey conducted only in the 155 Christian schools in the United States of America. It was further limited to 120 usable questionnaires which were returned.

III. DEFINITIONS OF TERMS USED

Christian school. The Christian school is to be identified as a private school supported by a school society composed of parents who are members of the Christian Reformed and Reformed Churches of America. ⁶

Program. The term "program" is meant to imply the entire curriculum for teaching music, including band, orchestra, choir, glee club, music history, music appreciation, ensembles, and sectional rehearsals. ⁷ Good considers the term "program" to mean all the courses in one field of study, organized to fulfill the same general objectives and conducted along similar lines.

⁶Henry S. Lucas, Netherlanders in America (Ann Arbor, Michigan: The University of Michigan Press, 1955), p. 602.

⁷Carter V. Good (ed.), Dictionary of Education (first edition; New York: McGraw-Hill Book Co. Inc., 1945), p. 311.

IV. APPROACH

The approach used in this study is the normative survey. Through correspondence with administrators and music instructors and, by means of a questionnaire, information needed for this survey was obtained. Personal interviews were held with those administrators and instructors who were in the midwest to obtain viewpoints other than those given in the questionnaire.

The use of the questionnaire in this type of study is justified by Good, Barr and Seates⁸ who state the following:

The questionnaire is an important instrument in normative survey research, being used to gather information from widely scattered sources. It must be recognized that the versatility of the questionnaire and the freshness of its returns tend to make it an indispensable instrument for current information and for research.

This paper was constructed according to the consecutive order of the questions on the questionnaire. Wherever possible, inter-related subjects from various parts of the questionnaire were brought together. For example, the report as to size of bands from page two of the questionnaire is correlated with the enrollment and grade offerings from page one.

⁸Carter V. Good, Barr, Seates, The Methodology of Educational Research (New York: Appleton-Century Company, 1936), p. 325.

CHAPTER II

HISTORICAL BACKGROUND OF THE
CHRISTIAN SCHOOL
IN AMERICA

Purpose

It is the purpose of this chapter to present a historical background of the Christian school movement in the United States of America.

¹
Lucas, a historian of early Christian Church education in America, has reported that the beginnings of the Christian school in America were actually found in the Netherlands. In 1634, the Seceders encountered state opposition when they desired Christian education for their children, and this difficulty was one of their reasons for emigrating to America. Soon after they reached this country they began thinking of the need of educating their children.

At the outset, instruction in reading, writing and arithmetic was given in the local public schools which the state provided. Wherever entire communities were made up of

¹Henry S. Lucas, Netherlanders in America (Ann Arbor, Michigan: The University of Michigan Press, 1955), p. 600.

Dutch immigrants, as in the Michigan settlement, these public schools were very definitely Reformed in their teaching. Bible reading, hymn singing and prayers were a regular part of each school day.

In 1857 in Holland, Michigan the first of the present day Christian schools was organized. This was called a congregational school and was organized according to the principle that "wherever there is an overwhelming influence of unbelief and superstition it is emphatically a duty to establish congregation schools."²

This first Christian school taught boys until the age of seven and girls until the age of twelve. Similar schools were formed in Grand rapids in 1857, in Graafschap before 1861, in Kalamazoo in 1878 and elsewhere.

While two schools were organized as early as 1878, there is a noticeable contrast between the growth of the Christian schools in the early stages and growth during the later stages. Figure 1 shows that during the sixty-five years from 1875 to 1940 fifty-three Christian schools were established, while in the comparatively short time of nine years from 1945 to 1954 forty-three schools were established.

²Lucas, op. cit., p. 601.

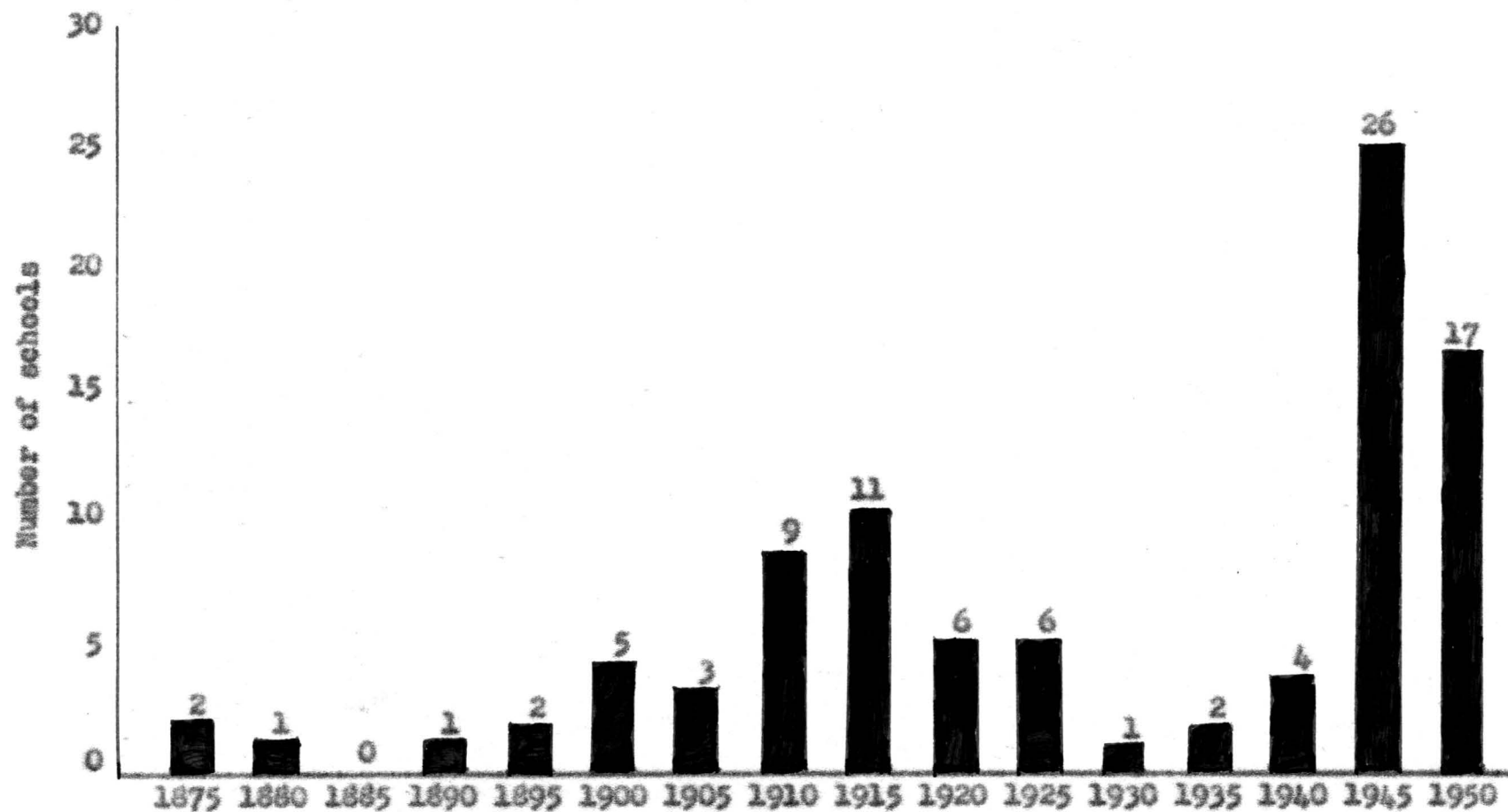


FIGURE 1

NUMBER OF CHRISTIAN SCHOOLS OPENED IN AMERICA FROM 1875 TO 1950

It is evident that Christian education has grown rapidly in recent years.

