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entitled The Status of Music Education in
The Public Schools of Virginia

be accepted as fulfilling this part of the requirements for the degree of DOCTOR OF EDUCATION

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THE STATUS OF MUSIC EDUCATION IN
THE PUBLIC SCHOOLS OF VIRGINIA

A dissertation submitted to
The Graduate Faculty of the Teachers College
of the University of Cincinnati
in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION

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ACKNOWLEDGMENT

The sympathetic help and direction of Dr. Sidney B. Hall, State Superintendent of Public Instruction of Virginia, the co-operation of Dr. C. E. Myers of the State Board of Education of Virginia and his Department of Research, and the patience and detailed guidance provided by the candidate's advisory committee - Dean L. A. Fehstein, chairman, Associate Professor Gordon Hendrickson, and Professor Carter V. Good - have contributed greatly in making this survey possible. A word of sincere appreciation is herewith tendered also to all of the administrators and teachers in the public schools of Virginia who have given so unselfishly of their time, and who have shown such keen interest in the undertaking.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this investigation is to discover the extent and character of music education in the schools of Virginia during the 1936-1937 school session, the agencies responsible for the financial support of the music program, the type of teachers carrying on the music instruction, the factors which were promoting or hindering the growth of school music work, and the music materials and equipment which were available in the school situations.

The Need for the Study

State Records.- The preparation of this study on "The Status of Music Education in the Public Schools of Virginia" grew out of a definite need for specific information concerning the music instruction in the schools of the state for the records of the State Board of Education. Prior to this time, music instruction had received no definite guidance from the staff of the State Department of Education. Whereas it was evident to the casual observer that some splendid work had been accomplished in the public school music field by individual teachers and supervisors in various schools of the state, there was a total lack of accurate information about this music instruction.

Fine Arts Emphasized in Revised Curriculum.- The revised

courses of study which have developed as a part of the Curriculum Revision Program, inaugurated in 1931, and which are now being used extensively throughout the state, called for an emphasis on the fine arts as a part of the regular instructional program in the schools. As a practical step in stimulating the fine arts, a state supervisor of music was appointed by the State Board of Education in 1936 to stimulate and to guide the music instruction in the public schools of the state. In order that the music supervisor's office might plan a program built on a background of factual evidence, this study became a necessity. Without this information the supervisor's office was unable to work out a program that would fit the needs of the schools of the state.

Surveys of Music Education

Interest in Music Education.- For the past thirty years, interest in public school music in the United States has developed at an ever increasing tempo. Today music and the other arts are receiving serious consideration, in the thinking of school authorities and the public generally. The schools are now seeking ways and means of bringing experiences in music to all of the pupils in the schools of the nation. That music and the allied arts have much to contribute to the growth of a child is now a recognized fact. In order to proceed with a sound program of improvement in the field of music education, it is necessary to learn just what is now being done about the presentation of music education in our schools.

Surveys in Music Education.- A number of national, state, county, and local studies have been made to determine the status of different

phases of the music program of instruction in the schools. In 1920¹ a nation-wide study, under the direction of the United States Bureau of Education, was made to discover the amount of music that was being offered in the colleges, the number of entrance credits in music accepted by the colleges, the number of credits in music accepted for graduation by the colleges, and the number of high schools in the country offering courses in music; also whether music was an accredited subject in the schools. Information concerning the status of music in colleges was gathered from forty-eight states and territories. A series of tables presented the data gathered from thirty-six states relative to the music education being carried on in the high schools. This survey did much to call to the attention of the public, as well as school administrators, the widespread interest in music education at that time.

The most recent national survey of music education was undertaken in 1934 by the Educational Research Council of the Music Educators National Conference.² This survey was made to determine to what extent the depression had curtailed the music programs in the public schools, the per pupil cost of music in the schools, the cost of music in relation to other subjects, the attitude of school authorities, tax payers, and communities toward the school music

¹
O. McConathy, K. Gehrken, and E. B. Birge, Present Status of Music Instruction in Colleges and High Schools, 1919-1920. Bureau of Education Bulletin, 1921, No. 9. Washington, D. C.: Government Printing Office, 1921.

²
The Present Status of School Music Instruction. Music Education Research Council Bulletin, No. 18. Chicago: Music Educators National Conference, 64 East Jackson Boulevard, 1934.

program, and the reasons for curtailment, if any, of the programs of school music. Questionnaires were sent out to 3,300 superintendents of schools, and the results reported in some forty-five tables. In order to see what effect the size of the communities had on the findings, the data were divided into four groups according to population of towns and cities reporting. This study brought out the fact that in almost all cases reporting curtailment of the music program in the schools, the lack of funds accounted for this step. The lack of appreciation of the value of the school music work had little or no bearing on the curtailment of the music program.

Surveys of rural school music education were made in Montana, Oregon, and Washington in 1930. In these surveys, an attempt was made to ascertain the number of rural teachers capable of teaching their own music classes, the number carrying on music in their schools, the music equipment available for the work, and the methods used in presenting the music programs. The study in Montana³ included reports from 1658 rural schools. Approximately fifty per cent of these schools were carrying on a program of music education. More than half of the schools were equipped with phonographs, and one-third of them had pianos. The survey made in Oregon⁴ revealed that fifty per cent of the rural schools reporting had a keyboard instrument in their schools, twenty per cent had phonographs, and that sixteen per cent

³ Aletha Sprague, Rural School Music in Montana, p. 274. Twenty-Fourth Yearbook of the Music Supervisors National Conference. Chicago: Music Supervisors National Conference, 64 East Jackson Boulevard.

⁴ Margaret Lee Slusher, Report on Rural School Music in Oregon, ibid., p. 278.

5

of the schools had no music programs. The Washington study reported two counties having music supervisors for the rural schools, and the number of bands, orchestras, and glee clubs in the rural schools. The music equipment was reported as "good but insufficient." The status of music education in the schools of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont was reported at the 1933 Music Educators Conference held in Providence, Rhode Island. New Jersey, Massachusetts, and Delaware have music supervisors for their small rural schools.

6

A survey of music education in senior high schools was made in 1936 by the Music Education Research Council. This study made information available concerning the vocal music, the instrumental music, the classes in appreciation, history of music and theory, and the administration of the music teaching, in 160 selected communities of the country. In 1935 the Music Education Research Council also made a study of the present status of rural music education as a basis for their proposed program of music for rural schools. This survey brought to light the great need for more adequate music training

⁵
Edna L. McKee, Rural School Music in Washington, op. cit., p. 279.

⁶
Glenn Gildersleeve and Others, Music in One and Two-Teacher Schools, pp. 194-210. Twenty-sixth Yearbook of the Music Educators National Conference. Chicago: Music Educators National Conference, 64 East Jackson Boulevard, 1933.

⁷
Peter Dykema and Others, Music in Senior High Schools, pp. 58-66. Twenty-ninth Yearbook of the Music Educators National Conference. Chicago: Music Educators National Conference, 64 East Jackson Boulevard, 1933.

⁸
Course of Study in Music for Rural Schools, pp. 183-198. Music Education Research Council Bulletin, No. 19. Chicago: Music Education Research Council, 64 East Jackson Boulevard, 1936.

in the smaller schools of the nation. An extensive study of the
 preparation of public school music teachers was conducted in 1936.⁹
 This survey tabulated courses required for music teachers in twenty-
 four state universities, twenty-one teachers colleges, fourteen liberal
 arts colleges, and eight conservatories.

Many unpublished surveys of music education have been made and
 many articles have appeared in the press on this subject. Two books
 containing very complete data relative to the status of music education
 in America are: The History of Public School Music in the United States,
¹⁰
 by Edward B. Birge, and a thesis published in book form, A Profession-
 alized Study of Public School Music,¹¹ by Clara Josephine McCauley.

Difficulties Encountered in Planning the Study

Lack of Homogeneity in Public School Situations.- It was realized
 that some classification of the schools would have to be made in
 order that the information needed might be obtained without asking
 the teachers involved to consider questions not pertinent to their
 own situations. Due to the fact that Virginia is fundamentally a
 rural state and that many of the schools have one teacher for two or
 more grades, it became obvious that these small situations must be
 considered as a separate unit. This difficulty was met by formulating

⁹
 Earl Connette, "A Survey of the Preparation of Public School
 Music Teachers," Educational Administration and Supervision, XXIII
 (September, 1937), pp.

¹⁰
 Edward B. Birge, The History of Public School Music in the
 United States. Boston: O. Ditson Company, 1928. Pp. 296.

¹¹
 Clara J. McCauley, A Professionalized Study of Public School
 Music. Knoxville, Tennessee: J. E. Avent, 1933. Pp. 795.

different information blanks for the various types of schools.

Preparation in Order to Secure Complete Cooperation.- With some seventeen thousand school teachers and administrators involved in the study, it was necessary to devise some means of distributing and collecting the information blanks that would insure reasonably complete returns. This difficulty was obviated by the whole-hearted cooperation of the 109 division superintendents of the state who had the data distributed and collected from their offices, sending in the final reports as division units.

Preparation in Order to Secure Accurate Results.- In such an extensive study as this, with so many people involved, it is a very difficult matter to feel sure that the results obtained give a true picture of the situation. It is necessary for those giving the information to have a clear understanding of the type of information that is desired. To bring about the greatest possible accord in the information gathered, the blanks were explained to the superintendents of the state at their annual state meeting, to the elementary supervisors of the state at their annual state meeting, and to the principals of the high schools of the state who met in five sectional meetings. The information blanks were then explained to the teachers of the state by the school administrators at their county and division meetings. In this manner every teacher of the state had an opportunity to become familiar with the nature and purpose of the survey.

In order to understand and interpret the data received, a majority of the school divisions of the state and some hundred and fifty schools of various types were visited. Contacts were made with some six thousand teachers at their meetings in the various districts.

Because of these contacts the teachers of the state became conscious of the problems involved and made every effort to present clear and accurate data.

General Summary of Procedure

Administrative Set Up for Virginia Schools.- The public schools of Virginia are under the direction of the State Board of Education, consisting of seven members appointed by the Governor, and the State Superintendent of Public Instruction, also appointed by the Governor. The staff of the State Department of Education, consisting of some seventeen supervisors, is directed by the State Superintendent of Public Instruction. The state is divided into school divisions, generally consisting of county or city units, over which division superintendents of schools preside. These superintendents are appointed by local school boards from a list of eligible applicants approved by the State Board of Education. There are 109 division superintendents of schools in the state. In a few instances, a division superintendent is responsible for the administration of the schools in two or three small counties. The state calls this plan of administration the "County Unit" plan. Under the 109 division superintendents are the 17,000 teachers, principals, and supervisors. There are approximately three quarters of a million children of school age in the state.

Division of Schools into Groups.- Because of the difference in the various types of schools, it was deemed advisable to group them into three divisions, viz., the elementary schools having less than four teachers, the elementary schools having more than three teachers,

and the high schools, and to send a different type of information blank to each of the three groupings.

Preparation of Information Blanks.- A number of tentative information blanks were compiled and tried out on the various types of schools. An attempt was made to obviate the weaknesses discovered, and final blanks were then formulated. A short blank was then compiled to secure information from the division superintendents.

Distribution and Collection of Blanks.- The division superintendents of the state facilitated matters greatly by taking the responsibility of distributing and collecting the information blanks.

Personal Contact with Teachers and Administrators in School Situations.- Some twenty-five thousand miles were travelled over the state in order to interview superintendents, elementary supervisors, principals, and teachers. Much supplementary and explanatory information was obtained in this way.

Tabulation of Data.- The accumulated data were compiled into tables and rearranged into various forms in order that a clear-cut picture of the school music situation in the schools of the state might be available at a glance.

Grouping of Data for Comparisons.- Since Virginia has a dual system of education, the data were reported separately from the white and Negro schools, as well as in totals. Groupings of counties based on geographical, racial, and hereditary lines were arranged, and the data from these groupings were tabulated in order that comparisons might be made. The data from the white high schools were arranged into three additional groupings, viz., Class A Schools, those having more than 750 pupils; Class B Schools, those having more than 150

but less than 751 pupils; and Class C Schools, those having less than 151 pupils enrolled.

Description of County Groupings.- The sixty-one counties having more than one-third Negro population, according to the census of 1935, were arranged in one group, and the data from these counties tabulated separately in order to see what effect, if any, the racial differences made. The sixty-one counties shown in Figure 1, include: Accomac, Albemarle, Amelia, Amherst, Appomattox, Bedford, Brunswick, Buckingham, Campbell, Caroline, Charles City, Charlotte, Chesterfield, Culpeper, Cumberland, Dinwiddie, Elizabeth City, Essex, Fauquier, Fluvanna, Gloucester, Goochland, Greensville, Halifax, Hanover, Henry, Isle of Wight, James City, King George, King and Queen, King William, Lancaster, Loudoun, Louisa, Lunenburg, Madison, Mathews, Mecklenburg, Middlesex, Nansemond, Nelson, New Kent, Norfolk, Northampton, Northumberland, Nottoway, Orange, Pittsylvania, Powhatan, Prince Edward, Prince George, Princess Anne, Rappahannock, Richmond, Southampton, Spotsylvania, Surry, Sussex, Warwick, Westmoreland, York.

Another grouping was arranged from the thirty eastern counties of the state which make up what is familiarly known as Tidewater Virginia. Truck and crop farming, the sea food industry, and manufacturing are carried on extensively in this part of the state. Tidewater Virginia was settled by the Cavaliers in the early colonial days. Twenty-nine of the counties in this group have more than a third Negro population. These thirty counties, shown in Figure 2, include: Accomac, Caroline, Charles City, Elizabeth City, Essex, Gloucester, Hanover, Henrico, Isle of Wight, James City, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Nansemond, New Kent, Norfolk, Northampton, Northumberland, Princess

二

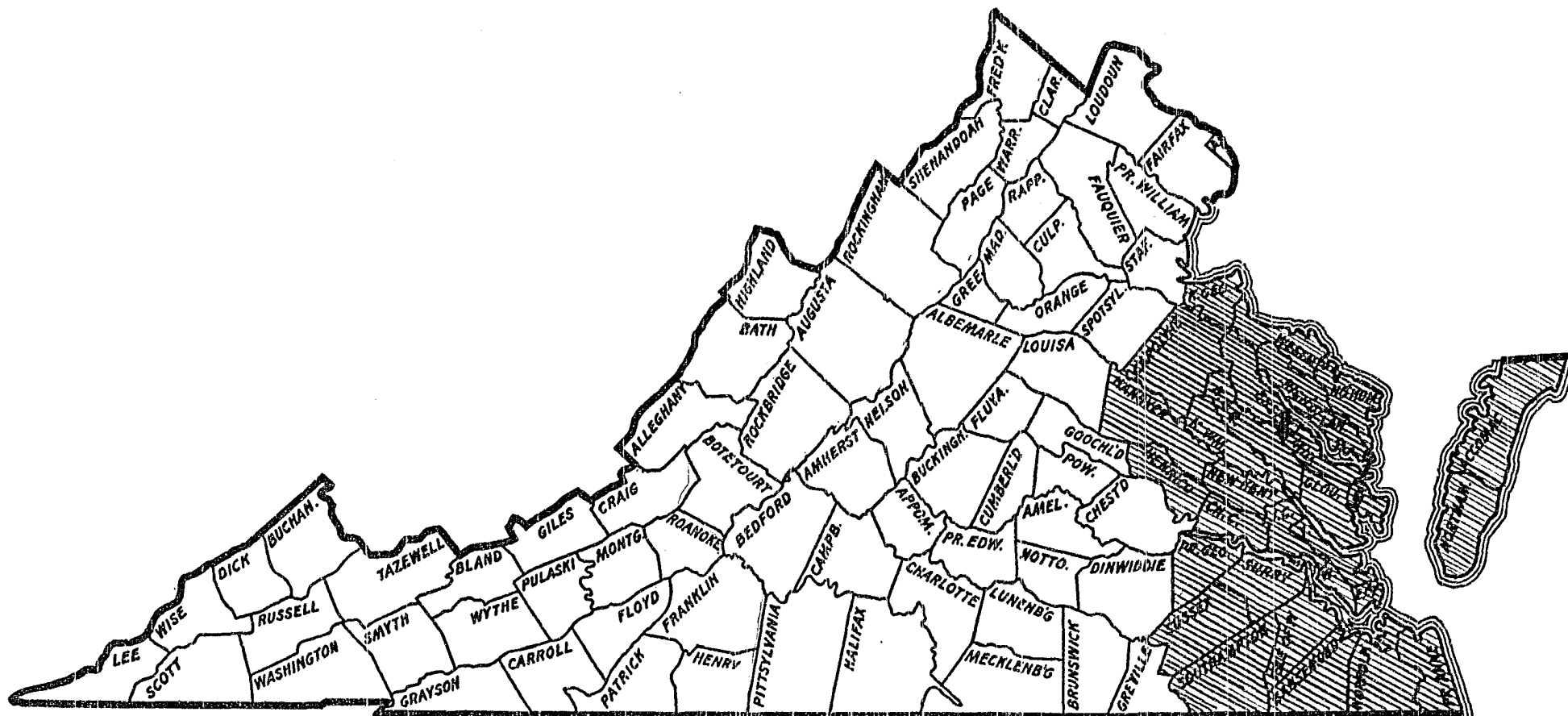


Fig. 2 The Tidewater Counties - including Accomac, Caroline, Charles City, Elizabeth City, Essex, Gloucester, Hanover, Henrico, Isle of Wight, James City, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Nansemond, New Kent, Norfolk, Northampton, Northumberland, Princess Anne, Prince George, Richmond, Southampton, Sussex, Surry, Warwick, Westmoreland and York.

Anne, Prince George, Richmond, Southampton, Sussex, Surry, Warwick, Westmoreland, York.

The twenty-two counties in the extreme southwestern part of the state were grouped together in order that the data from these mountainous counties might be studied separately and compared with the other data. Stock farming, tobacco raising, and coal mining are the most important occupations in this section of Virginia. The population is composed of descendants of the Anglo Saxons who settled here in the seventeenth century. This section of Virginia is considered to have the purest Anglo Saxon population in the United States. Very few Negroes are to be found in these counties. The following counties shown in Figure 3 are included in this group: Bland, Buchanan, Carroll, Craig, Dickenson, Floyd, Franklin, Giles, Grayson, Henry, Lee, Montgomery, Patrick, Pulaski, Roanoke, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe.

The Shenandoah Valley of Virginia is composed of eight counties located between the Blue Ridge mountain range and the Alleghanies. The data from these eight counties were grouped together for comparative purposes. The Shenandoah Valley is the most prosperous farming country in the state, and is peopled, in the main, by the descendants of the Pennsylvania Dutch settlers. Very few Negroes are to be found in this part of the state. The eight counties in this group, shown in Figure 4, include: Augusta, Clarke, Frederick, Rockbridge, Rockingham, Page, Shenandoah, Warren.