There was a marked decline in the number of Christian schools being opened during World War I and the economic depression which followed. The most productive period was from 1945 to 1949, when twenty-six Christian schools were opened.

"The chief concern of the Christian schools until the 1880's was the teaching of the Dutch language."³ In 1890, there was a marked change because of the influence of Abraham Kuyper's⁴ social conceptions which were based upon ideas fundamental to Reformed teaching. Kuyper's idea was that Christian teaching should permeate all instruction.

The theory behind the Christian school deserves attention. Christian schools are maintained by parents who at their children's baptism have taken upon themselves the obligation of bringing them up in the Christian faith. Therefore, the Christian school is a private school supported by a society of parents rather than a parochial school supported specifically by the church.

³Lucas, op. cit., p. 601.

⁴Abraham Kuyper, E. Voto Dardaceno (Volume IV, Amsterdam: Harieker and Wormser, 1905) p. 37.

However this was not always the case. As was pointed out by Lieffers⁵ in his study of the history of the Ebenezer Christian School in Kalamazoo, Michigan, that school ceased to be parochial and became a private school about 1910. He states, "A definite decision was reached by the congregation of the First Christian Reformed Church to relinquish its administrative privileges to an Association for Christian Education, a society formed for the purpose of directing school activities, and composed of members from the congregations of the First Christian Reformed Church, Third Christian Reformed Church, Fourth Reformed Church, and the Protestant Christian Reformed Church."

The Christian home, church and school form a trio which is entrusted with the education of covenant youth. They depend upon each other. "The Christian Reformed Church is fully aware of the importance of the Christian school and insists that consistories and, therefore office-bearers, shall be actively interested in the cause of Christian schools. Any consistory or office-bearer who does not conscientiously seek to comply with these requirements must be said to be guilty not only of neglect but of unfaithfulness."⁶

⁵Jay G. Lieffers, "A History of Ebenezer Christian School, Kalamazoo, Michigan" (unpublished Master's thesis, Western Michigan College, Kalamazoo, 1953), p. 26.

⁶Lucas, op. cit., p. 601.

Since their inception and especially in the last sixty years, these schools have attained a high degree of excellence. Their teachers are licensed by the state and are prepared to teach in public schools as well as Christian schools. The curriculum is the same as that of the public schools except that all instruction is given in light of the Christian spirit.

Lucas claimed that these schools are more successful in teaching literary subjects than are public schools; however, it must be pointed out that they lag somewhat in the development of manual training.⁷ Generally, Christian schools with small enrollments offer literary subjects but lack the facilities and funds to offer manual training.

History indicates that the Christian schools are an outgrowth of the desire of Reformed parents who came originally from the Netherlands, to educate their children in a spiritually centered school; a school where Christian teaching permeates all instruction. Despite the fact that the Christian schools are privately supported, their growth has been rapid. This rapid growth has been evident especially in recent years. Generally, the physical properties of the Christian schools are equal to the public schools.

⁷Lucas, op. cit., p. 603.

Historically the Christian schools have incorporated the basic philosophy of the Reformed faith; that of a covenant formed between God and man in which man vows to rear his children in a manner pleasing in God's sight.

CHAPTER III

REVIEW OF THE LITERATURE

Purpose

It is the purpose of this chapter to review the literature related to the subject of music education in the Christian schools. The philosophical background of Christian education is discussed as well as writings related to this study.

Philosophical Background

A philosophy of music education as presented by the National Union of Christian Schools in their Course of Study gives a clear insight into the place of music in the curriculum and educational system of the Christian schools in America.

Music is a rich gift of God to man. It is a chosen medium of praise to Jehovah. It was so used by the angels before the advent of time and played a major role in the worship of the Old Testament dispensation, and is still an element in present day worship. Pure music has a marvelous power to move hearts and enoble tendencies and morals. It is a consolation in our present life, enabling us to discover in and behind this sinful life a richer, nobler, and more glorious background. It rises above the ruins of a once wonderfully beautiful creation and gives a foretaste of the splendid restoration by which the Supreme Artist and Master Builder will someday renew and enhance even the beauty of His original creation.

With the coming of sin, music has suffered extreme corruption and degradation. Not only has man's ability to produce God-glorifying music been seriously impaired, man's desire has also been so perverted that the use of music has been directed toward sinful ends. It has been utilized in arousing unholy emotions and in satisfying the sinful desires of natural man. God's gift to man has been sadly abused and misdirected.

It is the task of Christian education to recapture the gift of music for God and to redirect it to its originally God-intended channel. This Christian education can do as an instrument in God's hand because man is created in God's image. The sphere of music has its origin and source in God. As image bearers of God, man has the potential capacity to perceive it, artistically to produce it, humanly to enjoy it, and direct it once more to the honor of his Creator.¹

2

John L. De Beer has stated, "the real task of Christian education is two-fold. First it must develop and bring to maturity the powers, skills, attitudes and capacities of growing and maturing personalities. Second, it must seek to reorganize, re-integrate, and re-energize or redirect the warped personality. The individual must be brought by every desirable means to the fullest development of his potentialities."

By applying the premises presented in the Philosophy of Music Education on this and the preceding page to these two objectives given by De Beer, it will be discovered that

¹Course of Study for Christian Schools (second edition, National Union of Christian Schools, 1953), pp. 322-23.

²John L. De Beer, "Overview of Christian Education" (paper read to the Grand Rapids Christian High School Faculty, Grand Rapids, Michigan, 1952).

music can be considered a highly effective means of bringing about the re-organization, re-integration and re-direction of the warped personality of which De Beer speaks.

Application of Philosophy

Some specific objectives for instrumental music were presented, which are appropriate for all music classes, by Hoekenga, Kool and Peterson³ in their report to the principals club of the Christian Schools of Grand Rapids, Michigan. These objectives are listed as follows:

1. If praise of the God who gives music is mandatory, it is also the duty of educators to train a child in music so he may bring the highest praise to his Maker.
2. It is our responsibility to see that this area of expression is cultivated to the fullest extent that is possible and thus recapture the essence of true and beautiful music which to a large extent is lost in our modern society.
3. If music is to have its rightful place in a child's life, and is to be adequately taught, it must be considered an integral part of the school curriculum and not be extra-curricular.
4. It is important that each child has the opportunity, according to his own capacities and interests, to become a lover of fine music, and one who enjoys participating in it.

³J. P. Hoekenga, William Kool, and Barney Peterson, "An Instrumental Music Program for Our Christian Schools in the Elementary and Junior High Grades" (Grand Rapids: Committee of the Grand Rapids Christian School Administrators Council, January 16, 1956), pp. 1-2. (Mimeographed.)

5. We must provide for a group experience if the individual interest and achievement is to find a fuller expression.
6. Every encouragement in the development of finer and more discerning musical tastes must be afforded to combat much of the modern music and jazz emphasis.
7. The music instruction should be planned to meet the needs of our Christian community. The fundamental concept of the relation of the home, church, and school demands such a program.

Related Literature

4

Henry A. Bruinsma⁴ in his article "The Music Education Program in the Christian School", states a concern about the balance of subject matter in the music departments of the Christian schools. He says, ". . . to have a school system with all its emphasis upon vocal music would surely represent imbalance to the extreme." A music program which emphasizes instrumental music would also represent an imbalance. Bruinsma gives two things to keep in mind when building a music program. They are (1) that at no time do we want to see one phase of our program built up at the expense of the other, and (2) that there is an area of general music education, particularly on the elementary and junior high levels, which should be required of all students. He

⁴Henry A. Bruinsma, "The Music Education Program in the Christian School," Christian Home and School, 33(4):20, December, 1954.

further states, "basic musicianship, theory, ear training, note reading, creative writing, learning to listen, musical appreciation and fundamentals of good singing practice are things which every child, even the instrumentalist, must have."

Many schools could profitably give instruction in a number of areas by combining them in single subjects. For example, the study of music history and music appreciation could be joined into one class. Music theory should be a part of courses such as band, choir and glee club.

This combining of courses is being done at present in some of the Christian schools. The questionnaire returned by one of the schools states that general music and music appreciation are being combined in order to make room in the schedule.⁵ Another mentioned that music appreciation is⁶ taught in conjunction with choir and general music.

Can anyone imagine a school more deadly than the one without music? Take out any other subject and it will hardly be missed. Take out music and the school becomes a place almost of desolation, . . . The enjoyment of beautiful tones in harmony and rhythm contributes to results in the languages, the exact sci-

⁵Quotation from questionnaire. (See Chapter VII, Quotation No. 17).

⁶Quotation from questionnaire. (See Chapter VII, Quotation No. 7).

ences, the social studies and the fundamental mission of the school, which is the development of character.⁷

Music, a rich gift of God to man, is a highly effective means of developing the individuals potentialities to the highest degree. Music must be considered an integral part of the school curriculum. Music instruction should be planned to meet the needs of the Christian community. A well-balanced music program should be the concern of all administrators so that all of the students have musical experiences.

⁷Henry A. Bruinsma, "The Music Education Program in the Christian School," Christian Home and School, 33(4):21 December, 1954, citing Homer Anderson, "What Effect Does Music Have on the Character of Our Schools," (paper read at the Music Educators National Conference, 1937).

CHAPTER IV

PREPARATION AND DISSEMINATION OF THE QUESTIONNAIRE

Purpose

The purpose of this chapter is (1) to describe how the questionnaire was developed and (2) to indicate how it was disseminated.

Organization of the Questionnaire

In order to develop the questionnaire, a list of areas on which information was to be sought was made. A number of questions were then prepared for each of these areas. Thus a tentative form of the questionnaire was established. This form was then submitted to a number of music teachers of the Christian schools in Michigan for suggestions and criticisms. In light of these suggestions and criticisms a revision of the questionnaire was made. A copy of the final form which was drawn up is included on the following pages. Letters of transmittal and sponsorship prepared and sent out with the questionnaire are found in the appendix.

**Questionnaire on Music Education in Christian Schools
1955**

PART I General Information

Name of School.....

Address of School.....

On what date did your school first
open for child attendance?.....

Please give the total number of children enrolled in your school
by placing the enrollment after the grouping which most
closely describes the grades taught in your school.

K-6 or 1-6... K-8 or 1-8... K-9 or 1-9... K-12 or 1-12...

7-12 ... 8-12 ... 9-12 ... 10-12 ...

What is the total number of full time teachers on
the staff of your school?

What is the total number of non-teaching personnel
on the staff of your school? (Exclude maintenance)

How many full time art teachers do you employ?

How many full time music teachers do you employ?

How many full time craft and shop teachers do
you employ?

For each of the following categories, indicate the number of
hours spent in your school per week by personnel in the
field of music who visit your school as well as other
schools.

Teacher of choral music.....

Teacher of instrumental music.....

Classroom supervision.....

Indicate the extent of participation of students in music
classes by giving the number of children enrolled for
each of the following categories.

Choral music.....

Instrumental music.....

Classroom music.....

PART II

Technical Information

Please review each of the four following sources of choral music and indicate your use by encircling the most appropriate response.

1. Secular music books.

Never

Occasionally

Often

2. Sacred music books.

Never

Occasionally

Often

3. Special arrangements of secular music.

Never

Occasionally

Often

4. Special arrangements of sacred music.

Never

Occasionally

Often

Indicate subjects offered by giving number of minutes devoted to them each day. What budget is allowed for each? Is a special room provided for this subject? Note here any relative comments.

Band	M..T..W..T..F..			
Choir	M..T..W..T..F..			
Boys Glee Club	M..T..W..T..F..			
Girls Glee Club	M..T..W..T..F..			
General Music	M..T..W..T..F..			
Music Ap- preciation	M..T..W..T..F..			
Music History	M..T..W..T..F..			
Ensembles	M..T..W..T..F..			
Sectionals	M..T..W..T..F..			

Would you like a summary of the results of this study?.....

FIGURE 2 (Continued)

Dissemination of the Questionnaire

It was decided to send questionnaires to all administrators of the Christian schools in America which were affiliated with the National Union of Christian Schools. These schools have been designated on page five of the section on definition of terms. A mailing list of these schools was found in the 1955 edition of the Christian School Annual published by the National Union of Christian Schools. The list contained the names of 155 schools, to each of which was sent a questionnaire. One hundred and twenty or seventy seven per cent usable responses were returned.

The questionnaire is readily divided into two parts. The first part concerning the physical characteristics, is designed to return data on the age of the school, number of enrollment, grades offered and number of teachers and non-teaching personnel on the staff.

The second part of the questionnaire is concerned with the music education in the Christian schools. Questions designed to return data concerning outside teachers of music, student participation in music classes, sources of choral music, budget, subjects offered and time spent on these subjects were asked. The following chapter will present the evidence resulting from the first aspect--the physical characteristics of the Christian schools.

CHAPTER V

PHYSICAL CHARACTERISTICS OF THE CHRISTIAN SCHOOLS

Purpose

The purpose of this chapter is to present the data from the responses to the questions on the questionnaire concerning the physical characteristics of the Christian schools.

Grade Offerings

Of the 120 schools reporting, eleven offer grades kindergarten to six or one to six with the average size being 126 pupils. Sixty schools offer grades kindergarten to eight or one to eight with the average size being 135. Twenty schools listed grades kindergarten to nine or one to nine with the average size being 363. Six schools listed grade offerings from kindergarten to twelve or one to twelve with an average enrollment of 504. One school offers grades eight to twelve with an enrollment of 317. Nine schools offer grades nine to twelve with an average enrollment of 260. Four schools offer grades ten to twelve with an average enrollment of 436. It is evident from the data indicated in Table I that the Christian schools vary greatly in size and grade offerings.

TABLE I
ENROLLMENTS AND GRADE OFFERINGS OF
THE CHRISTIAN SCHOOLS

Grades Offered	No. of Schools	No. of Students	Average Size
K to Six or One to Six	11	1391	126
K to Eight or One to Eight	62	9014	135
K to Nine or One to Nine	27	9816	363
K to Twelve or One to Twelve	6	3025	504
Eight to Twelve	1	317	317
Nine to Twelve	9	2337	260
Ten to Twelve	4	1746	436
Totals	120	27,523	306

More children are enrolled in Christian schools offering grades kindergarten to nine or one to nine than any other grade classification. The largest enrollments are found in schools offering grades kindergarten to twelve or one to twelve, while the smallest enrollments are found in schools offering only grades kindergarten to six or one to six. The smallest school reporting has an enrollment of thirteen,

while the largest school has an enrollment of 1180. This extreme variance in school size constitutes a major difficulty in establishing a standardized music program throughout the Christian schools of America.

Teacher Load

The greatest concentration of Christian school teachers is found in schools offering grades kindergarten to nine or one to nine. As indicated by the data in Table II, teachers carrying the heaviest load are teaching in schools offering grades kindergarten to eight or one to eight. Those teaching in schools offering grades nine to twelve or high school have a lower average teaching load than those teaching in schools offering only elementary and junior high grades. The average load for all teachers of Christian schools is twenty-eight. It may be noted that teachers in some schools have an average of thirty-two, while teachers in other schools have an average teaching load of only twenty-three.