Summary

This study is designed to make certain information about the

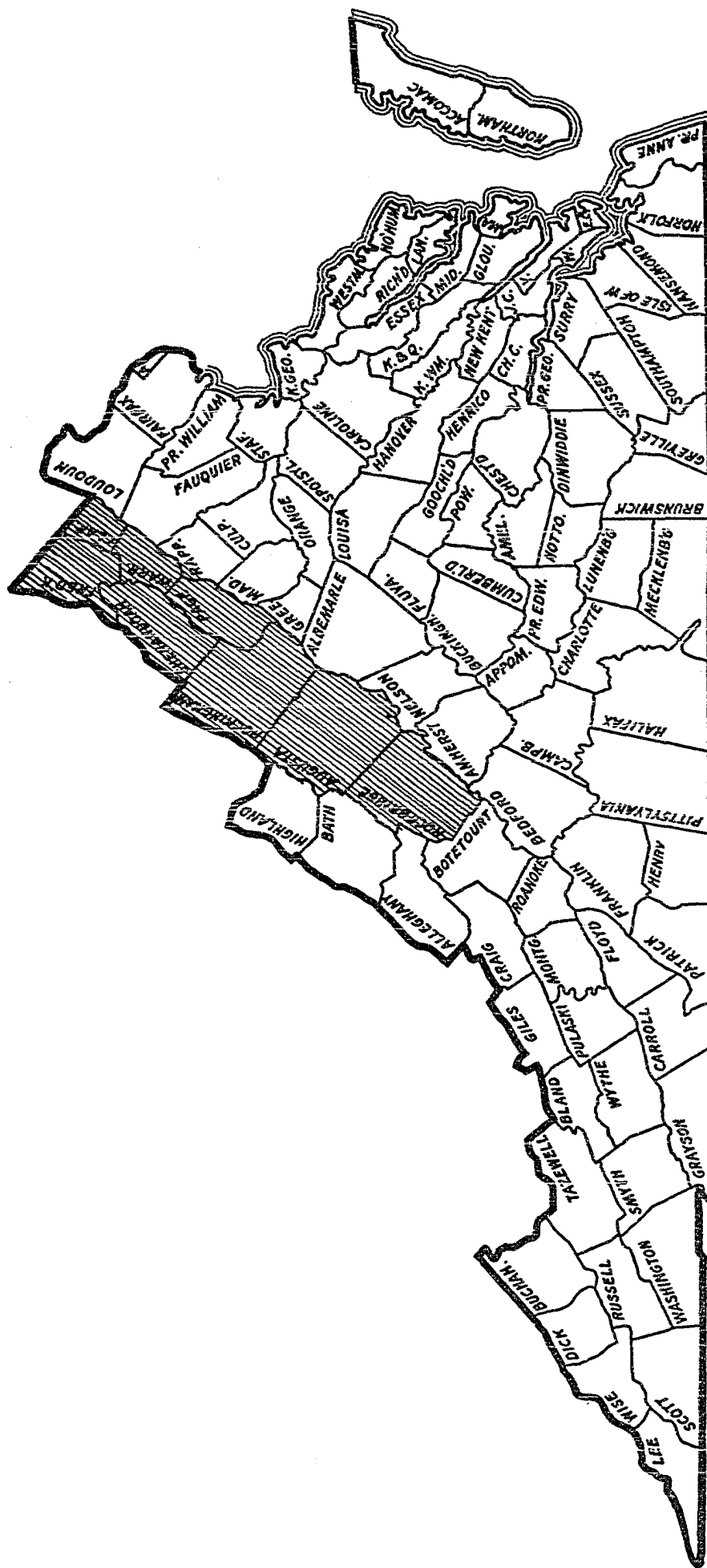


Fig. 4 The Shenandoah Valley Counties - including Augusta, Clarke, Frederick, Rockbridge, Rockingham, Page, Shenandoah and Warren.

school music instruction in the schools of Virginia available to the State Department of Education in order that a meaningful program of music may be planned for all the school situations under the State Board of Education. A number of national, state, county and local surveys of music education with similar objectives, have been carried on within the past twenty years. The most important studies include a high school music survey made by the United States Bureau of Education in 1930, a nation wide survey of the effects of the depression upon music education in the schools conducted by the Research Council of the Music Educators National Conference in 1934, a survey of the status of rural school music in Montana, Oregon and Washington in 1931, a survey of music education in the schools of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New York, New Jersey, Rhode Island and Vermont in 1933, and a survey of music in the senior high schools made in 1936 by the Research Council of the Music Educators National Conference. Many other studies have been made to gather evidence on the various phases of the school music programs. These surveys have been used as a basis for setting up the present study in Virginia. The findings from the various surveys serve to some extent to provide criteria for evaluating the findings of the present investigation.

In setting up the study reported in the following chapters, the best procedures of earlier studies have been adopted wherever appropriate. The investigation was one which required cooperative effort on the part of all the school people in the state.

CHAPTER II

HISTORICAL AND PHILOSOPHICAL BACKGROUND

Historical Background

English Influence.- From the time of the arrival of the English on the shores of Virginia in 1607 to the present time, the traditions of the mother country have been very much in evidence in the lives of the Virginia people. The English attitude towards education was transferred to colonial soil and became the basis of the educational ventures in the new land. Schools were established and maintained by the wealthy planters, in order that their children and the children of others of the distinctly upper class might receive every educational advantage.

Thomas D. Eason writes:

It may be said that up to the period of the Revolution, and for forty years after, if a rudimentary education was wanted it could be had, but not until 1818 was anything approaching a system of public education enforced in Virginia.¹

Not only was there a total lack of sentiment for education for the masses in Virginia, but there was a decided prejudice against such an educational set-up. Traces of this attitude still exist.

Act of 1779.- A system of private schools, according to the plan suggested by Thomas Jefferson, was provided for by the legislature

¹
Thomas D. Eason, "History of Teacher Certification in Virginia," p. 5. Unpublished Master's thesis, New York University, 1932.

of 1779. This act included an amendment to the effect that the court of each county should be given the right to determine the year in which the aldermen shall be appointed, and until they so determine no² election shall be held.

No courts in the state took it upon themselves to determine the year mentioned in the act with the result that the act was virtually nullified.

Acts of 1810 and 1811.- An Act of the Legislature passed in 1810 provided that all:

Escheats, accruing to the State as derelict, shall be set aside for the encouragement of learning.

Another Act passed in 1811 defined the purpose of this fund as: "Pro-⁴viding schools for the poor in any county of the state."

A board of control was designated to administer this fund, and the members were called "President and Directors of the Literary Fund." From this group was evolved the present Board of Education. These two acts had very little immediate effect upon education in Virginia. However, the provisions of this Literary Fund began the movement which led to the creation of a state-wide system of public education.

In 1816 the Literary Fund was greatly increased.

Act of 1818.- Due to the untiring efforts of Thomas Jefferson, a bill was passed in 1818 creating a system of primary schools and a

²
C. J. Heatwole, A History of Education in Virginia, p. 102.
New York: The Macmillan Company, 1916.

³
Ibid., p. 104.

⁴
Ibid., p. 105.

state university. Profiting by the error made in a previous act, the legislature made it mandatory that the courts appoint school commissioners and determine how many children were to be educated with the forty-five thousand dollars appropriated for this purpose from the Literary Fund.

Act of 1829.- An act empowering district commissioners to establish district free schools, with the understanding that the people of each district were to furnish three-fifths of the expense of maintaining the building, and a minimum of one-half of the teachers' salaries, was passed in 1829. The state was to provide the remainder of the money from the Literary Fund.

Between 1829 and 1870, several acts were passed that provided more public education for the children of the state, and the Literary Fund appropriations were increased at different times.

Board of Education.- In 1870, the public school system of Virginia was placed under the administration of a State Board of Education and a State Superintendent of Public Instruction.

Attitude Toward Music Education.- Music always enjoyed a place in the curricula of the private schools of the state. The fact that the public schools were first established as charity schools caused them to delete from their program of studies everything except reading, writing, and arithmetic. This attitude towards the fine arts as a part of the instruction provided by means of public funds has seriously handicapped the progress of music in the public schools of the state. It is true, however, that a few of the larger cities have provided splendid musical instruction for the children in their schools. Until recently, there has been no state wide attempt to

include the fine arts as a part of the regular instructional program of the state.

Revised Curriculum.- In 1931, the educational forces of the state, under the leadership of Dr. Sidney B. Hall, State Superintendent of Public Instruction, began the formulation of a course of study calculated to improve the instruction in the schools, and also to provide a wider scope of educational experiences for the children of the state. In this revised curriculum, the fine arts were given a place of prominence. Because of the extensive use of this revised curriculum, the State Board of Education decided in 1936 to employ a State Supervisor of Music to provide guidance for the music instruction in the Virginia public schools.

The Place of Music in Organized Education

It is the responsibility of the public schools to present a well rounded and rich program of instruction. In order to do this the fine arts must be accorded a place in the instructional program. Since music is perhaps the most universal of the fine arts and lends itself to use at all levels of the school program, it deserves a definite place in the curriculum.

Music contributes to the intellectual, social, physical,
⁵
 emotional and spiritual growth of the child. Charles W. Eliot, former president of Harvard University and a great exponent of a

5

Lila Belle Pitts, The Place of Music in a System of Public Education, pp. 17-21. Thirty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1936.

richer program of instruction in the public schools, said in 1898 that he considered music important in the school curriculum, not only for its emotional and spiritual value but also for the intellectual challenge it presented. In spite of some prevalent notions to the contrary, music definitely stimulates the intellectual growth of a child. Singing and rhythmic exercises contribute to the physical well-being and growth of the individual. School music is one of the most effective ways of bringing about the social growth of a child. In group singing and playing, the individual develops a sense of responsibility and other desirable traits of good citizenship. One of the important problems of present day living is that of developing and maintaining an emotional balance. Music can do much to bring about this desirable emotional growth. A school music program can also make a contribution to the spiritual growth of the individual. The school, as an agency responsible for many phases of the growth of the child, cannot overlook the potentialities of a school music program.

It is assumed as a basis for this investigation that every child in the elementary schools should have rich experiences in singing, rhythmic activities, in listening, and in the reading of music.

6

James L. Mursell, Principles of Music Education, pp. 3-16. Thirty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1936.

7

James L. Mursell, Human Values in Music Education. New York: Silver Burdett and Co., 1934. Pp. 388.

8

Karl W. Gehrken, Music in the Grade Schools. Boston: C. C. Birchard Co., 1934. Pp. 233.

The pupils in the secondary schools should have music classes and a variety of musical activities such as bands, orchestras, operettas, etc., provided in the program of studies. The elementary teacher should be responsible for the music instruction in the elementary schools. Music teachers and supervisors should be provided, where possible, to give guidance and help to the elementary teacher. In secondary schools the responsibility for music teaching should be delegated to a teacher with special music training or to a faculty member capable of carrying on the music program. The music program in both elementary and secondary schools should have lessons in applied music available for interested pupils. It should be the duty of the private teacher to supplement the work of the school music teacher. In no case should applied music in a school be considered, in itself, an adequate program of music instruction.

The following music equipment should be available in every elementary school: a phonograph, a few well chosen singing and appreciation recordings, a set of music books suitable to the pupils' needs, a staff liner, and a pitch pipe owned by each teacher. The importance of the phonograph cannot be overstated. In those situations where the teacher cannot carry a tune or is too timid to

9

Lilla Belle Pitts, Typical Musical Activities of the School, pp. 45-50. Thirty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1936.

10

Marguerite V. Hood, A Music Program for Rural Schools, pp. 173-185. Thirty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1936.

start a music program, the recordings will "make it possible for the teacher to teach the children to sing accurately and with a good tone."¹¹ Many recordings, each providing ten to sixteen well selected and artistically sung songs on the child level, are available for schools. These recordings make it possible for a teacher to present a complete year's song program from a few inexpensive records. Hundreds of splendid records made expressly for lessons in music appreciation are now available for use in the school room.

Teachers should understand the necessity of owning and using a pitch pipe. A meaningful and satisfactory program of music instruction cannot be carried on when guess work takes the place of the pitch pipe.

Every child above the second grade should have the opportunity of using a suitable music book in the daily music period. Children cannot become readers of music unless they are given the printed page.¹² It is of great importance that the music books used be for the grade level of the class. There are books available that are well adapted to the one room school, having material of present interest to children in all of the seven grades. In the larger schools it is advisable to secure books for the various grade levels.

11

Glenn Gildersleeve, Why the Entire School Music Teaching Profession Should Be More Interested in Rural School Music, p. 194. Twenty-ninth Yearbook of the Music Educators National Conference. Chicago: Music Educators National Conference, 64 East Jackson Boulevard, 1936.

12

James L. Mursell, Reading Music, pp. 49-107. Thirty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1936.

The secondary schools should be equipped with a piano, phonograph, radio, a set of assembly song books, adequate glee club music, and certain musical instruments of the band and orchestra such as tympani, base violins, and tubas, if the school is sponsoring these organizations.

All of the pupils in the high schools should take part in assembly singing and have the choice of enrolling in a glee club and various other musical organizations. Music classes on a credit basis should be offered in all secondary schools having a qualified music teacher to present the work. One of the major objectives of the school music program in high school should be to prepare pupils leaving the school to take part in the music activities of their communities. Pupils in the secondary schools who are interested in music should be encouraged to continue their music study with the applied music teachers of the community.

Since music has a definite place in organized education, and since it is the responsibility of the public to make a well-rounded program of instruction available in the schools, the entire instructional program including music should be financed from public funds.

The accepted objectives of music in the instructional program
13
include the following:

1. To develop a keen sense of enjoyment in music by presenting vocal and instrumental music adapted to the child's needs and experiences.
2. To develop the child's ability as a singer through

experiencing a large number of songs of present interest to the child and of lasting musical value.

3. To give the child both art and recreation through the music presented.

4. To give the child experience in rhythmic expression, and an outlet for creative expression through music.

5. To give every boy and girl the opportunity to develop into an individual who loves music and feels joy in taking part in its expression.

Summary

There is very little background of music in the public school of Virginia. Music has been, however, an accepted part of the program of instruction in the private schools of the state. The early public schools were charity schools and presented a meager instructional program consisting of reading and writing and arithmetic. Until recently there had been no attempt to secure music education in the public schools of the state. A number of the cities and a few counties have had music instruction in their schools for the past two or three decades. These cities and counties have been the exception. They have contributed a great deal by bringing the desirability of music instruction in the public schools to the attention of the schools of the state as a whole. The Virginia Revised Curriculum which was inaugurated in 1931 stressed the importance of the fine arts in the educational program and brought about the present attempt to place music instruction in every school in the state.

The present philosophy of school music education calls for the

inclusion of music in the school experiences of children during their entire school life. In the elementary school the music instruction should be an important part of the daily school program. Music should add vividness to the teaching in the elementary school and should contribute to the physical, intellectual, emotional, social, and spiritual growth of the child.

In the secondary school all pupils should come in contact with the music program through assembly singing. A varied offering of music classes and activities should be made available in the program of studies. Individual instruction in applied music should be encouraged, for interested pupils, both in the elementary and secondary schools.

The music program should give every boy and girl in the schools an opportunity to develop into an individual who loves music and feels joy in taking part in its expression. Each school presenting a well selected group of meaningful music experiences in its program should attain this goal.

CHAPTER III

THE STATUS OF MUSIC EDUCATION IN THE ONE, TWO, AND THREE TEACHER ELEMENTARY SCHOOLS

Objectives of Music in the One, Two, and Three Teacher Schools

Since the teacher in the small elementary school is responsible for the music instruction of the pupils, the specific objectives of music in these schools may be stated in terms of those music experiences the teacher should present. Helping the child to grow into an individual who loves music should be the general goal that may be attained through the specific objectives suggested.

The teachers in small elementary schools should present a number of interesting and worthwhile songs as a part of their instructional program. Care should be taken that a good free tone of pleasing quality is secured in the singing program. The song program should include a few of the well known songs that have become a part of the heritage of the American people. To carry on this part of the music instruction it is necessary that the teacher have some knowledge of singing or have the assistance of a phonograph with the song records available.

The teacher should also bring rhythmic experiences to the children in the elementary school. These experiences may be brought into the instructional program through marching, skipping, marking time, running, free rhythmic motions made by the child in response to

a given piece of music, rhythm bands, and singing games.

Listening experiences should be introduced through phonograph recordings, radio programs, piano selections, and instrumental and vocal selections presented by pupils and teachers in the schools, and musicians in the community. Recognition of instruments of the band and orchestra and recognition of moods suggested by music may be considered two objectives in a listening program. A number of memory pieces may be selected for study each year.

Children in the elementary schools should be given the opportunity to express themselves individually in vocal and instrumental music. The lowly harmonica gives a great deal of satisfaction to the pupil just becoming acquainted with music. The teachers in these schools should encourage interested pupils to continue their music work outside the school by studying applied music with a private music teacher. These pupils should contribute to the music programs of the school when they have attained a desirable degree of skill.

To attain these objectives the teacher must be aware of the potentialities of music in a school situation. She must be able and willing to bring these experiences to the children in the small elementary schools, and she must be supplied with suitable equipment such as a pitch pipe, a phonograph, some well selected recordings, and a piano and radio where possible.

Type of Information Gathered

Significant Information Needed.-- In general, it was desired to ascertain the musical capabilities of the teachers in regard to carrying out a music program, the extent to which music was used in

each school situation, the number of teachers who felt that the music program offered was helpful in the regular instructional program, and in what ways it was helpful, and the music equipment which was available for each teacher's use.

Teachers' Reports.- Since these schools do not have administrative set-ups, it was necessary to plan an information blank that could be answered entirely by the individual teachers.

Method of Obtaining Information.- An information blank,¹ designed to procure the needed information, was sent to more than 4,000 teachers in the small schools. The number of teachers carrying on a music program in their school situations, and the amount of equipment available, could be reported accurately since the questions were of an objective nature. Some of the most significant information, however, had to do with the teachers' opinions concerning the helpfulness of music in their instructional program, and their estimate of their own musical ability. Therefore, it is well to keep in mind while reading and interpreting these reports, that figures dealing with these last two subjects are only an approximation because they were obtained from subjective data.

Data from One, Two, and Three Teacher Elementary Schools²

Schools, Teachers, and Pupils Represented.- The reports summarized from the 2,689 one, two, and three teacher schools represent

¹
See Information Blank, p. 208.

²
See Table I , p. 31.

a teaching staff of 3,943 teachers, and an approximate pupil enrollment of 133,143 as shown in Table I. This in turn represents approximately ninety per cent of the one, two, and three teacher schools of the state.

Extent to Which Music Was Used.- Eighty per cent of the teachers reported that they had some music in their room situations, but only twenty-six per cent of these carried on a planned program. It was also interesting to note that forty-one per cent had a regular time schedule for music, and yet only twenty-six per cent of these made definite plans concerning the use of this music period. Only four per cent reported that music was never used in their teaching. There was no significant difference reported between the Negro and white teachers in these items, except that only two per cent, or forty-one, of the Negro teachers never used music, whereas six per cent, or one hundred and twenty-eight, white teachers never used music.

Musical Capabilities of Teachers.- Fifty-two per cent of the teachers felt that they were able to present their own music work. Only forty-five per cent of the white teachers reported that they could teach their own music, while sixty-one per cent of the Negro teachers said that they could carry on their own music programs. Eighty-two per cent of the teachers said that they could carry a tune, thirty-three per cent that they could play the piano, and twenty per cent that they could play some other instrument. The Negro and white teacher report in reference to these abilities was approximately the same.