There is no obvious correlation between the teacher load and size of the school but there is a correlation between the teacher load and grades offered. This correlation is found in the decrease in teacher load as higher grades are offered.

TABLE II
TEACHER LOAD IN THE
CHRISTIAN SCHOOLS

Grades Offered	No. of Students	No. of Teachers	Average Teach- ing Load
K to Six or One to Six	1391	51	27
K to Eight or One to Eight	9014	283	32
K to Nine or One to Nine	9816	335	29
K to Twelve or One to Twelve	3025	119	26
Eight to Twelve	317	14	23
Nine to Twelve	2337	89	26
Ten to Twelve	1746	72	24
Totals	27,523	956	28

Non-Teaching Personnel

Of the 120 schools reporting, eighty-one reported the absence of any non-teaching personnel (excluding maintenance). Thirty-nine schools reported employing non-teaching personnel. It is apparently impractical for many Christian schools which are small schools having only one or two teachers, to hire a

non-teaching person. It is evident that a large percentage of Christian schools do not hire non-teaching personnel because of small enrollments.

Thirty-seven schools other than Elin and Children's Retreat and Training School reported the presence of non-teaching personnel on the staff. Elin and Children's Retreat, schools for the mentally handicapped, have many non-teaching personnel and will be given special consideration later in this chapter.

Schools with enrollments below 250 have one non-teaching employee for every ninety-six students. One school with an enrollment of 1180 students employs only one non-teaching person. The data in Table III indicate that as the schools increase in size, the number of students per non-teaching staff member tends to rise. The average load for non-teaching personnel through-out the thirty-seven schools reporting is 290 students per each non-teaching person.

By means of a private interview with a number of Michigan administrators, it was learned that the non-teaching personnel on the staff were (1) office clerks and stenographers, (2) financial secretaries and (3) administrators who do not teach in the classroom.

TABLE III
NUMBER OF STUDENTS PER NON-TEACHING
PERSON IN THE CHRISTIAN SCHOOLS

Average Enrollment	Number of Schools	Number of Students	Non-Teaching Personnel	Pupils per Non-Teacher
Below 250	8	1160	12	96
251 to 500	18	6821	27	253
501 to 750	5	3040	10	304
751 to 1000	5	4460	13	343
1001 to 1250	1	1180	1	1180
Totals	37	16,670	64	290

Of the thirty-seven schools reporting the presence of non-teaching personnel, nineteen have one such person; eleven schools have two; five schools have three; and two schools have four non-teaching persons on the staff. It is evident that few non-teaching personnel are considered necessary since only seventeen schools of the 120 reporting hire more than one non-teaching person.

TABLE IV
ENROLLMENTS OF CHRISTIAN SCHOOLS EMPLOYING
ONE TO FOUR NON-TEACHING PERSONNEL

Enrollments of Schools Hiring One Non-Teaching Personnel	Enrollments of Schools Hiring Two Non-Teaching Personnel	Enrollments of Schools Hiring Three Non-Teaching Personnel	Enrollments of Schools Hiring Four Non-Teaching Personnel
46	317	225	913
48	333	230	982
106	362	256	
150	380	294	
170	443	589	
185	497		
260	550		
270	640		
285	660		
319	863		
350	950		
400			
420			
443			
488			
493			
589			
752			
1180			

The data in Table IV indicate that there is little noticeable correlation between the size of the school and the number of non-teaching personnel on the staff.

Elim Christian School in Worth, Illinois which was first opened in 1947, has an enrollment of eighty-five pupils in grades one to nine. There are thirteen teachers on the staff and twelve non-teaching personnel. Children's Retreat and Training School in Grand Rapids, Michigan, first opened in 1953, has 125 children in grades kindergarten to six. This school employs ten teachers and forty-five non-teaching personnel.

There is a marked contrast between the number of non-teaching personnel in Elim Christian School and Children's Retreat and all of the other Christian schools. While Children's Retreat has one non-teaching staff member for every 2.8 students and Elim Christian School has one non-teaching staff member for every seven students, the other thirty-seven schools reporting have only one non-teaching person on the staff for every 290 students. The data in Table V indicate that the ratio of students per non-teaching personnel is greatly unbalanced when Elim Christian School and Children's Retreat are compared with the other Christian schools.

TABLE V
 NUMBER OF STUDENTS PER NON-TEACHING PERSON
 IN ELIM AND CHILDREN'S RETREAT AS
 CONTRASTED WITH THE OTHER
 CHRISTIAN SCHOOLS

Name of School	Enrollment	Non-Teaching Personnel	Number of Students Per Non-Teacher
Children's Retreat	125	45	2.8
Elim	85	12	7
All Others	16,670	64	290

It may be concluded that the non-teaching personnel in all of the Christian schools are office clerks, financial secretaries or administrators except in the two schools in Worth, Illinois and Grand Rapids, Michigan. The great number of non-teaching personnel are nurses, nurses aids, and doctors. The following quotation taken directly from the questionnaire returned by the Children's Retreat and Training School substantiates this conclusion. "We are a hospital school for mentally handicapped children. We use nurses--not teachers for much of our non-academic training, which takes in the 'records sessions' at various times of

the day and evening. We use music and singing as part of our sense training program. We use singing in daily devotional Bible hours. . . ."

In Elim Christian School and Children's Retreat and Training School the non-teaching employee is engaged in philanthropic duties while the non-teaching personnel in the other Christian schools are service personnel.

Through-out the Christian schools of America there is a variety of grade offerings which makes the standardization of a music program difficult. Teacher load varies greatly in the Christian schools and although there is no obvious correlation between the teacher load and size of the school, there is a positive correlation between the teacher load and grades offered. As higher grades are offered, teacher load tends to decrease.

A large percentage of the Christian schools hire no non-teaching personnel. Only seventeen schools of the 120 reporting hire more than one non-teaching person, while only thirty-nine schools hire non-teachers. Two schools hire a large number of non-teaching personnel as contrasted with the other Christian schools. They are (1) Elim Christian School and (2) Children's Retreat and Training School.

CHAPTER VI

MUSIC EDUCATION IN THE CHRISTIAN SCHOOLS

Purpose

The purpose of this chapter is to present the data from the responses to the questions on the questionnaire concerning music education in the Christian schools.

Method Employed

For convenience it was decided to tabulate the responses according to the consecutive order of the questions on the questionnaire. Wherever necessary and possible, inter-related subjects from various parts of the questionnaire are brought together.

Teachers

Full-Time Teachers of Music, Craft and Shop, and Art.

Of the 120 schools reporting, eighteen employ a full-time music teacher while four have a full-time craft and shop teacher. Only two schools employ a full-time art teacher. All of the schools employing full-time music, art and craft and shop teachers are large schools with an average enrollment of 525 students. It may be concluded that more emphasis is placed on music in the Christian schools than is placed

on art, or craft and shop. There is a positive correlation between the size of the school and the number of full-time teachers of music, art, and craft and shop on the staff.

Outside Teachers. One area of the questionnaire was designed to give an indication of the number of hours spent in various schools by outside teachers of music. The schools were asked to designate the number of hours spent by outside teachers in three different fields. They were (1) choral music, (2) instrumental music, and (3) classroom music.

Forty schools that have music classes reported that no outside teachers are employed. All of the teaching of music is done by a full-time teacher on the staff. It is evident that this full-time teacher teaches other subjects as well as music. The data in Table VI indicate that the greatest source of teachers of music is the outside music teacher.

Thirty-four schools reported that no music classes of any kind were offered. Most of the schools reporting a complete absence of music classes were small schools with an average enrollment of seventy-seven. There was one noticeable exception to this, however, as one school with an enrollment of 319 reported offering no music classes of any kind.

Forty-six schools reported that outside teachers of music were employed. More music classes are taught in the Christian schools by an outside teacher of music than are taught by full-time staff members.

TABLE VI
SOURCE OF MUSIC TEACHERS
IN THE CHRISTIAN SCHOOLS

Number of Schools Having No Music	34
Number of Schools Employing an Outside Music Teacher	46
Number of Schools Using Full-Time Staff Members as Music Teachers	40

Of the 120 schools reporting, forty schools reported that teachers of instrumental music spend 259 hours per week or an average of 6.25 hours in each school. Thirty-one schools reported that choral music teachers spend 197 hours per week or an average of 6.33 hours in each school. Seventeen schools reported that teachers of classroom music spend 100 hours per week or an average of 5.83 hours in each school. The data in Table VII indicate that of the forty-six schools that employ a part-time music teacher, most reported this instruction given in the field of instrumental music.

TABLE VII
OUTSIDE MUSIC TEACHERS IN
THE CHRISTIAN SCHOOLS

Kind of Class	Number of Schools	Hours Spent Per Week	Average Per School
Choral Music	31	197	6.33
Instrumental Music	40	259	6.25
Classroom Music	17	100	5.83
Totals	88*	556	6.30

*Note: This is not an actual total since some schools hire both an instrumental teacher and a choral teacher; therefore, would be listed twice. The total number of schools hiring outside music teachers is forty-six.

Student Participation In Music Classes

The schools were asked to indicate the extent of participation of students in music classes in three categories; they were (1) choral music, (2) instrumental music, and (3) classroom music.

Of the 120 schools reporting, fifty-seven schools reported offering choral music with an average of seventy-eight students participating. Fifty-five schools reported offering instrumental music with the average size of the

participating group being forty-eight. Seventy-two schools stated that an average of 186 students participated in classroom music. The data in Table VIII indicate that more schools offer classroom music than any other music subject. The average size of the general music class was over twice as large as choral music classes and almost four times larger than instrumental music classes. It may also be noted that although more schools offer classroom music than any other music subject, nevertheless, only sixty per cent of the schools reporting offer classroom music. Choral music was second to classroom music in number of appearances on the schedule and instrumental music which was third, followed closely.

TABLE VIII
EXTENT OF STUDENT PARTICIPATION IN MUSIC
CLASSES IN THE CHRISTIAN SCHOOLS

Subjects Offered	Number of Schools Offering Subject	Average Size of Classes
Choral Music	57	78
Instrumental Music	55	48
Classroom Music	72	186
Totals	184	104

Sources of Choral Music

The following statement is taken directly from the questionnaire. "Please review each of the four following sources of choral music and indicate your use by encircling the most appropriate response." The four sources offered were (1) secular music books, (2) sacred music books, (3) special arrangements of secular music, and (4) special arrangements of sacred music. The three responses offered for each of the four categories were (1) never, (2) occasionally, and (3) often.

Thirteen schools reported never using secular music books; seventy-eight said that they used them occasionally and twenty used them often. No school reported that sacred music books were never used; eleven use them occasionally and 103 use sacred music books often. Forty-nine schools reported that special arrangements of secular music were never used; fifty-six use them occasionally, while only seven schools use special arrangements of secular music often. Twenty-three schools never use special arrangements of sacred music; forty-nine schools use special arrangements of sacred music occasionally and forty-two schools use them often.

The conclusion may be drawn from the data in Table IX that the most used source of choral music is the sacred music

book. Sacred music generally is used to a greater extent than secular music in the Christian schools. Only twenty-eight schools reported using secular music of all types often.

TABLE IX
SOURCES OF CHORAL MUSIC IN
THE CHRISTIAN SCHOOLS

Types of Sources	Never	Occasionally	Often
Secular Music Books	13	78	21
Sacred Music Books	0	11	103
Special Arrangements of Secular Music	49	56	7
Special Arrangements of Sacred Music	23	49	42

Music Course Offerings

Of the eleven schools reporting, which offer grades kindergarten to six or one to six, three have band; two have choir; three have boys glee club; one has a girls glee club; five have general music; and none offer music appreciation, music history, ensembles or sectional rehearsals. The conclusion may be drawn from data indicated in Table IX that small schools offering only primary grades find it difficult

to provide music classes.

Sixty-two schools reported offering grades kindergarten to eight or one to eight. Of these, thirteen have band; fourteen have choir; three have boys glee club; two have girls glee club; twenty-seven have general music; eighteen have music appreciation; three have music history and none have ensembles or sectional rehearsals. Although over one-half of the Christian schools reporting fall into the category of schools offering grades kindergarten to eight or one to eight, a small percentage of the music classes are found here. Only twenty-one per cent of these schools, for example, have a band which is a smaller percentage than is found in any other category.

In the category of schools offering grades kindergarten to nine or one to nine, twenty-seven schools reported. Of these, fifteen have band; thirteen have choir; five have boys glee club; four have girls glee club; eighteen have general music; one has music appreciation; none offer music history; two have ensembles and three have sectional rehearsals. The data in Table I indicate that a higher percentage of schools in this category offer music classes than the average. Only in the offering of music appreciation do schools in this category lag.

Of the six schools with grades kindergarten to twelve

or one to twelve, three have band; five have choir; one has boys glee club; two have girls glee club; five have general music; one has music appreciation; none have music history; one has ensembles and one has sectional rehearsals. It is evident from the data in Table X that a school which offers a wide variety of grades also offers a wide selection of music classes.

The school which reported having grades eight to twelve offers band, choir, general music, and ensembles but has no boys glee club, girls glee club, music appreciation, music history, or sectional rehearsals.

Nine schools reported offering grades nine to twelve. Of these, seven have band; nine have choir; three have boys glee club; four have girls glee club; six have general music; six have music appreciation; two have ensembles; none offer music history or sectional rehearsals.

All of the schools reporting grades ten to twelve have band and choir; three have boys glee club; three have girls glee club; one has general music; two have music appreciation; one has music history; and none have ensembles or sectional rehearsals. The general conclusion may be drawn that schools on the secondary level offer music more extensively than do schools on the primary, elementary, and junior high level.

Of the 120 schools reporting, sixty-three or fifty-two per cent have general music classes. Forty-eight or forty per cent have choir; forty-six or thirty-eight per cent have band; twenty-eight or twenty-three per cent have music appreciation; eighteen or fifteen per cent have boys glee club; sixteen or thirteen per cent have girls glee club; six or five per cent have ensembles; four or three per cent have music history; and four or three per cent have sectional rehearsals.

The data in Table X further indicate that more schools offer general music than any other music subject; nevertheless, only fifty-two per cent of the 120 schools reporting offer general music.