Helpfulness of Music in Instructional Program.- Sixty-six per cent of the teachers considered that the music program was helpful in

TABLE I

SUMMARY OF REPORTS FROM 2,689 ONE-, TWO- AND THREE-TEACHER ELEMENTARY SCHOOLS HAVING 3,943 TEACHERS AND APPROXIMATELY 133,143 PUPIL ENROLLMENT

	2,278 White Teachers		1,665 Negro Teachers		3,943 Total Teachers	
	No.	%	No.	%	No.	%
1. Teacher report of music activities						
Planned music.....	583	26	439	26	1,022	26
Some music.....	1,809	79	1,347	81	3,156	80
Never use music....	128	6	41	2	169	4
Music regularly....	886	39	739	44	1,625	41
Some outside help..	267	12	189	11	456	12
Able to present music.....	1,021	45	1,019	61	2,040	52
Can carry a tune...	1,803	79	1,443	87	3,246	82
Play the piano.....	809	36	505	30	1,314	33
Play some instrument.....	417	18	359	22	776	20
Keyboard instrument available..	526	23	346	21	872	22
Rhythm bands.....	93	4	73	4	166	4
Harmonica bands....	21	1	26	1	47	1
Private lessons available.....	330	14	266	16	596	15
Helps recreation...	1,563	69	1,328	80	2,891	73
Helps physical well-being.....	1,156	51	1,141	69	2,297	58
Helps cooperation..	1,344	59	1,258	76	2,602	66
Helps in giving emotional outlet.....	1,421	62	1,187	71	2,608	66
Helps other teaching.....	1,076	47	935	56	2,011	51
Helps discipline...	1,197	53	1,090	65	2,287	58
2. Teacher report of music equipment						
Pianos.....	299	13	146	9	445	11
Organs.....	108	5	72	4	180	5
Phonographs.....	367	16	114	7	481	12
Radios.....	23	1	11	1	34	1
Pitchpipes.....	401	18	81	5	482	12

bringing about better cooperation among their pupils, and in giving the pupils a satisfactory emotional outlet. Fifty-eight per cent thought the music program helped the physical well-being of the children, and also that it assisted with their disciplinary problems. Seventy-three per cent reported that music was helpful in their recreational program, while fifty-one per cent thought that music was helpful in assisting with their other teaching. Since music has been considered in the past chiefly as a recreational activity, this subject was naturally closely associated with music in the minds of the teachers. Likewise, since the correlation of subjects, the helpfulness of one subject to another, is a comparatively new development in education, we would expect a lower percentage of teachers to be conscious of music in this relationship. However, since more than fifty per cent of the teachers felt that music was helpful in these various ways, it proves conclusively that the teachers of the state have become conscious of the implications brought out in the Revised Curriculum of the State of Virginia.

Music Equipment Available.- There were only 445 pianos available for the use of 3,943 teachers and the 133,143 children. One hundred and eighty of the teachers had a reed organ in their rooms. There were 34 radios and 481 phonographs available in these schools. It is significant to note that only 482 of the teachers (twelve per cent) had a pitch pipe. This lack of pitch pipes would be considered by the music educator as a clear indication that most of these teachers were totally unacquainted with the fundamental requirements of the presentation of an adequate music program. In every case it was noted that the white teachers had more equipment than the Negro teachers.

Perhaps the most illuminating report concerning the dearth of material available for one, two, and three teacher schools, was the fact that there were only 12,000 song books available for the 135,000 children. Furthermore, over fifty per cent of these books were adult level books and not suitable for use in the elementary schools. The white teachers had twice as many books for use with their pupils as the Negro teachers. Table II shows the distribution of books.

Data from the One, Two, and Three Teacher Elementary
Schools in the Sixty-One Counties Having More
Than One-Third Negro Population

Schools, Teachers, and Pupils Represented.- In these sixty-one counties, 2,131 teachers reported from 1,114 schools having an approximate pupil enrollment of 77,217. Of this number 1,439 were Negro teachers and 692 white teachers. These data are grouped in Table III.

Comparison of These Counties with Total.- The percentage differences between the counties having more than one-third Negro population and the total number of counties were so slight as to be unworthy of specific comment. Practically all of the slight differences are in favor of the sixty-one counties.

Data from the One, Two, and Three Teacher Schools
in the Tidewater Counties

Schools, Teachers, and Pupils Represented.- In the thirty Tidewater counties, 794 teachers reported an approximate pupil enrollment of 30,068 in the 516 one, two, and three teacher elementary schools. These data are grouped in Table IV. Of this number 600 were Negro teachers and 194 were white teachers.

TABLE II

SUMMARY OF REPORTS FROM 2,689 TEACHERS ON MUSIC BOOKS AVAILABLE FOR
USE IN THE ONE-, TWO- AND THREE-TEACHER SCHOOLS

	Teacher Report					
	White Schools		Negro Schools		Total Schools	
	Number Books	Number Pupils	Number Books	Number Pupils	Number Books	Number Pupils
State.....	7,282	69,087	4,782	64,056	12,064	133,143
Twenty-two western counties*.....	1,761	36,639	244	4,104	2,005	40,743
Thirty Tidewater counties*.....	929	6,556	2,173	23,732	3,102	30,068
Eight Shenandoah Valley counties*.	1,520	9,078	246	1,176	1,766	10,254
Sixty-one counties* having more than one-third Negro population.....	3,678	20,032	4,295	57,185	7,973	77,217

* For description of counties see pp. 10-15.

TABLE III

SUMMARY OF REPORTS FROM 2,131 TEACHERS IN THE 1,416 ONE-, TWO-
AND THREE-TEACHER ELEMENTARY SCHOOLS IN THE SIXTY-ONE
COUNTIES HAVING MORE THAN ONE-THIRD NEGRO
POPULATION AND AN APPROXIMATE PUPIL
ENROLLMENT OF 77,217

	692 White Teachers		1,439 Negro Teachers		2,131 Total Teachers	
	No.	%	No.	%	No.	%
1. Teacher report of music activities						
Planned music.....	196	28	369	26	565	27
Some music.....	560	81	1,378	96	1,938	91
Never use music.....	21	3	25	2	46	2
Music regularly.....	285	41	642	45	927	44
Some outside help....	91	13	143	10	234	11
Able to present music	289	42	886	62	1,175	55
Can carry a tune.....	543	78	1,260	88	1,803	85
Play the piano.....	276	40	415	29	691	32
Play some instrument.	108	16	268	19	376	18
Keyboard instrument available.....	284	41	284	20	568	27
Rhythm bands.....	38	5	68	5	106	5
Harmonica bands.....	8	0	24	2	32	2
Private lessons available.....	143	21	243	17	386	18
Helps recreation.....	515	74	1,139	79	1,654	78
Helps physical well-being.....	366	53	977	68	1,343	63
Helps cooperation....	419	61	1,078	75	1,497	70
Helps in giving emotional outlet..	430	62	1,050	73	1,480	69
Helps other teaching.	344	50	777	54	1,121	53
Helps discipline:....	341	49	932	65	1,273	60
2. Teacher report of music equipment						
Pianos.....	175	25	107	7	282	13
Organs.....	27	4	54	4	81	4
Phonographs.....	125	18	83	6	208	10
Radios.....	9	1	6	0	15	1
Pitchpipes.....	136	20	64	4	200	9

TABLE IV

SUMMARY OF REPORTS FROM 794 TEACHERS IN THE 516 ONE-, TWO-
AND THREE-TEACHER ELEMENTARY SCHOOLS IN THE THIRTY
TIDEWATER COUNTIES* HAVING AN APPROXIMATE
PUPIL ENROLLMENT OF 30,068

	194 White Teachers		600 Negro Teachers		794 Total Teachers	
	No.	%	No.	%	No.	%
1. Teacher report of music activities						
Planned music.....	66	34	168	28	234	29
Some music.....	165	85	426	71	591	74
Never use music.....	10	5	3	1	13	2
Music regularly.....	92	42	333	56	415	52
Some outside help....	45	23	72	12	117	15
Able to present music	72	37	404	67	476	60
Can carry a tune.....	171	88	543	91	714	90
Play the piano.....	71	37	205	34	276	35
Play some instrument.	24	12	96	16	120	15
Keyboard instrument available.....	101	52	122	20	223	28
Rhythm bands.....	21	11	49	8	70	9
Harmonica bands.....	6	3	15	3	21	3
Private lessons available.....	64	33	113	19	177	22
Helps recreation.....	162	84	472	79	634	80
Helps physical well-being.....	137	71	419	70	556	70
Helps cooperation....	140	72	427	71	567	71
Helps in giving emotional outlet..	144	74	397	66	541	68
Helps other teaching.	135	70	295	49	430	54
Helps discipline.....	121	62	373	62	494	62
2. Teacher report of music equipment						
Pianos.....	54	27	61	10	115	14
Organs.....	10	5	54	9	64	8
Phonographs.....	30	15	58	6	68	9
Radios.....	1	1	3	1	4	1
Pitchpipes.....	53	27	29	5	82	10

* See Figure 2, p. 12.

Comparison of Tidewater Counties with Total.- In all of the data reported, the Tidewater counties obviously had more adequate music programs than the state as a whole. Seventy-five per cent of the teachers reporting from this area were Negro teachers.

Data from the One, Two, and Three Teacher Elementary
Schools in the Shenandoah Valley Counties

Schools, Teachers, and Pupils Represented.- In the eight Shenandoah Valley counties, reports were received from 369 teachers in 260 schools having an approximate pupil enrollment of 10,254. Three hundred and twenty-five of these teachers are white teachers and forty-four are Negro teachers. Table V shows distribution of these data.

Comparison of Shenandoah Valley Counties with Total.- The reports from the teachers of the Shenandoah Valley counties show that the children from that district have many more musical advantages than the children from the state as a whole. Thirty-eight per cent of the teachers are carrying on planned music work as against twenty-six per cent in the state as a whole.

Whereas there is a ratio of one book to every eleven pupils in the state as a whole, in the Shenandoah Valley section there is a ratio of one book to every five pupils. Thirty-one per cent of these teachers have keyboard instruments available for use with their pupils, while only twenty-one per cent of the teachers in the state as a whole have keyboard instruments available.

TABLE V

SUMMARY OF REPORTS FROM 369 TEACHERS IN THE 260 ONE-, TWO- AND
THREE-TEACHER ELEMENTARY SCHOOLS IN THE EIGHT SHENANDOAH
VALLEY COUNTIES* HAVING AN APPROXIMATE PUPIL
ENROLLMENT OF 10,254

	325 White Teachers		44 Negro Teachers		369 Total Teachers	
	No.	%	No.	%	No.	%
1. Teacher report of music activities						
Planned music.....	126	39	15	30	139	38
Some music.....	285	88	42	95	327	89
Never use music....	14	4	5	15	19	5
Music regularly....	166	51	20	45	186	50
Some outside help..	27	8	10	23	37	10
Able to present music.....	168	52	16	36	184	50
Can carry a tune...	268	82	42	95	310	84
Play the piano.....	125	38	13	30	138	37
Play some instrument.....	49	15	9	20	58	16
Keyboard instru-ment available..	104	32	11	25	115	31
Rhythm bands.....	21	6	1	2	22	6
Harmonica bands....	5	2	0	0	5	1
Private lessons available.....	66	20	6	14	72	20
Helps recreation...	271	83	18	41	289	78
Helps physical well-being.....	205	63	16	36	221	60
Helps cooperation..	239	74	17	39	256	69
Helps in giving emotional outlet.....	245	75	16	36	261	71
Helps other teaching.....	212	65	16	36	228	62
Helps discipline...	227	70	17	39	244	66
2. Teacher report of music equipment						
Pianos.....	48	15	3	7	51	14
Organs.....	56	17	4	9	60	16
Phonographs.....	91	28	9	20	100	27
Radios.....	3	1	1	2	4	1
Pitchpipes.....	82	25	10	23	92	25

* Augusta, Clarke, Frederick, Page, Rockbridge, Rockingham, Shenandoah and Warren

Data from the One, Two, and Three Teacher Schools
in the Western Counties

Schools, Teachers, and Pupils Represented.- Table VI shows that in the twenty-two Western counties, reports were received from 906 schools with 1,248 teachers, and an approximate pupil enrollment of 40,743. Of the 1,248 teachers, 1,121 were white teachers and 127 were Negro teachers.

Comparison of Western Counties with Total.- Reports from the twenty-two Western counties indicate that the children in that section of the state have fewer opportunities to take part in a school music program than the children of the state as a whole.

Summary of Comparisons.- It would seem from a careful study of the data from the four sections of the state presented in Tables VII, VIII, and IX, that racial distribution has very little influence on the musical opportunities provided for the pupils in the smaller elementary schools. This fact is brought out clearly by a comparison of the data from the schools in the Shenandoah Valley counties, where the Negro population is small, but where the reported musical opportunities of the small elementary schools are meager. Again, in the Tidewater counties, where the Negro population is great, the musical advantages in the smaller elementary schools are comparatively great. Apparently, the economic situation in a section of the state has more to do with the musical advantages in the small elementary schools than any other factor, for both the Shenandoah Valley counties and the Tidewater counties are highly favored economically.

TABLE VI

SUMMARY OF REPORTS FROM 1,248 TEACHERS IN THE 906 ONE-, TWO- AND THREE-TEACHER ELEMENTARY SCHOOLS IN THE TWENTY-TWO WESTERN COUNTIES* HAVING AN APPROXIMATE PUPIL ENROLLMENT OF 40,743

	1,121 White Teachers		127 Negro Teachers		1,248 Total Teachers	
	No.	%	No.	%	No.	%
1. Teacher report of music activities						
Planned music.....	204	18	20	16	224	18
Some music.....	856	76	96	76	952	76
Never use music....	85	8	13	10	98	8
Music regularly....	362	32	127	100	489	39
Some outside help..	122	11	14	11	136	11
Able to present music.....	482	43	54	43	536	43
Can carry a tune...	870	78	110	87	981	79
Play the piano.....	354	32	33	26	387	31
Play some instrument.....	255	23	29	23	282	23
Keyboard instrument available..	92	8	21	17	113	9
Rhythm bands.....	27	2	0	0	27	2
Harmonica bands....	5	0	2	2	7	1
Private lessons available.....	95	8	8	6	103	8
Helps recreation...	657	59	89	70	746	60
Helps physical well-being.....	494	44	56	44	550	44
Helps cooperation..	599	53	82	65	681	55
Helps in giving emotional outlet.....	643	57	68	54	711	57
Helps other teaching.....	429	38	55	43	484	39
Helps discipline...	586	52	81	64	667	53
2. Teacher report of music equipment						
Pianos.....	51	5	6	5	57	5
Organs.....	22	2	8	6	30	2
Phonographs.....	95	8	39	31	134	11
Radios.....	9	1	0	0	9	1
Pitchpipes.....	129	12	1	1	130	10

* See Figure 3, p. 14.

TABLE VII
COMPARATIVE DATA FROM ALL TEACHERS IN THE ONE-, TWO- AND THREE-TEACHER SCHOOLS
(ELEMENTARY)

	3,943 Teachers in All Schools		2,131 Teachers in 61 Counties ^a		794 Teachers in 30 Tidewater Counties*		1,248 Teachers in 22 Western Counties*		369 Teachers in 8 Shenandoah Valley Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Teacher report of music activities										
Planned music.....	1,022	26	565	27	234	29	224	18	139	38
Never use music....	169	4	46	2	13	2	98	8	19	5
Some outside help..	456	12	234	11	117	15	136	11	37	10
Keyboard instru- ment available..	872	22	568	27	223	28	113	10	115	31
Rhythm bands.....	166	4	106	5	70	9	27	2	22	6
Harmonica bands....	47	1	32	2	21	3	7	1	5	1
Private lessons available.....	596	15	386	18	177	22	103	8	72	20
2. Teacher report of music equipment										
Pianos.....	445	11	282	13	115	14	57	5	51	14
Organs.....	180	5	81	4	64	8	30	2	60	16
Phonographs.....	481	12	208	10	68	9	134	11	100	27
Radios.....	34	1	15	1	4	1	9	1	4	1
Pitchpipes.....	482	12	200	9	82	10	130	10	92	25

* For description of counties see pp. 10-15.

^a Counties of the State having more than one-third Negro population

TABLE VIII

COMPARATIVE DATA FROM WHITE TEACHERS IN THE ONE-, TWO- AND THREE-TEACHER SCHOOLS
(ELEMENTARY)

	2,278 Teachers in All Schools		692 Teachers in 61 Counties ^a		194 Teachers in 20 Tidewater Counties*		1,121 Teachers in 22 Western Counties*		325 Teachers in 8 Shenandoah Valley Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Teacher report of music activities										
Planned music.....	583	26	196	28	66	34	204	18	126	39
Never use music....	128	6	21	3	10	5	85	8	14	4
Some outside help..	267	12	91	13	45	23	122	11	27	8
Keyboard instru- ment available..	526	23	284	41	101	52	92	8	104	32
Rhythm bands.....	93	4	38	5	21	11	27	24	21	6
Harmonica bands....	21	0	8	1	6	3	5	1	5	2
Private lessons available.....	330	14	143	21	64	33	95	8	66	20
2. Teacher report of music equipment										
Pianos.....	299	13	175	25	54	28	51	5	48	15
Organs.....	108	5	27	4	10	5	22	2	56	17
Phonographs.....	367	16	125	18	30	15	95	8	91	28
Radios.....	23	1	9	1	1	1	9	1	3	1
Pitchpipes.....	401	18	136	20	53	27	129	12	82	25

* For description of counties see pp. 10-15.

^a Counties of the State having more than one-third Negro population

TABLE IX

COMPARATIVE DATA FROM NEGRO TEACHERS IN THE ONE-, TWO- AND THREE-TEACHER SCHOOLS
(NEGRO ELEMENTARY)

	1,665 Teachers in All Schools		1,439 Teachers in 61 Counties* ^a		600 Teachers in 30 Tidewater Counties*		127 Teachers in 22 Western Counties*		44 Teachers in 8 Shenandoah Valley Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Teacher report of music activities										
Planned music.....	439	26	369	26	168	28	20	16	13	30
Never use music....	41	2	25	2	3	1	13	10	5	11
Some outside help..	189	11	143	10	72	12	14	11	23	52
Keyboard instru- ment available..	346	21	284	20	122	20	21	17	11	25
Rhythm bands.....	73	4	68	5	49	8	0	0	1	2
Harmonica bands....	26	2	24	2	15	3	2	2	0	0
Private lessons available.....	266	16	243	17	113	19	8	6	6	14
2. Teacher report of music equipment										
Pianos.....	146	9	107	7	61	10	6	5	3	7
Organs.....	72	4	54	4	54	9	8	6	4	9
Phonographs.....	114	7	83	6	38	6	39	31	9	20
Radios.....	11	1	6	1	3	1	0	0	1	2
Pitchpipes.....	81	5	64	4	29	5	1	1	10	22

* For description of counties see pp. 10-15.

^a Counties of the State having more than one-third Negro population

Summary

Following are some of the significant findings from the survey of music education in the one, two, and three teacher elementary schools.

1. Four counties reported that all the elementary teachers in the smaller schools were carrying on a planned music program, some sixteen counties reported that no teachers in the county were having planned music instruction in their schools, while the state as a whole reported that twenty-six per cent of the teachers were giving planned music instruction to the children in the one, two, and three teacher schools.

2. Approximately four hundred of the 3,943 teachers reported that their pupils never came in contact with music in any form in their school experiences under their tutelage.

3. It appears that some 34,000 of the approximately 134,000 children in the one, two, and three teacher schools reporting, were receiving planned music instruction.

4. Some sixty per cent of the teachers felt that they were unable to present the music work in their schools. One-third reported, however, that they were able to play the piano, and four-fifths reported ability to carry a tune.

5. Some sixty per cent of these teachers were aware of the help that music could render in an instructional program. Seventy-three per cent of the teachers said it was valuable in the recreational program; sixty-six per cent reported that it gave their pupils a desirable emotional outlet, and also helped to bring about better

cooperation in the school situation, while over fifty per cent of the teachers said that it helped the physical well-being of the pupils, as well as being instrumental in bringing about better discipline. A majority of the teachers felt that music helped in making other instruction more vivid.

6. These smaller elementary schools reported an appalling lack of adequate music books and other necessary music equipment. Only 12,000 books were available for the 134,000 children, and most of the books on hand were adult level books. Less than twelve per cent of the teachers had pitch pipes, phonographs, or pianos.

7. The teachers in the Shenandoah Valley counties were carrying on the most extensive music instruction in their smaller elementary schools, as compared with the music instruction given in the same type of school in the thirty Tidewater counties, the twenty-two Western counties, and the counties having more than one-third Negro population. The teachers of the Tidewater counties were giving music work well above the average work being carried on in the state. The teachers of the Western counties were doing the least with the music instruction.

8. The differences between the amount of instruction in music being carried on in the white and Negro schools were so small to be worthy of comment. There was, however, a much greater lack of equipment in the Negro schools.

Evaluation and Recommendations

1. Elementary teachers should be made aware that it is their responsibility to present musical experiences to the pupils in their

situations. The fact that only slightly more than one-third of these teachers are presenting planned music work, would indicate that school administrators in many instances have not brought this responsibility to the attention of the teacher.

2. Since only fifty per cent of the teachers felt capable of presenting their own music, it will be necessary to make available in-service music training for these teachers. This may be accomplished through extension courses in school music, summer school courses, music clinics held in various counties and districts of the state, and by music teachers and supervisors brought into the school system. The county elementary supervisor may give valuable guidance. In many situations a regular teacher who is carrying on good music work in her school may be able to assist the other teachers in that community by giving demonstrations of ways and means of presenting the music.

3. In order that the music education situation may improve as quickly as possible, superintendents and principals should select teachers who are capable of helping with the music instruction in the schools when vacancies are to be filled.

4. There is a discouraging lack of music equipment in these schools. Every school should have a phonograph and every teacher should own a pitch pipe, yet the survey reveals that only twelve per cent of the teachers and schools had this necessary equipment. Music books on the child level were practically non-existent in these schools. This serious lack of equipment can be remedied at a slight cost. Until this is done the music program will be severely handicapped.

5. The fact that only half of the teachers feel able to carry on their music work brings to light a serious defect in the past training of the teachers in music. A great deal of this deficiency may be accounted for by the fact that most of the teachers did not have an opportunity to take part in music in their elementary and high school experiences. This being the case, it would seem that the teacher training institutions would offer a wide experience in music to offset this lack of pre-college training. The opposite, however, has been the rule. It is recommended that the three quarter hours of music which now make up the requirements for elementary teachers in the teacher training institutions, be enlarged to a minimum of twelve quarter hours of music. This would make it possible for elementary teachers to come to the school room better prepared to carry on a program of music instruction.

CHAPTER IV

THE STATUS OF MUSIC EDUCATION IN THE ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS

Objectives of Music in the Elementary Schools Having More Than Three Teachers

The teachers in these elementary schools are responsible for the instruction in one or two grades, teaching under principals whose duties include the supervision of the instructional program. The general objective of the music program in these schools should be to present musical experiences that will give each child the opportunity to grow into an individual who loves music and enjoys participation in music activities.

The teachers in these schools should present a number of interesting and musically worthy songs, including the well known songs that are a part of the musical life of the American people. A wealth of rhythmic experiences should also be made available in the program of instruction. Singing games, folk dances, rhythm bands, and various other rhythm activities, should be included in this part of the program. It is also important that teachers should bring experiences in listening to music into their instructional programs. These listening lessons may be introduced through phonograph recordings, piano solos, and instrument and vocal selections presented by pupils, teachers, or musicians brought into the school, or by means of well selected radio programs. Such listening experiences should

lead to a greater appreciation of music. Recognition of moods, musical forms, instruments of the orchestra and band, different types of voices, well known melodies and compositions, and other desirable learnings should result from this part of the music program. The ability to read music opens up a wealth of enjoyment for the reader. Any music program worthy of the name should include instruction that will lead to the ability to read music. Creative experiences in music should also be included as a part of the music instruction.

In order to attain these objectives, certain music equipment must be available in the schools. Every teacher should own a pitch pipe. Every school should have a phonograph, a number of well selected recordings, a piano, and suitable music books in the hands of the pupils. Radios should be a part of the equipment where possible.

The elementary school teachers are to be responsible for the music instruction in these schools, but they should have the guidance of a teacher or supervisor of music. The teacher of music should be employed by the school board and be paid from public funds. It should be the responsibility of the school board to purchase music equipment from public funds.

A number of harmonica bands and rhythm bands should be sponsored in these schools. It would probably be desirable to have between ten and twenty per cent of the teachers giving their children rhythm band experiences. Orchestras, bands, and instrumental class lessons should be in these schools where there are teachers prepared to take charge of this work. Private teachers should be available in the community for the children of these schools. The elementary school

teachers should encourage pupils talented and interested in music to continue their music study out of school with applied teachers of music. To accomplish all of these objectives, it will be necessary for each teacher to present a regular program of planned music instruction.

Type of Information Gathered

Significant Information Needed.- In the larger elementary schools, it seemed desirable to learn the musical capabilities of the teachers, the extent to which each teacher used music in the teaching situation, the ways in which the teachers found the music program helpful in the instructional work, and the music equipment that was available for the teachers' use. In addition to this information which was gathered from the smaller elementary schools, it was deemed advisable to learn in what manner the music program of these schools was financed, what method of presenting the program was used, and what special music activities were carried on.

Principal's Report.- Since the larger elementary schools have a principal as the administrative officer, it was necessary to request information that could be gathered with his assistance.

Method of Obtaining Information.- An information blank,¹ designed to procure the needed information, was sent to the principals of the elementary schools of the state. It was then necessary for each principal to gather the teachers' reports individually, and add the information concerning the method of financing, method of presenting

¹

See Appendix, p. 209.

special activities report, and the music equipment data.

Data from Elementary Schools Having
More Than Three Teachers²

Schools, Teachers, and Pupils Represented.- The reports summarized from the 772 elementary schools having more than three teachers represent a teaching staff of 6,401 teachers, and an approximate pupil enrollment of 226,065. This in turn represents approximately ninety per cent of the elementary schools of the state having more than three teachers. Tables X and XI include detailed report of data.

Extent to Which Music was Used.- Fifty-one per cent of the teachers reported that a planned music program was being carried on in their situations. Five per cent of the teachers said they never used music in their instructional work. There was no appreciable difference between the reports from the Negro teachers and the white teachers.

Musical Capabilities of Teachers.- Only thirty per cent of the teachers felt that they were capable of presenting the music work. Sixty-nine per cent said they could carry a tune, while thirty-three per cent reported ability to play the piano.

Helpfulness of Music in Instructional Program.- Over half of the teachers felt that music was helpful as a part of the recreational program, and also in giving a desirable emotional outlet. To a lesser degree they found music helpful in bringing about better discipline,

²

See Tables LX and LXI, pp.182, 187.

TABLE X

SUMMARY OF REPORTS FROM 6,401 TEACHERS IN THE 772 ELEMENTARY
SCHOOLS HAVING MORE THAN THREE TEACHERS WITH AN
APPROXIMATE PUPIL ENROLLMENT OF 226,065

Teacher report of music activities	5,369 White Teachers		1,032 Negro Teachers		6,401 Total Teachers	
	No.	%	No.	%	No.	%
Planned music.....	2,789	52	489	47	3,278	51
Some music.....	2,814	52	394	38	3,208	50
Never use music.....	257	5	51	5	308	5
Music regularly.....	2,834	53	610	59	3,444	54
Some outside help.....	1,754	33	266	26	2,020	32
Able to present music..	1,672	31	279	27	1,951	30
Can carry a tune.....	3,688	69	721	70	4,409	69
Play the piano.....	1,787	33	320	31	2,107	33
Play some instrument...	215	4	49	5	264	4
Keyboard instrument available.....	2,495	46	209	20	2,704	42
Rhythm bands.....	310	6	25	2	335	5
Harmonica bands.....	81	2	11	1	92	1
Helps recreation.....	3,157	59	616	60	3,773	59
Helps physical well- being.....	2,294	43	457	44	2,751	43
Helps cooperation.....	2,186	41	375	36	2,561	40
Helps in giving emotional outlet....	2,692	50	516	50	3,208	52
Helps other teaching...	1,973	37	335	32	2,308	36
Helps discipline.....	1,969	37	360	35	2,329	36

TABLE XI

SUMMARY OF REPORTS FROM 772 COUNTY AND CITY PRINCIPALS OF
ELEMENTARY SCHOOLS WITH MORE THAN THREE TEACHERS HAVING 6,401
TEACHERS AND AN APPROXIMATE PUPIL ENROLLMENT OF 226,065

	667 White Schools		105 Negro Schools		772 Total Schools	
	No.	%	No.	%	No.	%
1. Method of presenting music						
Music teacher.....	59	8	8	8	67	9
Music teacher and room teacher.....	186	28	44	42	230	30
Other elementary teacher.....	227	34	47	45	274	35
Private music teacher.	129	19	0	0	129	17
Private teacher and room teacher.....	90	15	7	7	97	13
2. Method of financing music						
School board.....	238	36	45	43	283	37
School board and others.....	36	5	1	1	37	5
Community or school organizations.....	72	11	5	5	77	10
Private individual....	95	14	0	0	95	12
Pupil fees.....	159	24	10	10	169	22
3. Special activities						
Orchestra.....	51	8	5	5	56	7
Enrollment in orchestra.....	757		111		868	
Instrumental class lessons available..	72	11	5	5	77	10
Enrollment in instrumental class lessons.....	974		0		974	
Private lessons available.....	390	58	44	42	434	56
Enrollment in private lessons.....	7,479		974		8,453	
4. Music equipment						
Pianos.....	896	134	120	114	1,016	137
Organs.....	16	2	2	2	18	2
Phonographs.....	1,010	151	89	85	1,099	142
Radios.....	291	44	42	40	333	43
Pitchpipes.....	1,583	237	307	292	1,890	245

better cooperation, and better physical well-being among their pupils. Thirty-six per cent found music helpful in making other teaching more vivid.

Method of Presenting Music.- Sixty-seven of the 772 schools had a music teacher who presented the music. Thirty per cent of the schools had a music teacher who aided the room teachers in presenting the music instruction. The music in one-third of the schools was presented by elementary teachers assisting with the music throughout the school. Seventeen per cent of the music in these schools was being taught by private piano teachers.

Method of Financing Music Program.- Public funds were used to finance the music work in 283 of the 772 schools reporting. Pupil fees accounted for the financial support given music in twenty-two per cent of the schools. Ninety-five of the schools depended upon private individuals to finance their music work. Community organizations financed ten per cent of the music programs in the 772 schools.

Special Activities.- Fifty-six of these elementary schools had orchestras, with 866 of the 226,065 pupils taking part in the orchestral programs. Instrumental class lessons were available in seventy-seven of the schools, and 974 children were enrolled in these lessons. In 434 of the schools private lessons were available, and 8,453 children were taking advantage of these lessons.

Music Equipment Available.- The 772 schools boasted 1,016 pianos, eighteen organs, 333 radios, and 1,099 phonographs. The teachers in these schools reported 1,890 pitch pipes. If this equipment were evenly distributed in the 772 schools, the picture would be very encouraging. However, many of the schools have little or no equipment,

while other schools have several pianos, radios, and phonographs.

Comparison of Summaries of Negro and White Schools.- The only appreciable difference between the teachers' reports from Negro and white schools was in the matter of keyboard instruments available for use with the students. In this regard, forty-six per cent of the white teachers reported keyboard instruments at hand, while only twenty per cent of the Negro teachers had this advantage. Whereas nineteen per cent of the music teaching in the white schools was being carried on by private music teachers, the Negro teachers had no help from this source. Ninety-five white schools reported that their music programs were being financed by private individuals, while the Negro schools had no financial help from private individuals. Pupils' fees were responsible for twice the percentage of financial help in the Negro schools as in the white schools. In the white schools there was more music equipment of every kind.

Data from the City Elementary Schools
Having More Than Three Teachers

Schools, Teachers, and Pupils Represented.- Tables XII and XIII show data from the 181 city elementary schools. There were 2,622 teachers and an approximate pupil enrollment of 90,846 in these schools.

Reports Concerning Music Programs.- Fifty-eight per cent of the teachers in the city schools reported that they were carrying on a planned music program in their classrooms. Thus we note that the city children have greater musical opportunities than the children of the state as a whole. In the city schools, the school boards finance eighty-three per cent of the music programs, and the private

TABLE XII

SUMMARY OF REPORTS FROM 2,622 TEACHERS IN THE ELEMENTARY
SCHOOLS WITH MORE THAN THREE TEACHERS IN THE 181 CITY
SCHOOLS HAVING AN APPROXIMATE PUPIL ENROLLMENT OF 90,846

Teacher report of music activities	1,865 White Teachers		759 Negro Teachers		2,622 Total Teachers	
	No.	%	No.	%	No.	%
Planned music.....	1,143	61	385	51	1,528	58
Some music.....	622	33	242	32	864	33
Never use music.....	51	3	42	6	93	4
Music regularly.....	1,167	63	488	64	1,655	63
Some outside help.....	646	35	171	23	817	31
Able to present music..	563	30	222	29	785	30
Can carry a tune.....	1,235	66	523	69	1,758	67
Play the piano.....	547	29	227	30	774	30
Play some instrument...	45	2	35	5	80	3
Keyboard instrument available.....	744	40	135	18	879	34
Rhythm bands.....	88	5	19	3	107	5
Harmonica bands.....	20	1	4	1	24	1
Helps recreation.....	986	53	461	61	1,447	55
Helps physical well- being.....	743	40	328	43	1,071	41
Helps cooperation.....	627	34	258	34	885	34
Helps in giving emotional outlet....	935	50	367	48	1,302	50
Helps other teaching...	646	35	244	32	890	34
Helps discipline.....	571	31	240	32	811	31

TABLE XIII

SUMMARY OF REPORTS FROM 181 CITY PRINCIPALS OF ELEMENTARY SCHOOLS
WITH MORE THAN THREE TEACHERS HAVING 2,622 TEACHERS AND AN
APPROXIMATE PUPIL ENROLLMENT OF 90,846

	127 White Schools		54 Negro Schools		181 Total Schools	
	No.	%	No.	%	No.	%
1. Method of presenting music						
Music teacher.....	19	15	4	7	23	13
Music teacher and room teacher	80	63	31	57	111	61
Other elementary teacher.....	36	28	18	33	54	30
Private music teacher.....	7	6	0	0	7	4
Private teacher and room teacher.....	2	2	0	0	2	1
2. Method of financing music						
School board.....	113	89	37	69	150	83
School board and others.....	2	2	1	2	3	2
Community or school organizations.....	1	1	0	0	1	1
Private individual.....	2	2	0	0	2	1
Pupil fees.....	9	7	1	2	10	6
3. Special activities						
Orchestra.....	11	9	5	19	16	9
Enrollment in orchestra.....	199		111		310	
Instrumental class lessons available.....	24	19	0	0	24	13
Enrollment in instrumental class lessons.....	419		0		419	
Private lessons available.....	76	60	24	44	100	55
Enrollment in private lessons.	2,963		676		3,639	
4. Music equipment						
Pianos.....	240	189	72	133	312	172
Organs.....	11	9	0	0	11	6
Phonographs.....	387	305	62	115	449	248
Radios.....	108	85	31	57	139	77
Pitchpipes.....	804	633	289	535	1,093	604

individuals and private fees play an insignificant part in the financing of music. More special activities such as bands and orchestras are sponsored by these schools, and the schools have more music equipment for use in the music programs.

Data from the County Elementary Schools
Having More Than Three Teachers

Schools, Teachers, and Pupils Represented.- In the 591 county elementary schools reporting, there were 3,799 teachers and an approximate pupil enrollment of 135,219, as indicated in Tables XIV and XV.

Reports Concerning Music Programs.- Forty-six per cent of the teachers in these schools carried on a planned music program, in contrast to fifty-eight per cent in the city schools. Pupil fees and funds from private individuals were responsible for the financing of forty-three per cent of the music presented in these schools. The school boards financed the work in only twenty-three per cent of the schools. The greater part of the music teaching was carried on by an elementary teacher assisting the regular room teacher. The music in ninety-three of the 540 white schools was financed by private individuals. The fifty-one Negro schools received the greatest amount of their financial support from private fees.

Data from the Elementary Schools in the Sixty-One Counties
Having More Than One-Third Negro Population

Schools, Teachers, and Pupils Represented.- Tables XVI and XVII indicate that in the sixty-one counties reporting there were

TABLE XIV

SUMMARY OF REPORTS FROM 3,779 TEACHERS IN 591 COUNTY ELEMENTARY
SCHOOLS HAVING MORE THAN THREE TEACHERS AND AN APPROXIMATE
PUPIL ENROLLMENT OF 135,219

Teacher report of music activities	3,506 White Teachers		273 Negro Teachers		3,779 Total Teachers	
	No.	%	No.	%	No.	%
Planned music.....	1,646	47	104	38	1,750	46
Some music.....	2,192	63	152	56	2,344	62
Never use music.....	206	6	9	3	215	6
Music regularly.....	1,667	48	122	45	1,789	47
Some outside help.....	1,108	32	95	35	1,203	32
Able to present music.....	1,109	32	57	21	1,166	31
Can carry a tune.....	2,453	70	198	73	2,651	70
Play the piano.....	1,240	35	93	34	1,333	35
Play some instrument.....	170	5	14	5	184	5
Keyboard instrument available.....	1,751	50	774	27	1,825	48
Rhythm bands.....	222	6	6	2	228	6
Harmonica bands.....	61	2	7	2	68	2
Helps recreation.....	2,171	62	155	57	2,326	62
Helps physical well-being.....	1,551	44	129	47	1,680	44
Helps cooperation.....	1,559	44	117	43	1,676	44
Helps in giving emotional outlet...	1,757	50	149	55	1,906	50
Helps other teaching..	1,327	38	91	33	1,418	38
Helps discipline.....	1,398	40	120	44	1,518	40

TABLE XV

SUMMARY OF REPORTS FROM PRINCIPALS OF 591 COUNTY ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS, A TOTAL OF 3,779 TEACHERS AND AN APPROXIMATE PUPIL ENROLLMENT OF 135,219

	540 White Schools		51 Negro Schools		591 Total Schools	
	No.	%	No.	%	No.	%
1. Method of presenting music						
Music teacher.....	40	7	4	8	44	7
Music teacher and room teacher.....	106	20	13	25	119	20
Other elementary teacher.....	191	35	29	57	220	37
Private music teacher.	122	23	0	0	122	21
Private teacher and room teacher.....	88	16	7	14	95	16
2. Method of financing music						
School board.....	125	23	8	16	133	23
School board and others.....	34	6	0	0	34	6
Community or school organizations.....	71	13	5	10	76	13
Private individual....	93	17	0	0	93	16
Pupil fees.....	150	28	9	18	159	27
3. Special activities						
Orchestra.....	40	7	0	0	40	7
Enrollment in orchestra.....	558		0		558	
Instrumental class lessons available..	48	9	5	10	53	9
Enrollment in instrumental class lessons.....	555		0		555	
Private lessons available.....	314	58	20	39	334	57
Enrollment in private lessons.....	4,516		298		4,814	
4. Music equipment						
Pianos.....	656	121	48	94	704	119
Organs.....	5	1	2	4	7	1
Phonographs.....	623	115	27	53	650	110
Radios.....	183	34	11	22	194	33
Pitchpipes.....	779	144	18	35	797	135

TABLE XVI

SUMMARY OF REPORTS FROM THE 1,983 TEACHERS IN THE 318 ELEMENTARY SCHOOLS WITH MORE THAN THREE TEACHERS IN THE 61 COUNTIES*
HAVING MORE THAN ONE-THIRD NEGRO POPULATION AND AN
APPROXIMATE PUPIL ENROLLMENT OF 69,552

Teacher report of music activities	1,718 White Teachers		265 Negro Teachers		1,983 Total Teachers	
	No.	%	No.	%	No.	%
Planned music.....	698	41	88	33	786	40
Some music.....	1,096	64	155	58	1,251	63
Never use music.....	129	8	10	4	139	7
Music regularly.....	847	49	111	42	958	48
Some outside help.....	561	33	89	34	650	33
Able to present music.....	576	34	50	19	626	32
Can carry a tune.....	1,183	69	166	63	1,349	68
Play the piano.....	610	36	82	31	692	35
Play some instrument..	85	5	22	8	107	5
Keyboard instrument available.....	919	53	76	29	995	50
Rhythm bands.....	101	6	6	2	107	5
Harmonica bands.....	20	1	1	0	21	1
Helps recreation.....	1,074	63	120	45	1,194	60
Helps physical well-being.....	712	41	97	37	809	41
Helps cooperation.....	744	43	96	36	840	42
Helps in giving emotional outlet...	880	51	112	42	992	50
Helps other teaching..	590	34	75	28	665	34
Helps discipline.....	620	36	98	37	718	36

* For description of counties see pp. 10-15.