TABLE X
MUSIC COURSE OFFERINGS IN THE CHRISTIAN SCHOOLS
AND PERCENTAGE OF SCHOOLS OFFERING COURSES

Grades Offered	K-6	K-8	K-9	K-12	8-12	9-12	10-12	Totals
Number of Schools Reporting	11	62	27	6	1	9	4	120
Band	3 (27%)	13 (21%)	15 (55%)	3 (50%)	1 (100%)	4 (77%)	4 (100%)	46 (39%)
Choir	2 (18%)	14 (24%)	13 (48%)	5 (83%)	1 (100%)	9 (100%)	4 (100%)	48 (40%)
Boys Glee Club	3 (27%)	3 (5%)	5 (18%)	1 (16%)	0	3 (33%)	3 (75%)	18 (15%)
Girls Glee Club	1 (9%)	2 (3%)	4 (15%)	2 (33%)	0	4 (44%)	3 (75%)	16 (13%)
General Music	5 (42%)	27 (43%)	18 (66%)	5 (83%)	1 (100%)	6 (66%)	1 (25%)	63 (52%)
Music Appreciation	0	18 (29%)	1 (4%)	1 (16%)	0	6 (66%)	2 (50%)	28 (23%)
Music History	0	3 (5%)	0	0	0	0	1 (25%)	4 (3%)
Ensembles	0	0	2 (17%)	1 (16%)	1 (100%)	2 (22%)	0	6 (5%)
Sectional Rehearsals	0	0	3 (11%)	1 (16%)	0	0	0	4 (3%)

Budget

The schools were asked to indicate the budget allowed for nine categories of music classes. Since a large percentage of the schools left this question blank, no significant conclusions can be drawn concerning budgets for music subjects in the Christian schools. Since the Christian school is a private school supported by parents, it may be assumed that the music budget is simply a part of the entire budget made up of tuition and gifts and is not itemized specifically as funds for music classes.

However, some schools listed budgets for band and choir, which data are given attention in this chapter on the following pages.

Special Room For Music Classes

For each of the nine categories of music classes listed on the questionnaire, schools were asked to indicate if a special room was provided for that subject. Of the forty-six schools that have band, thirty or sixty-eight per cent reported that a special room was provided. Forty-eight schools have choir; of these, twenty-five or fifty-two per cent have a special room. Of the eighteen schools that offer boys glee club, five or twenty eight per cent have a special room. Of the sixteen schools offering girls glee

club, nine or fifty-seven per cent have a special room. In the sixty-three schools offering general music, ten or sixteen per cent have a special room. Twenty-eight schools offer music appreciation, seven or twenty-five per cent of these have a special room. One or twenty-five per cent of the four schools offering music history provides a special music room. No special room was provided in the six schools offering ensembles or the four schools which offer sectional rehearsals. The data in Table II indicate that the course for which a special room is most often provided is band. It may be concluded that band, choir and glee clubs are courses which, because of their nature, require a special room more than courses such as music appreciation, music history, and general music. Since the schools which reported having ensembles and sectional rehearsals provide a special room for band or choir, it may be concluded that the band or choir room is used for these subjects; therefore, no special room is provided exclusively for ensembles or sectional rehearsals.

¹
Hoekenga, Kool and Peterson in their report "An Instrumental Program for Our Christian Schools in the Elementary and Junior High Grades," point out that a music room used exclusively for music instruction should be provided.

¹J.P. Hoekenga, William Kool and Barney Peterson, "An Instrumental Music Program for Our Christian Schools in the Elementary and Junior High Grades." (Grand Rapids: Committee of the Grand Rapids Christian School Administrators Council, January 16, 1956), p. 3. (Nimeographed.)

TABLE XI
SPECIAL ROOM FOR MUSIC CLASSES IN
THE CHRISTIAN SCHOOLS

Subjects Offered	Number of Schools Reporting	Number of Schools Providing A Special Room	Percentage Providing A Special Room
Band	46	30	68%
Girls Glee Club	16	9	57%
Choir	48	25	52%
Boys Glee Club	18	5	28%
Music Appreciation	28	7	25%
Music History	4	1	25%
General Music	63	10	16%
Ensembles	6	0	0
Sectional Rehearsals	4	0	0

Types of Music Classes

General Music. Sixty-three or fifty-two per cent of the 120 schools reporting indicated that general music is given in their schools. General music is the most widely offered music course in the Christian schools according to the data found in Table I, page 44.

The data in Table XI indicate that only ten schools or sixteen per cent provide a special room for general music.

There is no significant correlation between the time spent in general music and the size of the school. Some small schools have no (or very little) general music, while others have as much as 150 minutes of general music per week. Some large schools offer no (or very little) general music, while others have as much as 300 minutes per week.

Choir. Of the 120 schools replying to the questionnaire, forty-eight or forty per cent reported that they have a choir.

Thirty-four schools reported no special budget for choir, while fourteen schools reported budgets ranging in amount from forty dollars to 750 dollars per year. The average budget for choir of the fourteen schools giving information concerning budgets, was 222 dollars per year. The amount spent for choir is less than one-half the average amount spent for band in the Christian schools. The nature of instrumental music is such that a large amount of money is necessary as there is need for buying instruments and uniforms.

As indicated in Table XI, twenty-five schools or fifty-two per cent of the schools reporting the presence of choir on their schedule provide a special room for choir. The conclusion may be drawn that forty-eight per cent of the choirs in the Christian schools rehearse in a regular classroom, gym-

nasium, or all-purpose room.

Time spent in choir rehearsal ranged from one day a week for thirty minutes to five days per week for sixty minutes. Generally the larger schools and especially schools offering grades through twelve spent the most time in choir. Of the twenty Christian high schools reporting, nineteen reported having choirs in their schools. Of these, twelve reported that choir met every day; three stated that choir met three days per week; two stated that choir met only one day per week.

Length of choir rehearsals varied from twenty minutes per day to sixty minutes per day. However, there was no noticeable correlation between the length of the class period and the size of the school.

Band. Of the 120 schools reporting, forty-six or thirty-nine per cent have a band or bands. Most of the schools which have a band are found in areas that are heavily populated and where Christian schools are numerous. For example, the Grand Rapids Christian grade schools, all of which reported, have at least one band in each of the schools. The data in Table XII indicate that many hours are spent by an outside teacher giving band instruction in these schools.

In order to gain more information concerning the use of outside band teachers in the Christian schools of Grand

Rapids, Michigan, a personal interview was held with an administrator of one of the schools. It was concluded from the statements made by the administrator that three teachers of instrumental music serve the eight Grand Rapids Christian schools. One teacher has Baxter Christian and Southwest Christian; another has Creston Christian and Westside Christian, and a third teaches instrumental music in Mayfield Christian, Oakdale Christian, Seymour Christian, and Sylvan Christian.

TABLE XII
OUTSIDE BAND DIRECTORS IN THE GRAND
RAPIDS CHRISTIAN SCHOOLS

Name of School	Hours Spent in School by an Outside Teacher
Baxter	6 hours per week
Creston	6 hours per week
Mayfield	2 hours per week
Oakdale	13 hours per week
Seymour	6 hours per week
Southwest	14 hours per week
Sylvan	6 hours per week
Westside	10 hours per week

It is evident that music classes are more readily available in areas in which many schools are found. A specialized teacher of music can teach in various schools which are with-in driving distance of one another.

The contrary is true in the isolated Christian school in a small community. These schools reported almost unanimously an absence of band. There are no bands in small schools having from thirteen to seventy-five students and one to three teachers. The classroom teacher is not trained to teach band and the school is too far distant from any other Christian school to share the services of a specialized music teacher. Some Christian schools allow their students to participate in the instrumental music programs of near-by public schools.

Twenty-two schools reported that no special budget was allowed for band while twenty-four schools reported band budgets ranging in amount from forty dollars per year to two thousand dollars per year. The average budget for the twenty-four schools reporting information concerning budgets was four-hundred and eighty-five dollars per year. Seven of the schools which have band reported that the pupils pay for the cost of the band. There is no noticeable correlation between the size of the school and the budget allowed for band.