TABLE XVII

SUMMARY OF REPORTS FROM 318 PRINCIPALS OF THE ELEMENTARY SCHOOLS
WITH MORE THAN THREE TEACHERS IN THE SIXTY-ONE COUNTIES*
HAVING 1,983 TEACHERS AND AN APPROXIMATE
PUPIL ENROLLMENT OF 69,532

	270 White Schools		48 Negro Schools		318 Total Schools	
	No.	%	No.	%	No.	%
1. Method of presenting music						
Music teacher.....	21	8	3	6	24	8
Music teacher and room teacher.....	45	17	9	19	54	17
Other elementary teacher.....	82	30	36	75	118	37
Private music teacher.....	74	27	0	0	74	23
Private teacher and room teacher.....	52	19	2	4	54	17
2. Method of financing music						
School board.....	62	23	8	17	70	22
School board and others.....	16	6	1	2	17	5
Community or school organizations.....	36	13	3	6	39	12
Private individual....	57	21	0	0	57	18
Pupil fees.....	77	29	9	19	86	27
3. Special activities						
Orchestra.....	19	7	0	0	19	6
Enrollment in orchestra.....	185		5		190	
Instrumental class lessons available.	24	9	0	0	24	8
Enrollment in instrumental class lessons.....	300		0		300	
Private lessons available.....	156	58	16	33	172	54
Enrollment in private lessons...	1,999		253		2,252	
4. Music equipment						
Pianos.....	342	127	43	90	385	121
Organs.....	4	1	0	0	4	1
Phonographs.....	297	110	18	38	315	99
Radios.....	86	32	16	33	102	32
Pitch Pipes.....	406	150	9	19	415	131

*For description of counties see pp. 10-15.

1,983 teachers in 318 schools, with an approximate enrollment of 69,532.

Reports Concerning Music Program.- Only forty per cent of these teachers reported planned music programs. Fifty-three per cent of the white teachers reported a keyboard instrument available in their situations, while only twenty-nine per cent of the Negro teachers had this advantage. The burden of the music teaching in these schools fell to the lot of the elementary teacher and the private music teacher in fifty per cent of the schools. Twenty-seven per cent of the music work was financed through private fees, while the school boards accounted for the financial support in twenty-two per cent of the situations. Special music activities and music equipment in these schools fell considerably below the state average. Seventy-five per cent of the Negro schools in this group depended upon the elementary teacher to present the music program. The music equipment in the Negro schools was more inadequate than in the white schools.

Data from Tidewater County Elementary Schools
Having More Than Three Teachers

Schools, Teachers, and Pupils Represented.- There were 172 elementary schools, with 1,020 teachers and an approximate pupil enrollment of 34,256, in the elementary schools having more than three teachers in these counties. These data are grouped in Tables XVIII and XIX.

Reports Concerning Music Program.- Fifty-five per cent of the teachers in these schools reported a planned music program. This is within three per cent of the total reported by the city schools, and above the total reported by the state. In thirty-two per cent of

TABLE XVIII

SUMMARY OF REPORTS FROM THE 1,020 TEACHERS IN THE 172 ELEMENTARY SCHOOLS WITH MORE THAN THREE TEACHERS IN THE THIRTY TIDEWATER COUNTIES* HAVING AN APPROXIMATE PUPIL ENROLLMENT OF 34,256

Teacher report of music activities	867 White Teachers		153 Negro Teachers		1,020 Total Teachers	
	No.	%	No.	%	No.	%
Planned music.....	495	57	61	40	556	55
Some music.....	429	49	94	61	523	51
Never use music.....	36	4	10	7	46	45
Music regularly.....	504	58	69	45	573	56
Some outside help.....	274	32	51	33	325	32
Able to present music.....	245	28	30	20	275	37
Can carry a tune.....	613	71	101	66	714	70
Play the piano.....	305	35	50	33	355	35
Play some instrument..	37	4	17	11	54	5
Keyboard instrument available.....	461	53	40	26	501	49
Rhythm bands.....	64	7	5	3	69	7
Harmonica bands.....	22	3	1	1	23	2
Helps recreation.....	526	61	79	52	605	59
Helps physical well-being.....	421	49	68	44	489	48
Helps cooperation.....	362	42	59	39	421	41
Helps in giving emotional outlet...	411	47	75	49	486	48
Helps other teaching..	355	41	50	33	405	40
Helps discipline.....	322	37	68	44	390	38

* For description of counties see pp. 10-15.

TABLE XIX

SUMMARY OF REPORTS FROM 172 PRINCIPALS OF THE ELEMENTARY SCHOOLS WITH
MORE THAN THREE TEACHERS IN THE THIRTY TIDEWATER COUNTIES*
HAVING 1,020 TEACHERS AND AN APPROXIMATE PUPIL
ENROLLMENT OF 54,256

	141 White Schools		31 Negro Schools		172 Total Schools	
	No.	%	No.	%	No.	%
1. Method of presenting music						
Music teacher.....	11	8	3	10	14	8
Music teacher and room teacher.....	45	30	12	39	55	32
Other elementary teacher.....	27	19	28	90	55	32
Private music teacher.	41	29	0	0	41	24
Private teacher and room teacher.....	33	23	5	16	38	22
2. Method of financing music						
School board.....	57	40	4	13	61	35
School board and others.....	12	9	0	0	12	7
Community or school organizations.....	12	9	2	6	14	8
Private individual....	30	21	0	0	30	17
Pupil fees.....	43	30	4	13	47	27
3. Special activities						
Orchestra.....	9	6	0	0	9	5
Enrollment in orchestra.....	79		0		79	
Instrumental class lessons available..	6	4	5	16	11	6
Enrollment in instrumental class lessons.....	78		0		78	
Private lessons available.....	81	57	13	42	94	55
Enrollment in private lessons.....	1,076		255		1,329	
4. Music equipment						
Pianos.....	185	131	32	103	217	126
Organs.....	2	0	0	00	2	0
Phonographs.....	190	135	10	3	200	116
Radios.....	50	35	12	39	62	36
Pitchpipes.....	263	187	6	19	269	156

* For description of counties see pp. 10-15.

the schools, music was presented by the music teachers and room teachers, and a like amount by the elementary teachers unassisted. Twenty-two per cent was presented by private teachers. The school boards financed the music work in thirty-five per cent of the schools. Pupils' fees were responsible for the financial success of the programs in twenty-seven per cent of the schools. Music equipment available was slightly below the average for the state as a whole. The Negro schools again reported a lack of music equipment.

Data from Elementary Schools Having More Than Three
Teachers in the Shenandoah Valley Counties

Schools, Teachers, and Pupils Represented.- Reports were received from sixty-seven schools having 438 teachers and an approximate pupil enrollment of 14,802, as indicated in Tables XX and XXI.

Reports Concerning Music Program.- As there were only four Negro schools reporting, this summary is concerned in the main with the 434 white schools in the eight Shenandoah Valley counties. Thirty-seven per cent of the teachers were presenting planned music programs. The elementary teachers were teaching the music in forty per cent of the schools. Ten per cent of the teaching was being done by a music teacher. Twenty-seven per cent of the music programs were being financed by pupil fees, while sixteen per cent were being cared for by the school boards. There was not an average of one pitch pipe per school in these counties.

Data From the Elementary Schools Having More Than Three
Teachers in the Twenty-Two Western Counties

Schools, Teachers, and Pupils Represented.- Tables XXII and XXIII

TABLE XX

SUMMARY OF REPORTS FROM 438 TEACHERS IN THE SIXTY-SEVEN ELEMENTARY SCHOOLS WITH MORE THAN THREE TEACHERS IN THE EIGHT SHENANDOAH VALLEY COUNTIES* HAVING AN APPROXIMATE PUPIL ENROLLMENT OF 14,802

Teacher report of music activities	434 White Teachers		4 Negro Teachers		438 Total Teachers	
	No.	%	No.	%	No.	%
Planned music.....	160	37	0	0	160	37
Some music.....	352	81	4	100	356	81
Never use music.....	12	3	0	0	12	3
Music regularly.....	205	47	0	0	205	47
Some outside help.....	115	26	0	0	115	26
Able to present music.....	142	33	0	0	142	32
Can carry a tune.....	341	79	0	0	341	78
Play the piano.....	166	38	1	25	167	38
Play some instrument...	26	6	0	0	26	6
Keyboard instrument available.....	232	53	0	0	232	53
Rhythm bands.....	23	5	0	0	23	5
Harmonica bands.....	14	3	0	0	14	3
Helps recreation.....	269	62	4	100	273	62
Helps physical well-being.....	223	51	4	100	227	52
Helps cooperation.....	206	47	4	100	210	48
Helps in giving emotional outlet....	204	47	4	100	208	47
Helps other teaching...	164	38	4	100	168	38
Helps discipline.....	174	40	4	100	178	41

* Augusta, Clarke, Frederick, Page, Rockbridge, Rockingham, Shenandoah, and Warren

TABLE XXI

SUMMARY OF REPORTS FROM THE SIXTY-SEVEN PRINCIPALS OF THE ELEMENTARY SCHOOLS WITH MORE THAN THREE TEACHERS IN THE EIGHT SHENANDOAH VALLEY COUNTIES* HAVING 458 TEACHERS AND AN APPROXIMATE PUPIL ENROLLMENT OF 14,802

	66 White Schools		1 Negro School		67 Total Schools	
	No.	%	No.	%	No.	%
1. Method of presenting music						
Music teacher.....	7	11	0	0	7	10
Music teacher and room teacher.....	12	18	0	0	12	18
Other elementary teacher.....	26	39	1	100	27	40
Private music teacher.	16	24	0	0	16	24
Private teacher and room teacher.....	14	21	0	0	14	21
2. Method of financing music						
School board.....	11	17	0	0	11	16
School board and others.....	10	15	0	0	10	15
Community or school organizations.....	8	12	1	100	9	13
Private individual.....	11	17	0	0	11	16
Pupil fees.....	18	27	0	0	18	27
3. Special activities						
Orchestra.....	5	8	0	0	5	7
Enrollment in orchestra.....	35		0		35	
Instrumental class lessons available..	11	17	0	0	11	16
Enrollment in instrumental class lessons.....	104		0		104	
Private lessons available.....	43	65	0	0	43	64
Enrollment in private lessons.....	572		0		572	
4. Music equipment						
Pianos.....	77	117	2	200	79	118
Organs.....	1	0	0	0	1	0
Phonographs.....	76	115	0	0	76	113
Radios.....	5	8	0	0	5	7
Pitchpipes.....	62	94	0	0	62	93

* Augusta, Clarke, Frederick, Page, Rockbridge, Rockingham, Shenandoah and Warren

TABLE XXII

SUMMARY OF REPORTS FROM 892 TEACHERS IN THE 140
ELEMENTARY SCHOOLS WITH MORE THAN THREE TEACHERS IN
THE TWENTY-TWO WESTERN COUNTIES* HAVING AN APPROXIMATE
PUPIL ENROLLMENT OF 35,207

Teacher report of music activities	873 White Teachers		19 Negro Teachers		892 Total Teachers	
	No.	%	No.	%	No.	%
Planned music.....	389	45	0	0	389	44
Some music.....	515	59	5	26	520	58
Never use music.....	49	6	3	16	52	6
Music regularly.....	355	41	7	37	362	41
Some outside help.....	221	25	5	16	224	25
Able to present music..	250	29	0	0	250	28
Can carry a tune.....	578	66	11	58	589	66
Play the piano.....	312	36	3	16	315	35
Play some instrument...	42	5	0	0	42	5
Keyboard instrument available.....	355	41	1	5	356	40
Rhythm bands.....	57	7	0	0	57	6
Harmonica bands.....	16	2	0	0	16	2
Helps recreation.....	516	59	10	53	526	59
Helps physical well- being.....	350	40	5	26	355	40
Helps cooperation.....	364	42	4	21	368	41
Helps in giving emotional outlet....	416	48	9	47	425	48
Helps other teaching...	333	38	0	0	333	37
Helps discipline.....	350	40	8	42	358	40

* For description of counties see pp. 10-15.

TABLE XXIII

SUMMARY OF REPORTS FROM 140 PRINCIPALS OF ELEMENTARY SCHOOLS
WITH MORE THAN THREE TEACHERS IN THE TWENTY-TWO WESTERN COUNTIES*
HAVING 892 TEACHERS AND AN APPROXIMATE PUPIL ENROLLMENT OF 35,207

	135 White Schools		5 Negro Schools		140 Total Schools	
	No.	%	No.	%	No.	%
1. Method of presenting music						
Music teacher.....	7	5	1	20	8	6
Music teacher and room teacher.....	19	14	0	0	19	14
Other elementary teacher.....	46	34	1	20	47	34
Private music teacher.....	28	21	0	0	28	20
Private music teacher and room teacher.....	18	13	0	0	18	13
2. Method of financing music						
School board.....	18	13	0	0	18	13
School board and others.....	6	4	0	0	6	4
Community or school organizations.....	16	12	1	20	17	12
Private individual.....	22	16	0	0	22	16
Pupil fees.....	50	37	0	0	50	36
3. Special activities						
Orchestra.....	4	3	0	0	4	3
Enrollment in orchestra.....	68		0		68	
Instrumental class lessons available.....	11	8	0	0	11	8
Enrollment in instrumental class lessons.....	97		0		97	
Private lessons available....	77	57	1	2	78	56
Enrollment in private lessons.....	1,108		0		1,108	
4. Music equipment						
Pianos.....	152	113	2	40	154	56
Organs.....	0	0	1	20	1	1
Phonographs.....	142	105	0	0	142	101
Radios.....	58	43	1	20	59	42
Pitchpipes.....	183	136	0	0	183	130

*For description of counties see pp. 10-15.

indicate that in the 140 schools reporting from this section of the state, there were 892 teachers and an approximate pupil enrollment of 35,207.

Reports Concerning Music Program.- Forty-four per cent of the teachers in these schools reported that a planned music program was being carried on in their school situations. Only twenty-eight per cent reported that they were able to carry on a music program themselves. The elementary teacher and the private music teacher were carrying on most of the music teaching. Private fees accounted for the means of financing the music programs in thirty-six per cent of the schools. School boards financed the work in thirteen per cent of the schools. Special activities such as orchestras and class instrumental lessons, as well as much equipment, were lacking in many of these schools. Of the 140 schools reporting from this section of the state, only five were Negro schools.

Data from All Teachers and Schools Reporting in the County
Elementary Schools Having More Than Three Teachers

County Schools Included in Comparison.- The teacher and school reports from all of the county elementary schools having more than three teachers are compared with the reports from the sixty-one counties having more than one-third Negro population, the thirty Tidewater county reports, the reports from the eight Shenandoah Valley counties, and the reports from the twenty-two Western counties.

Significant Comparisons Noted.- Tables XXIV and XXV indicate that the Tidewater counties had the greatest number of teachers presenting a planned music program; the Shenandoah Valley counties

TABLE XXIV

COMPARATIVE DATA FROM ALL TEACHERS IN COUNTY ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS

	3,779 Teachers Total in Counties		1,983 Teachers in 61 Counties ^a		1,020 Teachers in Tidewater Counties*		892 Teachers in Western Counties*		438 Teachers in Shenandoah Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Music activities										
Planned music.....	1,750	46	786	40	556	55	389	44	160	37
Keyboard instrument available.....	1,825	48	995	50	501	49	356	40	232	53
Rhythm bands.....	228	6	107	5	69	7	57	6	23	5
Music regularly.....	1,789	47	958	48	573	56	362	41	205	47
Able to present music	1,166	31	626	32	275	37	250	28	142	32
Harmonica bands.....	68	2	21	1	23	2	16	2	14	3

* For description of counties see pp. 10-15.

^a Counties of the State having more than one-third Negro population

TABLE XXV
COMPARATIVE DATA FROM ALL SCHOOLS HAVING MORE THAN THREE TEACHERS
(ELEMENTARY)

	591 Schools Total in Counties		318 Schools in 61 Counties* ^a		172 Schools in Tidewater Counties*		140 Schools in Western Counties*		67 Schools in Shenandoah Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Music equipment										
Pianos.....	704	119	385	121	217	126	154	56	79	118
Phonographs.....	650	110	315	99	200	116	142	101	76	113
Radios.....	194	33	102	32	62	36	59	42	5	7
Pitchpipes.....	797	135	415	131	269	156	183	130	62	93
2. Method of presenting music										
Music teacher.....	44	7	24	8	14	8	8	6	7	10
Other elementary teacher.....	220	37	118	37	55	32	47	34	27	40
Private music teacher	122	21	74	23	41	24	28	20	16	24
3. Method of financing										
School board.....	133	23	70	22	61	35	18	13	11	16
School board and others.....	34	6	17	5	12	7	6	4	10	15
Private individual...	93	16	57	18	30	17	22	16	11	16
Pupil fees.....	159	27	86	27	47	27	50	36	18	27
Community or school organizations.....	76	13	39	12	14	8	17	12	9	13

* For description of counties see pp. 10-15.

^a Counties of the State having more than one-third Negro population

reported the greatest percentage of keyboard instruments available for their pupils, and the school boards of the Tidewater counties financed the greatest percentage of music programs. The pupil fees played an important part in the financing of the programs in every instance. The private individual also was an important factor in giving financial aid to the school music programs in all five groups reporting. Pupil fees and private individuals financed twice as many programs as the school boards in these schools.

Comparative Data from White County Elementary Schools
Having More Than Three Teachers

Significant Comparisons Noted.- Tables XXVI and XXVII indicate that fifty-seven per cent of the white teachers in the Tidewater counties carried on planned music programs. This compares favorably with the planned music programs carried on by the teachers in the city elementary schools where the most adequate music instruction was reported. The teachers of the Western counties had the fewest keyboard instruments available for their pupils, and the least music equipment in their schools. The white schools are greatly favored in their ability to get assistance in financing their music work. It is surprising to note, however, that no great differences appear between the reports from the various sections of the state.