Thirty schools or sixty-five per cent provide a special room for band. It may be concluded that a large number

of schools have a special band room because of the nature of the course. Due to the large volume of sound produced by a band, it is necessary for them to rehearse in a special room in order that other classes in progress are not disturbed. It may be concluded from the data in Table XI that sixteen schools hold band rehearsal in a room not especially suited for band.

The amount of time spent in band rehearsals ranged from one day per week for thirty minutes to five days per week for 120 minutes. There is no noticeable correlation between the size of the school and the number of minutes spent each week in band rehearsal. Of the schools that listed period length, fifty per cent stated that the band met for one hour periods. The other ranged in rehearsal duration from thirty minutes to fifty minutes. Some schools reported that band met for three or four days per week for 100 minutes. It is assumed that such schools have more than one band, and that they meet consecutively.

Music Appreciation. Music appreciation is given in twenty-eight schools or twenty-three per cent of the 120 schools reporting. Seven schools or twenty-five per cent of the schools offering music appreciation provide a special room.

The amount of time spent in music appreciation varies greatly from school to school, but there is no noticeable

correlation between the amount of time spent and the size of the school.

Boys Glee Club. Boys glee club is offered in eighteen schools or fifteen per cent of those reporting. Five of these eighteen schools or twenty-eight per cent reported that a special room is provided for boys glee club.

Time spent in boys glee club ranged from thirty-five minutes per week to 155 minutes per week. There is no noticeable correlation between the amount of time spent in boys glee club and the size of the school.

Girls Glee Club. Sixteen schools or thirteen per cent of those reporting have a girls glee club. Of these, nine or fifty-seven per cent provide a special room. Generally, girls glee club is offered in schools with a large enrollment; and as the schools increase in size, the amount of time spent in girls glee club increases.

Music History. Music history is offered in four schools or three per cent of the Christian schools reporting. The amount of time spent in this class is almost negligible except in one school which offers music history every day for fifty minutes. This school is a high school offering grades ten to twelve, while the other three schools which have music history are elementary schools. One school (the high school) or twenty per cent provides a special room for music history.

Ensembles. Ensemble rehearsals are held in six schools or five per cent of those reporting. No special room is provided in any school for ensembles. Time spent in ensemble rehearsal ranges from forty-five minutes per week to 150 minutes per week.

Sectional Rehearsal. Sectional rehearsals are given in four schools or three per cent of those reporting. None of these schools provide a special room for sectional rehearsals. All of the schools which provide sectional rehearsals are large schools ranging in size from 488 students to 950 students. There is no correlation between the amount of time spent in sectional rehearsals and the size of the school.

Many schools which provided no special schedule for ensembles and sectional rehearsals indicated on the questionnaire that special practices were called when necessary.

From the data presented in this chapter, the following conclusions may be drawn. There is a positive correlation between the size of the school and number of full time music, art, and craft and shop teachers on the staff as only large schools with an average enrollment of 525 hire such personnel. More emphasis is placed on music in the Christian schools than is placed on art, or craft and shop. The greatest source of music teachers is the outside music instructor.

More schools offer classroom music than instrumental music or choral music. The greatest source of choral music literature in the Christian schools is the sacred music book and sacred music in general is used to a greater extent than secular music. Secondary schools offer more music classes than do elementary schools, and the music course most widely offered is general music. No significant conclusions concerning the budget for music subjects in the Christian schools can be drawn since it is evident that most schools include the music budget with the regular budget of the school.

A special room was provided for band more often than for any other subject. There is little noticeable correlation between the time spent in various music classes and the size of the school.

The next chapter includes a listing of quotations taken from various questionnaires, the method employed in the listing, and conclusions based upon a summary of the quotations.

CHAPTER VII

QUOTATIONS FROM QUESTIONNAIRES

Purpose

It is the purpose of this chapter to present the quotations made by administrators and music teachers which were found on the returned questionnaires. Some of the quotations are explanations of data given on questionnaire, while others are additional information to that asked for on the questionnaire.

Method Employed

The quotations were taken directly from the questionnaires. No attempt to catalog or evaluate the quotations has been made.

Quotations:

1. "... also the full morning on Monday is used in the various grades of the elementary school by the part time music teacher."
2. "Every class has the attention of the music teacher to some extent: Junior High, twice a week, fifth and sixth grades once a week and lower grades once every two weeks."
3. "All classrooms have a piano. All teachers have classroom singing every day. Some teachers have a music hour per week."
4. "We purchase our music as needed from the regular budget."

5. "The expenditure this year for music both instrumental and vocal was \$1176.79. . . ."
6. "All pupils in grades one to eight have music instruction by the home room teacher."
7. "Music Appreciation is taught in conjunction with choir and general music."
8. "One of the teachers is a music major and teaches music to grades six to nine."
9. "We alternate a thirty minute period every other day with music one day and penmanship the next. The music period is used to teach basic theory, music appreciation, history of composers and occasionally choral music."
10. "One of the Junior High teachers teaches glee club and choir but not as a specialized music teacher. In the grades, each teacher teaches her own music."
11. "No special budget is set aside for music."
12. "We are making consistent progress in 'selling music to our constituency.'"
13. ". . . crowded schedule, not enough time for music."
14. "Band, choir and glee clubs are self-supporting through concerts and special projects. A fee of one dollar is paid by each student in the music department."
15. "Sectional rehearsals are necessary from time to time, but no definite time is set."
16. "Classroom teachers give one hour of music appreciation to their pupils each week."
17. "We have to combine general music and music appreciation to fit our schedule."
18. "We have two record players and are building up a library of records. We are trying to instill some music appreciation."
19. "We have had three days of music for years, but this year we were unable to hire a music teacher."

From the quotations listed in this chapter, the following conclusions are evident. Classroom music is offered in various Christian schools and music is taught in some elementary schools by an outside teacher of music. The music budget is part of the regular budget in some schools while in others no budget is set aside as the music classes are self-supporting. Some regular classroom teachers have the ability to teach music. Although music appreciation is offered as a separate course in very few schools, teachers and administrators are attempting to instill music appreciation in the students. Music is not scheduled in some schools because other subjects have crowded it out completely. There is a combining of music courses in some schools. There is a shortage of trained music teachers in the Christian schools.

It is evident that there is a definite lack of uniformity of view toward music education in the Christian schools. While some administrators feel that music should be an integral part of the school curriculum, others have the attitude that music is so unimportant that it can be completely left out of the curriculum.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose

The purpose of this study was to survey seven major areas concerning the Christian schools in the United States. The areas considered were (1) date when school first opened for child attendance, (2) total enrollment and grades offered, (3) teacher load, (4) time spent in schools by an outside teacher of music, (5) extent of participation of the students in music classes, (6) sources of choral music, and (7) music subjects offered.

Methods Employed

The questionnaire technique was used to poll the administrators and music instructors in all of the Christian schools in the United States. The questionnaire was developed by listing the areas on which information was sought. Questions were then prepared in each of these areas. After submitting these questions to a number of music teachers of the Christian schools in Michigan for criticism and suggestions, revisions were made and the final form was drawn up. A letter of transmittal was formulated and a letter of sponsorship was obtained. The questionnaire and letters were

then sent to the Christian schools.

The responses were then tabulated according to the consecutive order of the questions on the returned questionnaire.