Comparative Data from the Negro County Elementary
Schools Having More Than Three Teachers

Significant Differences Noted.- The lack of Negro schools in the Western counties and the Shenandoah Valley counties makes comparisons of little value in so far as these sections are concerned. We find

TABLE XXVI

COMPARATIVE DATA FROM WHITE TEACHERS IN COUNTY ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS

	3,506 Teachers Total in Counties		1,718 Teachers in 61 Counties* ^a		867 Teachers in Tidewater Counties*		873 Teachers in Western Counties*		434 Teachers in Shenandoah Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Music activities										
Planned music.....	1,646	47	698	41	495	57	389	45	160	37
Keyboard instrument available.....	1,751	50	919	53	461	53	355	41	232	53
Rhythm bands.....	222	6	101	6	64	7	57	7	23	5
Music regularly.....	1,667	48	847	49	504	58	355	41	205	47
Able to present music	1,109	32	576	34	245	28	250	29	142	33
Harmonica bands.....	61	2	20	1	22	3	16	2	14	3

*For description of counties see pp. 10-15.

^aCounties of the State having more than one-third Negro population

TABLE XXVII

COMPARATIVE DATA FROM WHITE ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS

	540 Schools Total in Counties		270 Schools in 61 Counties ^a		141 Schools in Tidewater Counties ^a		135 Schools in Western Counties ^a		66 Schools in Shenandoah Counties ^a	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Music equipment										
Pianos.....	656	121	342	127	185	131	152	113	77	117
Phonographs.....	623	115	297	110	190	135	142	105	76	115
Radios.....	183	34	86	32	50	35	58	43	5	8
Pitchpipes.....	779	144	406	150	263	187	183	136	62	94
2. Method of presenting music										
Music teacher.....	40	7	21	8	11	8	7	5	7	11
Other elementary teacher.....	191	35	82	30	27	19	46	34	26	39
Private music teacher	122	23	74	27	41	29	28	21	16	24
3. Method of financing										
School board.....	125	23	62	23	57	40	18	13	11	17
School board and others.....	34	6	16	6	12	9	6	4	10	15
Private individual...	93	17	57	21	30	21	22	16	11	17
Pupil fees.....	150	28	77	29	43	30	50	37	18	27
Community or school organizations.....	71	13	36	13	12	9	16	12	8	12

*For description of counties see pp. 10-15.

^aCounties of the State having more than one-third Negro population

ninety per cent of the teaching in the Tidewater Negro schools being done by the elementary teacher, while only twenty-nine per cent of the music teaching in the counties as a whole is done by the elementary teacher. The financing of the music program is dependent upon the school board and private fees. Eighty per cent of these schools are receiving little if any financial help with their music programs. Detailed comparisons are shown in Tables XXVIII and XXIX.

Comparative Data from the Teachers in the One, Two, and
Three Teacher Elementary Schools and the Elementary
Schools Having More Than Three Teachers

Schools, Teachers, and Pupils Represented.- In the 3,461 elementary schools reporting, there were 10,344 teachers and an approximate pupil enrollment of 359,208 as indicated in Table XXX.

Comparisons of Teacher Reports.- Since the smaller schools only presented teacher reports, it is possible to compare reports from that source alone. The teachers in the smaller schools reported that twenty-six per cent were presenting planned music programs, while forty-two per cent of the teachers in the larger schools were making this instruction available for their pupils. Fifty-two per cent of the teachers in the smaller schools reported ability to present their own music, against thirty-two per cent in the larger schools. The teachers in the smaller schools felt music to be more helpful in the instructional program of the school than the teachers from the larger schools. Both types of schools reported inadequate song books for use in their situations. The equipment report from the smaller schools was decidedly distressing in comparison with the music equipment for use in the larger schools.

TABLE XXVIII
COMPARATIVE DATA FROM NEGRO TEACHERS IN COUNTY ELEMENTARY SCHOOLS HAVING
MORE THAN THREE TEACHERS

	273 Negro Teachers Total in Counties		265 Negro Teachers in 61 Counties ^a		153 Negro Teachers in 30 Tidewater Counties ^a		19 Negro Teachers in 22 Western Counties ^a		4 Negro Teachers in 8 Shenandoah Counties ^a	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Music activities										
Planned music.....	104	38	88	33	61	40	0	0	0	0
Keyboard instrument available.....	74	27	76	29	40	26	1	5	0	0
Rhythm bands.....	6	2	6	2	5	3	0	0	0	0
Music regularly.....	122	45	111	42	69	45	7	37	0	0
Able to present music	57	21	50	19	30	20	0	0	0	0
Harmonica bands	7	2	1	0	1	1	0	0	0	0

* For description of counties see pp. 10-15.

^a Counties of the State having more than one-third Negro population

TABLE XXIX

COMPARATIVE DATA FROM NEGRO ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS

	51 Schools Total in Counties		48 Schools in 61 Counties ^a		31 Schools in Tidewater Counties*		5 Schools in Western Counties*		1 School in Shenandoah Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Music equipment										
Pianos.....	48	94	43	90	32	103	2	40	2	200
Phonographs.....	27	53	18	38	10	3	0	0	0	0
Radios.....	11	22	16	33	12	39	1	20	0	0
Pitchpipes.....	18	35	9	19	6	19	0	0	0	0
2. Method of presenting music										
Music teacher.....	4	8	3	6	3	10	1	20	0	0
Other elementary teacher.....	29	57	36	75	28	90	1	20	1	100
Private music teacher	0	0	0	0	0	0	0	0	0	0
3. Method of financing										
School board.....	8	16	8	17	4	13	0	0	0	0
School board and others.....	0	0	1	2	0	0	0	0	0	0
Private individual...	0	0	0	0	0	0	0	0	0	0
Pupil fees.....	9	18	9	19	4	13	0	0	0	0
Community or school organizations.....	5	10	3	6	2	6	1	20	1	100

* For description of counties see pp. 10-15.

^a Counties of the State having more than one-third Negro population

TABLE XXX

COMPARATIVE DATA FROM THE TEACHERS OF ONE-, TWO- AND THREE-TEACHER
ELEMENTARY SCHOOLS AND THOSE SCHOOLS HAVING MORE THAN
THREE TEACHERS

	3,943 Teachers in One-, Two- and Three-Teacher Schools		6,401 Teachers in More Than Three-Teacher Schools		10,344 Teachers in Total Elementary Schools	
	No.	%	No.	%	No.	%
1. Teacher report of music activities						
Planned music.....	1,022	26	3,278	51	4,300	42
Some music.....	3,156	80	3,208	50	6,364	62
Never use music....	169	4	308	5	477	5
Music regularly....	1,625	41	3,444	54	5,069	49
Some outside help..	456	12	2,020	32	2,476	24
Able to present music.....	2,040	52	1,951	30	3,991	39
Can carry a tune...	3,246	82	4,409	69	7,655	74
Play the piano.....	1,514	33	2,107	33	3,421	33
Play some instrument.....	776	20	264	4	1,040	10
Keyboard instru- ment available..	872	22	2,704	42	3,576	35
Rhythm bands.....	166	4	335	5	501	5
Harmonica bands....	47	1	92	1	139	1
Private lessons available.....	596	15	434	56	1,030	10
Helps recreation...	2,891	73	3,773	59	6,664	64
Helps physical well- being	2,297	58	2,751	43	5,048	49
Helps cooperation..	2,602	66	2,561	40	5,163	50
Helps in giving emotional outlet	2,608	66	3,208	52	5,816	56
Helps other teaching.....	2,011	51	2,308	36	4,319	42
Helps discipline...	2,287	58	2,329	36	4,616	45
2. Teacher report of music equipment						
Pianos.....	445		1,016		1,461	
Organs.....	180		18		198	
Phonographs.....	481		1,099		1,580	
Radios.....	34		333		367	
Pitchpipes.....	482		1,890		2,372	

Summary

The following information was gleaned from this study of the status of music education in the elementary schools of the state having more than three teachers:

1. About fifty per cent of the children in these schools were enjoying a planned music program.
2. Less than half of the teachers in these schools were aware of the help that music instruction is capable of bringing to their instructional programs.
3. Only one-third of these teachers felt capable of assisting with the music instruction in their situations.
4. About one-third of the teachers had a music teacher to assist them in presenting their music instruction.
5. More than one-half of these schools were compelled to depend on outside help for financing their music programs.
6. About one-fourth of the schools depended upon private fees to finance the music work.
7. More than half of these schools had private lessons available for their pupils.
8. Special school music teachers were available in less than one-third of the schools.
9. The city elementary children and the children in the Tidewater counties were having the greatest number of music advantages in their schools.
10. The difference in musical advantages was not great when comparisons were made between the various sections of the state.
11. The Negro schools received very little financial support for music instruction.

12. While considerable music equipment was available for the elementary schools having more than three teachers, its distribution was too uneven to draw the conclusion that it was adequate.

13. More than half of these schools were without adequate music books for use in presenting a music program.

Recommendations and Evaluation

1. Since music should be a regular part of the instructional program in the public schools, it should be the responsibility of the school boards to support this music work from public funds.

2. Schools having a number of teachers incapable of presenting music instruction should make in-service training in music available for these teachers. Since the elementary teachers are responsible for presenting the music instruction, those in service should be given an opportunity to become familiar with the fundamentals and practices of a school music program. This is important in view of the fact that two-thirds of the six thousand elementary school teachers reporting said they were unable to present their own music instruction. In-service training in school music may be provided through extension courses, summer school courses, music clinics held in various parts of the state, and music guidance provided by elementary supervisors, music teachers, and music supervisors.

3. Music equipment, such as phonographs and recordings, should be provided for teachers who are timid about presenting their own music instruction. The introduction of these materials will make it possible for every teacher to present a complete program of songs suitable for children, even if she is unable to carry a tune.

4. In so far as possible, private fees and private support of the music program should be replaced by appropriations from public funds. Reports from the 772 elementary schools having more than three teachers indicate that more than one-third of these schools still depend upon funds from private sources to carry on their music programs. This is desirable in some ways, but highly undesirable in others. It is true that in the past this method of financing the work has given music instruction to many children who would not have had it otherwise. It has, however, the great weakness of taking the program out of the hands of the principals and teachers who are responsible for the success of a program of music instruction.

5. Adequate music books should be supplied in all schools where there are teachers capable of using this much needed material. It is discouraging to read the reports concerning the lack of desirable music books in these schools. Since music reading is one of the important objectives of the elementary music program, it is necessary that books be in the hands of the pupils.

6. Elementary music festivals, which should be the outgrowth of a program of music instruction, should be encouraged as a means of bringing the music program to the attention of the school patrons.

7. Study and evaluation of radio programs should be undertaken by the teachers and pupils in the elementary schools. The guidance in radio listening will determine the value of this important factor in education.

8. Leadership in school music should be provided by county music supervisors, music teachers in the larger schools, and part time music teachers in the smaller schools. These individuals should furnish

the guidance and planning that will make it possible for the elementary teachers to carry on their music instruction successfully.

9. Libraries in these schools should contain a number of books on music that will assist both the pupils and teachers to become more familiar with this field of education.

CHAPTER V

THE STATUS OF MUSIC EDUCATION IN THE VIRGINIA SECONDARY SCHOOLS

Objectives of Music in the Secondary Schools

The specific aim of music in secondary schools is to bring advanced musical experiences to the pupils. There are no distinctly new musical activities nor new branches of music study presented in most senior high schools. If the pupils come to the high schools with a good foundation of musical skill and knowledge, they are ready for the specialized music offerings that are elective in the high schools. They will also be prepared to undertake advanced work in such groups as glee clubs, bands, orchestras, and small vocal and instrumental ensembles. Specialized courses in music appreciation, history of music, and elementary harmony, as well as classes in vocal and instrumental music, should be available for pupils coming to high school with adequate musical preparation. These courses should be offered on a credit basis. If music instruction has been neglected in the elementary school, it will be necessary to substitute more elementary experiences in music that are of exploratory value, and which will tend to build a background for further music study. All of the music offered in the high school should be a means of developing and widening the musical interest, skill, and appreciation of the pupils. One of the important outcomes of this training should be the development of individuals capable of finer

discriminations in and appreciation of music.

In order that every high school pupil may come in contact with the music program, and in order that music may make a very definite contribution to the community life of the school, assembly singing should be included in the core curriculum. One hour each week could profitably be used in this manner if the school had a capable song leader. During this singing period, selections by the musical organizations of the school, as well as musical offerings by other groups, could be brought to the student body. Whereas the specific objectives of music in high school may best be served through the specialized music classes and activities, yet the general aim of the music program will not be attained if this important assembly music period is omitted in a school.

Each high school should have a capable music teacher. In the smaller schools, the responsibility of the music teaching may rest with an elementary or high school teacher who has a minor in music, if a full time music teacher is impractical. It should be the responsibility of the school board to employ the music teacher and pay her salary from public funds. A piano, radio, phonograph, well selected recordings, assembly song books, appropriate music books in the library, and unusual instruments of the band and orchestra such as bass viols and tubas, should be available in high schools. In the main, the responsibility for purchasing these materials should rest with the school board.

Music should be included in the program of studies of every high school having a teacher capable of presenting the music. Music should be offered on a credit basis where certificated music teachers are

presenting the work. Desirable high school music courses include music appreciation, history of music, theory of music, harmony, orientation course in music, instrumental classes, vocal classes, and class piano lessons. Every high school should sponsor a glee club, have assembly singing, and have private music lessons available in the community. Schools equipped to do so should sponsor bands, orchestras, a capella choir, operetta groups, music study clubs, and various other musical activities.

A good program of high school music prepares the pupils to enter into the musical activities of the community. One of the objectives of the music work in high school is to develop an interest in music and a desire to participate in music that will carry over into the community life. For the few very talented pupils, the aim of music education in high school may be specifically vocational. These pupils should be encouraged to continue their study with applied teachers outside the school. The chief responsibility of the high school is, however, to develop music lovers whose lives will be enriched by their contact with the music program.

Types of Information Gathered¹

Place of Music in the High School Program of Instruction.- Information concerning the number of schools including music in their regular program of instruction, the number giving credit for the music work, and the number of schools having a regular time schedule was considered necessary.

¹
See Information Blank, p. 210.

Music Activities Available for High School Students.- It was deemed desirable to ascertain to what extent the schools were presenting courses in harmony, music appreciation, theory of music, and general music; the number of schools having private piano lessons, class piano lessons, private and class instrumental lessons, operettas, glee clubs, choruses, choirs, bands, orchestras, private and class vocal lessons, assembly singing, and music study clubs available for their pupils, as well as the approximate number of pupils engaged in these various activities.

Method of Presenting the Music Program.- Information as to whose responsibility it was to present the music instruction in the secondary schools was gathered.

Method of Financing.- An attempt was made to learn what agencies were responsible for the financing of the high school programs.

Music Equipment Owned by the Schools.- A survey of the music equipment, such as music books, pianos, phonographs, radios, and band and orchestra instruments, was also included in the information gathered.

Community Music Activities.- In order to learn what musical opportunities the students leaving high school would have in their own communities, a survey was made of the community music activities sponsored in the environs of each high school.

Principals' Reports.- Since the principal is the administrative head of the high schools, the information was all of a type that could be gathered from that official.

Data from 518 Secondary Schools in the
Counties and Cities of the State²

Schools, Teachers, and Pupils Represented.- These data, shown in Tables XXXI, XXXII, and XXXIII, cover reports from 518 white and Negro secondary schools, with 4,001 teachers and an approximate pupil enrollment of 103,684. These schools, teachers, and pupils represented over ninety per cent of the high schools of the state. All subsequent high school data were built on the information from these reports.

Place of Music in High School Program.- Seventy-one of the 518 schools allowed credit for the music work presented in their programs. In 270 of the schools, music was included in the regular program of instruction, while a regular time for music was found in 301 of the schools. Seventy per cent of the fifty-nine Negro schools reporting included music in their regular program of studies, while only fifty per cent of the 459 white schools included music.

Music Activities Available.- Music appreciation was the most popular course offered in the high schools. There were 101 schools giving some type of music appreciation, but half of these courses did not carry credit. Few schools presented other music courses. Half of the high schools had a glee club, and one-third of them had choruses. Seventy-three per cent of the schools had assembly singing, and forty-three per cent had private piano lessons available for their pupils. There were sixty-four bands and sixty-two orchestras in the 518 high schools. Approximately 23,000 of the 103,000 pupils were participating

²

See Tables LXII, LXIII, LXIV, pp. 192, 197, 202.

TABLE XXXI

SUMMARY OF REPORTS ON PRESENTATION OF HIGH SCHOOL MUSIC PROGRAM
IN 518 COUNTY AND CITY SECONDARY SCHOOLS

	459 White High Schools		59 Negro High Schools		518 Total High Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	229	50	41	70	270	52
Accepted as credit subject.....	64	14	7	12	71	14
Regular time schedule for music.....	264	57	37	63	301	58
2. Music activities available						
Harmony.....	32	7	7	12	39	8
Music appreciation...	89	19	12	20	101	19
History of music.....	32	7	4	7	36	7
Theory of music.....	21	5	4	7	25	5
General music course	28	6	4	7	32	6
Private piano lessons.....	208	45	16	27	224	43
Class piano lessons..	14	3	2	3	16	3
Private instrumental lessons.....	90	20	6	10	96	18
Class instrumental lessons.....	46	10	2	3	48	9
Operetta.....	74	16	10	17	84	16
Glee club.....	222	48	39	66	261	50
Chorus.....	139	30	40	66	179	34
Choir.....	25	6	6	10	31	6
Band.....	59	13	5	8	64	12
Orchestra.....	59	13	3	5	62	12
Private vocal lessons.....	37	8	2	3	39	7
Class vocal lessons..	30	6	7	12	37	7
Assembly singing.....	330	72	50	86	380	73
Music study club.....	22	5	1	2	23	4
3. Pupil participation						
from an approxi- mate enrollment of.....	90,729		12,955		103,684	
In music program ex- clusive of assem- bly singing....	20,149		2,736		22,885	
Taking private lessons.....	2,676		229		2,905	

TABLE XXXII

SUMMARY OF REPORTS ON HIGH SCHOOL MUSIC ACTIVITIES
IN 518 COUNTY AND CITY SECONDARY SCHOOLS

	459 White High Schools		59 Negro High Schools		518 Total High Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music teacher.....	50	10	2	4	52	9
Elementary teacher....	15	27	67	13	82	14
Special band or orchestra teacher..	62	12	2	4	64	11
Other faculty member..	117	33	29	53	146	26
Private music teacher.	219	42	7	13	226	40
2. Method of financing						
Music teacher paid by school board....	65	14	7	12	72	14
Other teacher paid by school board.....	40	9	17	29	57	11
Music teacher paid by school board and others.....	15	3	1	2	16	3
Private music teacher paid by board and fees.....	28	6	1	2	29	6
Private music teacher paid by fees.....	193	42	7	12	200	39
Band or orchestra leader paid by school board....	41	9	2	3	43	8
Band or orchestra leader paid from other sources...	27	6	0	0	27	5
Music teacher paid by Federal aid.....	10	2	0	0	10	2
3. Equipment owned by schools						
Pianos.....	525	114	45	76	570	110
Organs.....	6	1	1	2	7	1
Band or orchestra instruments.....	564	123	30	51	594	115
Assembly song books...	283	61	24	41	307	59
Radios.....	223	49	16	27	239	46
Phonographs.....	283	62	16	27	299	58

TABLE XXXIII

SUMMARY OF STATE-WIDE REPORTS ON COMMUNITY MUSIC ACTIVITIES

Activities	459 White High Schools	59 Negro High Schools	518 Total High Schools
Church choirs.....	332	38	370
Church or Sunday School orchestra.....	48	5	53
Band.....	51	3	54
Orchestra.....	43	5	48
Glee club.....	32	13	45
Choral society.....	34	5	39
Community sings.....	94	20	114
Drum and bugle corps....	54	0	54
Concerts.....	43	12	55
Music clubs.....	62	3	65
Service clubs.....	38	3	41
Music festivals.....	30	10	40
Adult music classes.....	22	3	25
Other music such as operettas, minstrel shows, etc.....	170	15	185
Total number available..	1,053	135	1,088

in the music activities available exclusive of the assembly singing. Some 2,100 pupils were taking private music lessons.

Method of Presentation.- Nine per cent, or fifty-two, of the high schools had a full time music teacher to present the music instruction. Fourteen per cent, or eighty-two, of the high schools had their music presented by an elementary teacher who was relieved from her teaching duties in the grades to assist with this work in the high school department. The majority of the high schools of the state were connected with the elementary schools in the community. Sixty-four of the high schools engaged special band or orchestra teachers. Since there were sixty-four bands in these schools, it appears that all of the band instruction was done by special teachers. High school faculty members accounted for the music teaching in 146 of the schools, and 226 of the schools depended upon the private teacher to present the music work in their schools. Since the private teacher has been responsible for all the music teaching done in the state until recently, it was not surprising to find so many of them engaged in assisting with the music activities in the high schools. A majority of these teachers gave this added service in return for the privilege of giving private lessons in the schools.

Methods of Financing Music.- One-third of the music taught in the high schools was paid for out of public funds supplied by the school boards. Two hundred of the schools were dependent upon private fees for the financial support of their music work. These private fees were in most cases the fees for private lessons paid by the individual pupils.

Equipment Owned by the Schools.- There were 570 pianos in the

high schools, 239 radios, 594 band instruments, and 299 phonographs owned by the schools. In 307 schools, the assembly song books were owned by the school.

Community Music Activities Available.- Church choirs were open to the pupils leaving 370 of the high schools reporting. Community sings were held in 114 communities represented by these high schools. Some fifty community bands, orchestras, glee clubs, drum and bugle corps, concert courses, music festivals, and music clubs were available for the pupils leaving the 518 schools. In other words, many pupils leaving high school at the present time have no opportunity to take part in any community musical activities. There were, however, some 1,100 community musical activities available in the state for pupils leaving high schools.

Data on High School Music Activities in Fifty-Six City Secondary Schools

Schools, Teachers, and Pupils Represented.- There were 1,538 teachers, and an approximate pupil enrollment of 45,241 in the fifty-six white and Negro city high schools reporting, as shown in Tables XXXIV, XXXV, and XXXVI. Of these, forty-two were white schools and fourteen were Negro schools. One hundred per cent of these schools reported.

Summary of City High School Reports and Comparisons With Total High Schools.- Seventy-five per cent of the city high schools included music in their regular program of studies, as against fifty-two per cent from the state as a whole. Music was accepted as a credit subject in forty-five per cent of the city schools, while only fourteen per cent of the schools in the state allowed credit. This

TABLE XXXIV

SUMMARY OF REPORTS ON HIGH SCHOOL MUSIC ACTIVITIES
IN FIFTY-SIX CITY SECONDARY SCHOOLS

	42 White High Schools		14 Negro High Schools		56 Total High Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	31	74	11	79	42	75
Accepted as credit subject.....	21	50	4	29	25	45
Regular time schedule for music.....	34	81	9	64	43	77
2. Music activities available						
Harmony.....	8	19	1	7	9	16
Music appreciation....	18	43	4	29	22	39
History of music.....	13	31	2	14	15	27
Theory of music.....	9	21	4	29	13	23
General music course..	11	26	2	14	13	23
Private piano lessons..	10	24	1	7	11	20
Class piano lessons...	0	0	1	7	1	2
Private instrumental lessons.....	8	19	1	7	9	16
Class instrumental lessons.....	14	33	1	7	15	27
Operetta.....	14	33	4	29	18	32
Glee club.....	28	67	12	86	40	71
Chorus.....	27	64	9	64	37	66
Choir.....	2	5	2	14	4	7
Band.....	24	57	3	21	27	48
Orchestra.....	22	52	1	7	23	41
Private vocal lessons.....	4	9	0	0	4	7
Class vocal lessons...	11	26	2	14	13	23
Assembly singing.....	36	86	13	93	48	86
Music study club.....	3	7	1	7	3	5
3. Pupil participation from an approxi- mate enrollment of.....	37,338		7,903		45,241	
In music program ex- clusive of assem- bly singing.....	8,914		1,279		10,193	
Taking private lessons	375		122		497	

TABLE XXXV

SUMMARY OF REPORTS ON PRESENTATION OF HIGH SCHOOL MUSIC PROGRAM
IN FIFTY-SIX CITY SECONDARY SCHOOLS

	42 White High Schools		14 Negro High Schools		56 Total High Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music teacher.....	25	60	2	14	27	48
Elementary teacher...	3	7	1	7	4	7
Special band or orchestra teacher.	23	55	1	7	24	43
Other faculty member.	7	17	10	71	17	30
Private music teacher	5	12	0	0	5	9
2. Method of financing						
Music teacher paid by school board...	31	74	3	21	35	63
Other teacher paid by school board...	6	14	6	43	12	21
Music teacher paid by school board... and others.....	0	0	0	0	0	0
Private music teacher paid by board and fees.....	1	2	0	0	1	2
Private music teacher paid by fees.....	9	21	1	7	10	18
Band or orchestra leader paid by school board...	13	31	1	7	14	25
Band or orchestra leader paid from other sources...	4	10	0	0	4	7
Music teacher paid by Federal aid....	2	5	0	0	2	4
3. Equipment owned by schools						
Pianos.....	89	211	7	50	96	171
Organs.....	0	0	0	0	0	0
Band and orchestra instruments.....	427	1,016	25	179	452	807
Assembly song books..	20	48	4	29	24	43
Radios.....	101	240	2	14	103	184
Phonographs.....	58	138	4	29	62	111

TABLE XXXVI

SUMMARY OF CITY REPORTS ON COMMUNITY MUSIC ACTIVITIES

Activities	42 White High Schools	14 Negro High Schools	56 Total High Schools
Church choirs.....	35	5	40
Church or Sunday School orchestra.....	22	2	24
Band.....	19	2	21
Orchestra.....	21	4	25
Glee club.....	7	3	10
Choral society.....	12	2	14
Community sings.....	13	3	16
Drum and bugle corps....	23	0	23
Concerts.....	20	2	22
Music clubs.....	25	1	26
Service clubs.....	13	0	13
Music festivals.....	9	4	13
Adult music classes.....	7	1	8
Other music such as operettas, minstrel shows, etc.....	25	2	27
Total number available..	251	51	282

brings out at once the fact that music has a less important place in high schools outside of the cities. City high schools presented a much greater variety of music courses and activities than the schools of the state as a whole. For instance, twenty-seven of the sixty-four high school bands of the state were found in the fifty-six city secondary schools. The other twenty bands were found in the remaining 462 schools. It is surprising to note, however, that with all the musical opportunities in the city schools there was only a slightly larger percentage of pupils participating in the music work of these schools.

Forty-eight per cent of the music teaching in the city high schools was done by a full time music teacher, as against nine per cent in the state as a whole. Forty-three per cent of the city schools had special band and orchestra directors, as against eleven per cent in all the schools. The private teacher played a relatively small part in the music programs in the city schools, while the reverse was true in the high schools of the state. Eighty-five per cent of the music in the city schools was paid for out of public funds, as against thirty-three per cent in the high schools of the state as a whole. The music equipment in the city schools was far more adequate than that available in the schools of the state. Over fifty per cent of the total community musical activities available for pupils leaving high schools was found in the cities.

Data on Music Activities in the
462 County Secondary Schools

Schools, Teachers, and Pupils Represented.- In the 462 white and Negro high schools reporting from the county divisions, there were

2,463 teachers and an approximate pupil enrollment of 58,443, as shown in Tables XXXVII, XXXVIII, and XXXIX. These reports represent well over ninety per cent of the county high schools of the state.

Summary of County and City High School Reports with Comparisons.-

Only ten per cent of the high schools in the county divisions gave credit for music instruction, as against forty-five per cent in the city schools. Half of the county schools had music included in their program of studies, as against seventy-five per cent in the city schools. Glee clubs were the most prevalent musical activities in the county high schools, since almost half of the schools sponsored this activity. Only eight per cent of these schools had bands and orchestras, whereas forty per cent of the city schools had these activities. It is only fair to point out that many of the county high schools had only three teachers and less than one hundred pupils, and were therefore unable to sponsor many of the activities that can be carried on in larger schools. Only a relatively few scattered county high schools presented regular music courses in their programs of studies. Music appreciation led these courses, since fourteen per cent of the schools had such instruction available for their pupils. Seventy-two per cent of the schools had assembly singing. Half of the schools had private piano lessons available. The percentage of pupils taking advantage of the music work presented in the county schools compares very favorably with the percentage participating in the city school music programs.

Only five per cent of the music teaching in the county schools was carried on by a full time music teacher. This again was brought about to a great extent by the preponderance of small schools where

TABLE XXXVII

SUMMARY OF REPORTS ON HIGH SCHOOL MUSIC ACTIVITIES
IN 462 COUNTY SECONDARY SCHOOLS

	417 White High Schools		45 Negro High Schools		462 Total High Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	198	47	50	67	228	49
Accepted as credit subject.....	43	10	3	7	46	10
Regular time schedule for music.....	230	55	28	62	258	56
2. Music activities available						
Harmony.....	24	6	6	13	30	6
Music appreciation...	71	17	8	18	79	14
History of music.....	19	6	2	4	21	5
Theory of music.....	12	3	0	0	12	3
General music course.	17	4	2	4	19	4
Private piano lessons	198	47	15	33	213	46
Class piano lessons..	14	3	1	2	15	3
Private instrumental lessons.....	82	20	5	11	87	19
Class instrumental lessons.....	32	8	1	2	33	7
Operetta.....	60	14	6	13	66	14
Glee club.....	194	46	27	60	221	48
Chorus.....	112	27	30	67	142	30
Choir.....	23	6	4	9	27	6
Band.....	35	8	2	4	37	8
Orchestra.....	37	9	2	4	39	8
Private vocal lessons.....	33	8	2	4	35	8
Class vocal lessons..	19	5	5	11	24	5
Assembly singing.....	294	70	38	84	332	72
Music study club.....	20	5	0	0	20	4
3. Pupil participation						
from an approxi- mate enrollment of.....	53,191		5,252		58,443	
In music program ex- clusive of assem- bly singing....	11,245		1,467		12,712	
Taking private lessons.....	2,302		106		2,408	

TABLE XXXVIII

SUMMARY OF REPORTS ON PRESENTATION OF HIGH SCHOOL MUSIC PROGRAM
IN 462 COUNTY SECONDARY SCHOOLS

	417 White High Schools		45 Negro High Schools		462 Total High Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music teacher.....	25	6	0	0	25	5
Elementary teacher...	64	14	14	34	78	16
Special band or orchestra teacher.	39	9	1	2	40	8
Other faculty member.	110	24	19	26	129	28
Private music teacher	214	47	7	16	221	48
2. Method of financing						
Music teacher paid by school board...	33	8	4	9	37	8
Other teacher paid by school board...	54	8	11	24	45	10
Music teacher paid by school board and others.....	15	4	1	2	16	3
Private music teacher paid by board and fees.....	27	7	1	2	28	6
Private music teacher paid by fees.....	184	44	6	13	190	41
Band or orchestra leader paid by school board.....	28	7	1	2	29	6
Band or orchestra leader paid from other sources....	23	6	0	0	23	5
Music teacher paid by Federal aid....	8	2	0	0	8	2
3. Equipment owned by schools						
Pianos.....	436	105	38	84	474	103
Organs.....	6	1	1	0	7	2
Band and orchestra instruments.....	136	33	6	13	142	31
Assembly song books..	263	63	20	44	283	61
Radios.....	122	29	14	31	136	29
Phonographs.....	225	54	12	27	237	51

TABLE XXXIX

SUMMARY OF COUNTY REPORTS ON COMMUNITY MUSIC ACTIVITIES

Activities	417 White High Schools	45 Negro High Schools	462 Total High Schools
Church choirs.....	297	30	330
Church or Sunday School orchestra.....	26	3	29
Band.....	32	1	33
Orchestra.....	22	1	23
Glee Club.....	25	10	35
Choral society.....	22	3	25
Community sings.....	81	17	98
Drum and bugle corps....	31	0	31
Concerts.....	23	10	33
Music clubs.....	37	2	39
Service clubs.....	25	3	28
Music festivals.....	21	6	27
Adult music classes.....	15	2	17
Other music such as operettas, minstrel shows, etc.....	145	13	158
Total number available..	802	101	906

each high school teacher was required to teach three or four subjects. The elementary teachers were called upon in the county schools to help with the music teaching in sixteen per cent of the high schools. Twenty-eight per cent of the teaching was done by a member of the high school faculty who assumed this work along with the teaching of other subjects.

Less than twenty-five per cent of the financial burden of the music work in the county high schools was borne by the school boards. Private fees accounted for almost half of the backing given the music program. In the cities, it was noted that the school boards financed almost all of the music work carried on in the high schools.

Only 237 phonographs were available for the 462 schools, but there were 474 pianos in the schools. Radios were found in 136 schools and assembly song books in 283 of the schools.

There were church choirs in 330 of the 462 communities represented by the county high schools. Less than ten per cent of the communities had bands, orchestras, glee clubs, choral societies, music clubs, or music festivals for the pupils to engage in after leaving high school. In the 462 communities, 906 community activities were listed.

Data on High School Music Activities in the
Sixty-One Counties Having More Than
One-Third Negro Population

Schools, Teachers, and Pupils Represented.- Tables XL, XLI, and XLII show that in the 263 white and Negro high schools reporting from these counties there were some 1,314 teachers and an approximate pupil enrollment of 31,464. Thirty-nine Negro schools and 224 white schools

TABLE XL

SUMMARY OF REPORTS ON HIGH SCHOOL MUSIC ACTIVITIES IN SIXTY-ONE
COUNTIES* HAVING MORE THAN ONE-THIRD NEGRO POPULATION

	224 White High Schools		59 Negro High Schools		263 Total High Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	105	47	26	67	131	50
Accepted as credit subject.....	23	10	2	5	25	10
Regular time schedule for music.....	120	54	25	64	145	55
2. Music activities available						
Harmony.....	15	7	6	15	21	8
Music appreciation.....	37	17	8	21	45	17
History of music.....	10	4	2	5	12	5
Theory of music.....	6	3	0	0	6	2
General music course....	6	3	2	5	8	3
Private piano lessons..	108	48	13	53	121	46
Class piano lessons....	7	3	0	0	7	3
Private instrumental lessons.....	46	21	4	10	50	19
Class instrumental lessons.....	17	8	1	3	18	7
Operetta.....	35	16	5	13	40	15
Glee club.....	106	47	22	56	128	49
Chorus.....	70	31	28	72	98	37
Choir.....	11	5	3	8	14	5
Band.....	10	4	1	3	11	4
Orchestra.....	20	9	2	5	22	8
Private vocal lessons..	16	7	2	5	18	7
Class vocal lessons....	12	5	3	8	15	6
Assembly singing.....	162	72	35	90	197	75
Music study club.....	11	5	0	0	11	4
3. Pupil participation						
from an approximate enrollment of.....	26,743		4,719		31,462	
In music program exclusive of assembly singing....	5,773		791		6,564	
Taking private lessons.	1,189		180		1,269	

*For description of counties see pp. 10-15.

TABLE XLI

SUMMARY OF REPORTS ON PRESENTATION OF HIGH SCHOOL MUSIC PROGRAM
IN SIXTY-ONE COUNTIES* HAVING MORE THAN
ONE-THIRD NEGRO POPULATION

	224 White High Schools		39 Negro High Schools		263 Total High Schools	
	No.	%	No.	%	No.	%
1. Method of Presentation						
Full time music teacher.....	9	4	0	0	9	3
Elementary teacher.....	42	19	14	36	56	21
Special band or orchestra teacher...	19	8	0	0	19	7
Other faculty member...	62	28	16	41	78	30
Private music teacher..	122	54	5	13	127	48
2. Method of financing						
Music teacher paid by school board.....	16	7	2	5	18	7
Other teacher paid by school board.....	21	9	9	23	30	11
Music teacher paid by school board and others.....	6	3	1	3	7	3
Private music teacher paid by board and fees.....	11	5	0	0	11	4
Private music teacher paid by fees.....	107	48	5	13	112	43
Band or orchestra leader paid by school board.....	16	7	0	0	16	6
Band or orchestra leader paid from other sources.....	9	4	0	0	9	3
Music teacher paid by Federal aid.....	1	0	0	0	1	0
3. Equipment owned by schools:						
Pianos.....	335	150	32	82	367	140
Organs.....	5	2	1	3	6	2
Band and orchestra instruments.....	66	29	5	13	71	27
Assembly song books....	147	66	16	41	163	62
Radios.....	69	31	7	18	76	28
Phonographs.....	119	53	7	18	126	48

*For description of counties see pp. 10-15.

TABLE XLII

SUMMARY OF REPORTS FROM COUNTIES* HAVING MORE THAN ONE-THIRD NEGRO
POPULATION ON COMMUNITY MUSIC ACTIVITIES

Activities	224 White High Schools	59 Negro High Schools	263 Total High Schools
Church choirs.....	156	26	182
Church or Sunday School orchestra.....	12	2	14
Band.....	12	0	12
Orchestra.....	10	0	10
Glee club.....	10	7	17
Choral society.....	12	2	14
Community sings.....	33	14	47
Drum and bugle corps....	17	0	17
Concerts.....	12	9	21
Music clubs.....	15	1	16
Service clubs.....	17	2	19
Music festivals.....	7	4	11
Adult music classes.....	7	3	10
Other music such as operettas, minstrel shows, etc.....	84	11	95
Total number available..	404	81	485

*For description of counties see pp. 10-15.

reported from these counties.

Reports Summarized.- Fifty per cent of the schools in these counties included music in their regular programs of instruction, and music was accepted as a credit subject in ten per cent of the schools. Forty-five of the 263 schools presented a course in music appreciation. Half of them had glee clubs and three-fourths assembly singing. Twenty per cent of the pupils were taking part in the music work in the schools.

There were only nine full time music teachers in the 263 schools. Fifty-six of the schools called upon an elementary teacher to carry on the high school music program. Other high school teachers accounted for thirty per cent of the music teaching, while almost half of the music was carried on by the private music teacher.

Less than one-quarter of the music work was financed from public funds appropriated by the school boards. Private fees accounted for forty-three per cent of the financial support.

Assembly song books were owned by 163 of the 263 schools, and radios were found in seventy-eight of the schools. The 263 schools owned 163 band instruments.

There was a total of 485 community musical activities available for the 263 communities. The Negro schools were lacking in musical equipment, but strong in choral organizations.