Conclusions

Of the 155 schools contacted, 120 schools reported data which led to conclusions as follows:

1. The opening dates of the Christian schools range from 1875 to 1954. More schools were opened during the five year period from 1945 to 1950 than any other comparable period of time. (Figure 1)

2. There are seven categories of Christian schools concerning grade offering. They are (1) kindergarten to six or one to six, (2) kindergarten to eight or one to eight, (3) kindergarten to nine or one to nine, (4) kindergarten to twelve or one to twelve, (5) eight to twelve, (6) nine to twelve, and (7) ten to twelve. More children are enrolled in schools offering grades kindergarten to nine or one to nine than any other category. Christian schools range in size from thirteen pupils to 1180 pupils. (Table I)

3. The average teacher load in the Christian schools is twenty-five students per teacher. Those teaching in schools offering grades kindergarten to eight or one to eight

carry the heaviest load; thirty-two students per teacher. (Table II)

4. As the school becomes larger, the number of students per non-teaching person on the staff rises. Most schools hire no non-teaching personnel; while nineteen hire only one non-teaching person. There is little noticeable correlation between the number of non-teaching personnel on the staff and the size of the school. (Table IV) Only twenty schools hire more than one non-teaching person. (Table III)

5. Elin Christian School and Children's Retreat and Training School, schools for the mentally handicapped, hire a great number of non-teaching personnel who are nurses, nurses-aides, and doctors. (Table V)

6. There is a positive correlation between the size of the school and number of full time music, art, and craft and shop teachers on the staff. Only large schools with an average enrollment of 525 students hire such personnel.

7. More emphasis is placed on music in the Christian schools than is placed on art, or craft and shop.

8. Thirty-four schools of the 120 reporting stated that no music classes of any kind were offered. (Table VI)

9. Of the eighty-six schools having music classes, forty-six hire an outside, part-time teacher. Most of the

teaching done by these teachers is in the field of instrumental music. The greatest source of music teachers is the outside music instructor. (Table VII)

10. Seventy-two schools offer classroom music; fifty-seven offer choral music; and fifty-five offer instrumental music. More schools offer classroom music than offer band or choir. The average number of students participating in classroom music is 186, while the average number of students participating in choral music is seventy-eight, and the average number of students participating in instrumental music is forty-eight. (Table VIII)

11. The most used source of choral music is the sacred music book. Special arrangements of sacred music are used extensively also. Approximately fifty per cent of all of the schools use secular music occasionally, while only twenty-three per cent use secular music often. (Table IX)

12. Schools with high school grades offer more music subjects than do the elementary schools. Schools in densely populated areas where Christian schools are numerous offer more music courses than those in sparsely populated areas. The most widely offered music course in the Christian schools is general music.

13. Budgets for most music courses are part of the over-all budget; are not listed specifically for music

classes. Where budgets are listed on the questionnaires, band is the highest with an average of 485 dollars per year; choir is second highest with an average of 222 dollars per year.

14. A special room is more often provided for band than any other subject. Sixty-eight per cent of the schools having band provide a special room. (Table XI)

15. There is a great deal of variance from one school to another regarding the offering of music subjects and the time spent in music classes.

Recommendations

In so far as the conclusions are defensible, the following recommendations seem reasonable:

1. Since there are thirty-four schools that have no music, and it appears that these schools are mostly small elementary school, music courses should be required for all prospective elementary teachers so that each child could have some musical experiences where there is no special music teacher available.

2. It appears that the abundance of excellent secular music may be used in the Christian schools to a greater extent.

3. More young people should be shown the need for

music teachers in the Christian schools so that an administrator need not say, "We have had music in our school for years, but this year were unable to hire a teacher."

4. Teacher-training institutions must stress the need for music teachers to their "undecided" students who have musical talent.

5. Specific amounts of money should be set aside in the budget to be used expressly for music courses. Music courses should not of necessity be self-supporting.

6. All extra fees for music classes should be abolished where-ever possible.

7. Another study should be made, confined to instrumental music in the Christian schools. Possibly some reasons could be found why orchestral music is almost non-existent in the Christian schools.

8. A better balanced program of music education should be established in all of the Christian schools.

9. Continued effort should be made to make music classes available to all children who want them.

10. Further study should be done to assist administrators of the various Christian schools in the co-ordination of all of the phases of music education in the Christian schools.

APPENDIX

1410 Roseland Avenue
Kalamazoo, Michigan
November 1, 1955

Dear

I am the music teacher in Kalamazoo Christian High School in Kalamazoo, Michigan, teaching the band, choir and other music classes.

As partial fulfillment of credits toward my Masters Degree at Western Michigan College here in Kalamazoo, I am completing a study of music in the Christian Schools of America. I would like to determine some of the facts which may in the future help to improve the curriculum of the Christian Schools.

A stamped and self-addressed envelope is enclosed for your return of the questionnaire.

Thank you very much.

Sincerely,

Robert V. Talama

Robert V. Talama

COPY

COPY

NATIONAL UNION OF
CHRISTIAN SCHOOLS865 Twenty-eighth St., S.E.
Grand Rapids, Michigan

October 5, 1955

Mr. Robert Talsma
1410 Roseland Ave.
Kalamazoo, Michigan

Dear Mr. Talsma:

You may use the following recommendation as you see fit.

Christian School Administrators and Music Teachers

Mr. Robert Talsma, director of music at Kalamazoo Christian High School, is interested in studying the instruction of music offered in our Christian schools. In his advanced study he would like to analyze the music departments and also to recommend improvements. I heartily recommend that you furnish him with information which he requests. By assisting him in this survey of the music departments of our Christian schools you will be rendering a service not only to him but to the well-being of our schools in general. The results of his findings will be sent to you.

Sincerely yours,

J. Vander Ark (Signed)

John A. Vander Ark
Director

BIBLIOGRAPHY

BIBLIOGRAPHY

Books:

Good, Carter V. (ed.) Dictionary of Education. First Edition. New York: McGraw-Hill Book Co. Inc., 1945.

Good, Carter V., Barr, and Scates. The Methodology of Educational Research. New York: Appleton-Century Company, 1936.

Course of Study for Christian Schools. Second Edition. Grand Rapids: National Union of Christian Schools, 1953.

Kuyper, Abraham. E Voto Dordraceno. Amsterdam: Horieker and Wormser, 1905.

Lucas, Henry S. Netherlanders In America. Ann Arbor, Michigan: The University of Michigan Press, 1955.

Mursell, James L. Music And The Classroom Teacher. New York: Silver-Burdett Co., 1951.

Periodicals:

Bruinsma, Henry A. "The Music Education Program in the Christian Schools," Christian Home and School, 33(4): 20-21, December, 1954.

Morgan, Russell V. "The Creative Experience in Music Education," Music Education Journal, 35:30-32,67. May, 1949.

Mimeographed Material:

Hoekenga, J. P., Kool, and Peterson. "An Instrumental Music Program for Our Christian Schools in the Elementary and Junior High Grades," Grand Rapids: Committee of the Grand Rapids Christian School Administrators Council, January 16, 1956. (Mimeographed.)

Unpublished Speech:

De Beer, John L. "Overview of Christian Education," (A speech expounded for the Grand Rapids Christian High School faculty, 1952.

BIBLIOGRAPHY (Continued)

Unpublished Theses:

Lieffers, Jay G. "A History of Ebenezer Christian School, Kalamazoo, Michigan," Unpublished Master's thesis, Western Michigan College, Kalamazoo, 1953.

Cowan, Thomas Wynne. "The Pre-College Musical Training and Experience of Music Education Seniors," Unpublished Doctor's thesis, George Peabody College for Teachers, Nashville, 1952.

Grader, Ellery Earl. "Public Secondary Education in Missouri," Unpublished Doctor's thesis, George Peabody College for Teachers, Nashville, 1952.

Shadley, Maurice F. "A Study of the Instrumental Music Programs in the High Schools of the State of Indiana," Unpublished Doctor's thesis, Indiana University, Bloomington, 1951.