Data on High School Music Activities in the Thirty Tidewater Counties

Schools, Teachers, and Pupils Represented.- In the 132 schools reporting from the Tidewater county high schools, there were 698

teachers and an approximate pupil enrollment of 15,697. There were 108 white schools reporting and 24 Negro schools. Data from these counties are grouped in Tables XLIII, XLIV, and XLV.

Reports Summarized.- Credit for music was given in nineteen of the 132 schools reporting. Sixty-eight of the high schools included music in their regular programs of study. Seventy-seven per cent of the schools had assembly singing, and fifty per cent had glee clubs. Thirty-one of the 132 schools presented music appreciation courses, and thirteen of them had courses in harmony.

Only three of the schools had a full time music teacher. Half of the music teaching in these schools was being done by the private music teacher, while a member of the high school teaching staff carried on the music teaching in twenty-nine per cent of the schools. In nineteen per cent of the schools, an elementary teacher came into the high school to assist with the music.

One-fourth of the music work in these schools was financed by the school boards, and forty-four per cent by private fees. There were 142 pianos, forty-seven radios, and ninety-four phonographs in the 132 schools.

A total of 289 community music activities were available for pupils leaving high school.

Data on Music Activities in the Secondary Schools of the Eight Shenandoah Valley Counties

Schools, Teachers, and Pupils Represented.- In the fifty-four high schools in the Shenandoah Valley counties, there were 306 teachers and approximately 5,682 pupils. Fifty-two of the fifty-four schools represented in these reports were white high schools. Data from these

TABLE XLIII

SUMMARY OF REPORTS ON HIGH SCHOOL MUSIC ACTIVITIES IN THIRTY
TIDEWATER COUNTIES*

	108 White High Schools		24 Negro High Schools		132 Total High Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	53	49	15	63	68	52
Accepted as credit subject.....	18	17	1	4	19	14
Regular time schedule for music.....	59	55	13	54	72	55
2. Music activities available						
Harmony.....	9	8	4	17	13	10
Music appreciation.....	25	23	6	25	31	23
History of music.....	7	6	1	4	8	6
Theory of music.....	4	4	0	0	4	3
General music course...	2	2	0	0	2	2
Private piano lessons..	64	59	4	17	68	52
Class piano lessons....	3	3	0	0	3	2
Private instrumental lessons.....	21	19	1	4	22	17
Class instrumental lessons.....	6	6	0	0	6	5
Operetta.....	27	25	1	4	28	21
Glee club.....	54	50	12	50	66	50
Chorus.....	35	32	15	63	50	38
Choir.....	3	3	2	8	5	4
Band.....	6	6	0	0	6	5
Orchestra.....	14	13	0	0	14	11
Private vocal lessons..	10	9	2	8	12	9
Class vocal lessons....	6	6	1	4	7	5
Assembly singing.....	81	75	20	83	101	77
Music study club.....	7	6	0	0	7	5
3. Pupil participation						
from an approximate enrollment of.....	13,559		2,338		15,897	
In music program exclusive of assembly singing....	3,409		799		4,208	
Taking private lessons.	640		30		670	

*For description of counties see pp. 10-15.

TABLE XLIV

SUMMARY OF REPORTS ON PRESENTATION OF HIGH SCHOOL MUSIC
PROGRAM IN THIRTY TIDEWATER COUNTIES*

	108 White High Schools		24 Negro High Schools		132 Total High Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music teacher.....	4	3	0	0	4	3
Elementary teacher.....	17	16	8	33	25	19
Special band or orchestra teacher...	12	11	0	0	12	9
Other faculty member...	28	26	10	42	38	29
Private music teacher..	67	62	2	8	69	52
2. Method of financing						
Music teacher paid by school board.....	7	6	1	4	8	6
Other teacher paid by school board.....	9	8	4	17	13	10
Music teacher paid by school board and others.....	3	3	0	0	3	2
Private music teacher paid by board and fees.....	6	6	0	0	6	5
Private music teacher paid by fees.....	56	52	2	8	58	44
Band or orchestra leader paid by school board.....	11	10	0	0	11	8
Band or orchestra leader paid from other sources.....	4	4	0	0	4	3
Music teacher paid by Federal aid.....	1	1	0	0	1	1
3. Equipment owned by schools						
Pianos.....	124	115	18	75	142	108
Organs.....	0	0	1	4	1	1
Band and orchestra instruments.....	50	46	0	0	50	38
Assembly song books....	80	74	9	38	89	67
Radios.....	43	40	4	17	47	36
Phonographs.....	91	84	3	13	94	71

*For description of counties see pp. 10-15.

TABLE XLV

SUMMARY OF REPORTS FROM THIRTY TIDEWATER COUNTIES*
ON COMMUNITY MUSIC ACTIVITIES

Activities	108 White High Schools	24 Negro High Schools	132 Total High Schools
Church choirs.....	83	16	99
Church and Sunday School orchestra.....	9	0	9
Band.....	8	0	8
Orchestra.....	5	0	5
Glee club.....	9	5	14
Choral society.....	10	0	10
Community sings.....	21	9	30
Drum and bugle corps.....	8	0	8
Concerts.....	10	4	14
Music clubs.....	9	2	11
Service clubs.....	9	2	11
Music festivals.....	2	3	5
Adult music classes.....	5	1	6
Other music such as operettas, minstrel shows, etc.....	50	9	59
Total number available...	238	51	289

*For description of counties see pp. 10-15.

counties are grouped in Tables XLVI, XLVII, and XLVIII.

Reports Summarized.- Music was accepted as a credit subject in eleven of these schools, and was included in the programs of study in twenty-five of them. Thirty-one had glee clubs and thirteen had bands. Five of these schools had class vocal lessons, and ten had instrumental class lessons.

Eight of the schools had a school music teacher presenting the music programs, while fifteen of the schools had the music teaching done by one of the regular faculty members. Twenty-eight of the schools depended on the private teacher to carry on the music teaching.

The school boards assumed some thirty per cent of the financial burden involved in these high school music programs.

Fifty-three pianos, thirty-nine phonographs, and nine radios were found in these schools.

There were 116 community music activities available for students leaving these fifty-four high schools.

Data from High Schools in the Twenty-two Western Counties

Schools, Teachers, and Pupils Represented.- In the 119 high schools reporting from the twenty-two Western counties, there were 571 teachers and an approximate pupil enrollment of 14,575. Two Negro high schools and 117 white high schools are included in this report. These data are grouped in Tables XLIX, L, and LI.

Reports Summarized.- Only five per cent of these high schools allowed credit for music, while forty-five per cent included it in their programs of study. Music activities were infrequent in most of these schools. Seventy-two per cent had assembly singing, fifty-

TABLE XLVI

SUMMARY OF REPORTS ON HIGH SCHOOL MUSIC ACTIVITIES IN FIFTY-FOUR
SECONDARY SCHOOLS IN EIGHT SHENANDOAH VALLEY COUNTIES*

	52 White High Schools		2 Negro High Schools		54 Total High Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	24	46	1	50	25	46
Accepted as credit subject.....	11	21	0	0	11	20
Regular time schedule for music.....	33	63	1	50	34	63
2. Music activities available						
Harmony.....	2	4	0	0	2	4
Music appreciation.	10	19	0	0	10	19
History of music...	3	6	0	0	3	6
Theory of music....	1	2	0	0	1	2
General music course.....	4	8	0	0	4	7
Private piano lessons.....	25	48	1	50	26	48
Class piano lessons	1	2	0	0	1	2
Private instru- mental lessons..	20	38	1	50	21	39
Class instrumental lessons.....	10	19	0	0	10	19
Operetta.....	5	10	0	0	5	9
Glee club.....	29	56	2	100	31	57
Chorus.....	5	10	2	100	7	13
Choir.....	5	10	0	0	5	9
Band.....	12	23	1	50	13	24
Orchestra.....	9	17	0	0	9	17
Private vocal lessons.....	5	10	0	0	5	9
Class vocal lessons	5	10	0	0	5	9
Assembly singing...	33	63	2	100	35	65
Music study club...	2	4	0	0	2	4
3. Pupil participation						
from an approxi- mate enroll- ment of...	5,719		163		5,882	
Number of pupils in music program exclusive of assembly singing	1,509		52		1,561	
Private lessons....	377		17		454	

*For description of counties see pp. 10-15.

TABLE XLVII

SUMMARY OF REPORTS ON PRESENTATION OF MUSIC PROGRAM
IN EIGHT SHENANDOAH VALLEY COUNTIES*

	52 White High Schools		2 Negro High Schools		54 Total High Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music teacher.....	8	15	0	0	8	15
Elementary teacher...	8	15	0	0	0	0
Special band or orchestra teacher.	12	23	1	50	13	24
Other faculty member.	15	29	0	0	15	28
Private music teacher	27	52	1	50	28	52
2. Method of financing						
Music teacher paid by school board.....	5	10	0	0	5	9
Other teacher paid by school board.....	4	8	1	50	5	9
Music teacher paid by school board and others.....	7	13	0	0	7	13
Private music teacher paid by board and fees.....	5	10	1	50	6	11
Private music teacher paid by fees.....	22	42	0	0	22	41
Band or orchestra leader paid by school board.....	9	17	1	50	10	19
Band or orchestra leader paid from other sources.....	4	8	0	0	4	7
Music teacher paid by Federal aid....	2	4	0	0	2	9
3. Equipment owned by schools						
Pianos.....	52	100	1	50	53	98
Organs.....	1	2	0	0	1	2
Band and orchestra instruments.....	19	37	0	0	19	35
Assembly song books..	33	63	1	50	34	63
Radios.....	8	15	1	50	9	17
Phonographs.....	38	73	1	50	39	72

*For description of counties see pp. 10-15.

TABLE XLVIII

SUMMARY OF REPORTS ON COMMUNITY MUSIC ACTIVITIES
IN EIGHT SHENANDOAH VALLEY COUNTIES*

Activities	52 White High Schools	2 Negro High Schools	54 Total High Schools
Church choirs.....	34	1	35
Church or Sunday School orchestra.....	7	1	8
Band.....	8	0	8
Orchestra.....	7	0	7
Glee club.....	5	0	5
Choral society.....	1	0	1
Community sings.....	11	1	12
Drum and bugle corps....	1	0	1
Concerts.....	6	0	6
Music clubs.....	8	0	8
Service clubs.....	4	0	4
Music festivals.....	4	0	4
Adult music classes.....	0	0	0
Other music such as operettas, minstrel shows, etc.....	17	0	17
Total number available..	113	3	116

*For description of counties see pp. 10-15.

TABLE XLIX

SUMMARY OF REPORTS ON HIGH SCHOOL MUSIC ACTIVITIES IN 119 SECONDARY SCHOOLS IN TWENTY-TWO WESTERN COUNTIES*

	117 White High Schools		2 Negro High Schools		119 Total High Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	51	44	2	100	53	45
Accepted as credit subject.....	5	4	1	50	6	5
Regular time schedule for music.....	55	47	2	100	57	48
2. Music activities available						
Harmony.....	6	5	0	0	6	5
Music appreciation....	12	10	1	50	13	11
History of music.....	5	4	0	0	5	4
Theory of music.....	5	4	0	0	5	4
General music course..	4	3	0	0	4	3
Private piano lessons.	59	50	2	100	61	51
Class piano lessons...	6	5	1	50	7	6
Private instrumental lessons.....	14	12	0	0	14	12
Class instrumental lessons.....	1	1	0	0	1	1
Operetta.....	12	10	1	50	13	11
Glee club.....	41	35	2	100	43	36
Chorus.....	28	24	0	0	28	24
Choir.....	5	4	1	50	6	5
Band.....	12	10	0	0	12	10
Orchestra.....	5	4	0	0	5	4
Private vocal lessons.	11	9	0	0	11	9
Class vocal lessons...	2	2	1	50	3	3
Assembly singing.....	84	72	2	100	86	72
Music study club.....	2	2	0	0	2	2
3. Pupil participation from an approximate enrollment of.	14,178		397		14,575	
In music program exclusive of assembly singing.....	2,267		113		2,380	
Taking private lessons	626		13		639	

*For description of counties see pp. 10-15.

TABLE I

SUMMARY OF REPORTS ON PRESENTATION OF HIGH SCHOOL MUSIC
PROGRAM IN TWENTY-TWO WESTERN COUNTIES*

	117 White High Schools		2 Negro High Schools		119 Total High Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music						
teacher.....	7	6	0	0	7	6
Elementary teacher.....	11	9	0	0	11	9
Special band or						
orchestra teacher...	7	6	0	0	7	6
Other faculty member...	18	15	2	100	20	17
Private music teacher..	61	52	0	0	61	51
2. Method of financing						
Music teacher paid						
by school board.....	6	5	1	50	7	6
Other teacher paid						
by school board.....	5	4	1	50	6	5
Music teacher paid						
by school board						
and others.....	2	2	0	0	2	2
Private music teacher						
paid by board						
and fees.....	9	8	0	0	9	8
Private music teacher						
paid by fees.....	52	44	0	0	52	44
Band or orchestra						
leader paid by						
school board.....	1	2	0	0	1	1
Band or orchestra						
leader paid from						
other sources.....	8	7	0	0	8	7
Music teacher paid						
by Federal aid.....	4	3	0	0	4	3
3. Equipment owned by						
schools						
Pianos.....	120	103	3	150	123	103
Organs.....	0	0	0	0	0	0
Band and orchestra						
instruments.....	21	18	0	0	21	18
Assembly song books....	66	56	1	50	67	56
Radios.....	23	20	0	0	23	19
Phonographs.....	32	27	0	0	32	28

* For description of counties see pp. 10-15.

TABLE LI

SUMMARY OF REPORTS ON COMMUNITY MUSIC ACTIVITIES
IN TWENTY-TWO WESTERN COUNTIES*

Activities	117 White High Schools	2 Negro High Schools	119 Total High Schools
Church choirs.....	87	2	89
Church or Sunday School orchestra.....	3	0	3
Band.....	10	0	10
Orchestra.....	3	0	3
Glee club.....	3	1	4
Choral society.....	4	0	4
Community sings.....	27	1	28
Drum and bugle corps....	13	0	13
Concerts.....	3	2	5
Music clubs.....	10	0	10
Service clubs.....	5	0	5
Music festivals.....	7	0	7
Adult music classes.....	8	0	8
Other music such as operettas, minstrel shows, etc.....	37	1	38
Total number available..	220	7	227

*For description of counties see pp. 10-15.

one per cent had private lessons available, and thirty-six per cent had glee clubs. There were twelve bands and five orchestras in the 119 schools. Approximately 2,380 pupils out of an enrollment of 14,575 were taking part in the music offerings.

Seven of the schools had music teachers, while eleven schools depended on the elementary teacher to present the music work. In twenty of the schools, the music was taught by one of the regular high school teachers. The private music teacher took care of the music in sixty-one of the schools.

The school boards in these counties took care of less than twenty per cent of the financial support of the music work. Private fees were responsible for forty-four per cent of the support.

The music equipment was also meager in these schools, with the exception of pianos, there being 123 pianos in the 119 schools.

There were 227 community musical activities available for the pupils leaving these schools.

Comparative Data from County High Schools in the State and the Sectional Divisions

Place of Music in the School Programs.— Table LII shows that fifty-two per cent of the Tidewater county high schools were including music in their school programs, while forty-five per cent of the schools in the twenty-two Western counties included music in their offerings. The sixty-one counties having more than one-third Negro population reported fifty per cent of their schools including music in their programs of study, while the county high schools of the state as a whole reported forty-nine per cent with music. Only ten per cent of the high schools in the counties gave credit for the

TABLE LII
COMPARATIVE DATA FROM COUNTY HIGH SCHOOLS

	462 High Schools Total in Counties		263 High Schools in 61 Counties* ^a		132 High Schools in Tidewater Counties*		119 High Schools in Western Counties*		54 High Schools in Shenandoah Counties*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Place of music										
Included in regular										
program.....	288	49	131	50	68	52	53	45	25	46
Accepted as credit										
subject.....	46	10	25	10	19	14	6	5	11	20
2. Music activities										
available										
Music appreciation.....	79	14	45	17	31	23	13	11	10	19
General music course.....	19	4	8	3	2	2	4	3	4	7
Class instrumental										
lessons.....	33	7	18	7	6	5	1	1	10	19
Glee club.....	221	48	128	49	66	50	43	36	31	57
Band.....	37	8	11	4	6	5	12	10	13	24
Orchestra.....	39	8	22	8	14	11	5	4	9	17
Assembly singing.....	332	72	197	75	101	77	86	72	35	65
Total number community										
activities available..	762	165	429	163	226	171	244	205	112	207

*For description of counties see pp. 10-15.

^aCounties of the State having more than one-third Negro population

high school music, while five per cent in the Western county schools, ten per cent in the sixty-one counties, eleven per cent in the schools of the Shenandoah Valley counties, and fourteen per cent in the Tidewater counties high schools allowed credit for music. The differences could hardly be considered significant, but the fact that so few high schools included music in their programs of study and gave credit for the work is indicative of the present low status of music in Virginia secondary schools. However, it must be borne in mind that there were some 150 high schools in the state having less than four teachers.

Music Activities.- Music appreciation was the course most often available for the pupils in the high schools, and the percentages for the inclusion of this course in the high schools of the counties were as follows: fourteen per cent in the state as a whole, twenty-three per cent in the schools of the Tidewater counties, and nineteen per cent in the Western counties high schools. The Shenandoah Valley led in the percentage of schools presenting class instrumental lessons in the schools, and also in the percentage of orchestras and glee clubs in their schools. The Western counties high schools were apparently doing the least with music in their schools, and yet they had the largest percentage of community music activities available for their pupils leaving high school. It is rather surprising to note that the differences in locality have such a small effect upon the music programs of the high schools. This is perhaps accounted for by the fact that there are so many high schools in all parts of the state giving little or no attention to the presentation of music in their schools.

Comparisons of Music Reports from County Classes
A, B, and C White Secondary Schools

Classification of High Schools.- In this summary high schools were classified according to pupil enrollment. Class A schools included those having an enrollment of more than 750 pupils, Class B schools those having less than 750 pupils and more than 150 enrolled, and Class C schools those having an enrollment of less than 151 pupils.

Number of Schools Reporting.- Of the 418 high schools summarized from the county divisions of the state, three were Class A schools, 104 Class B schools, and 311 Class C schools. These data are grouped in Tables LIII, LIV, and LV.

Significant Differences Noted.- Music was not accepted as a credit subject in any of the three Class A schools. Twenty out of the 104 Class B schools, and twenty-two of the 311 Class C schools allowed credit for music. There was no significant difference in the percentage of schools in the different classifications regarding the inclusion of music in the programs of study. The smaller schools, with their over-crowded schedules and under-staffed faculties, were unable to provide many musical activities. Participation in glee clubs and assembly singing were the activities appearing most often in these schools. The Class B schools were presenting the most adequate music work according to the summarized reports. The classes B and C schools are handicapped by lack of music teachers and financial support for their music programs. The Class C schools were in need of all types of music equipment. There was little difference between the community activities available for pupils leaving these high schools, except that the Class C school

TABLE LIII

COMPARISON OF SUMMARY REPORTS FROM WHITE CLASS A, B, AND C*
COUNTY SECONDARY SCHOOLS

	3 Schools		104 Schools		311 Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	2	67	49	47	149	48
Accepted as credit subject.....	0	0	20	19	22	7
Regular time schedule for music.....	2	67	67	64	161	52
2. Music activities available						
Harmony.....	0	0	5	5	17	5
Music appreciation....	2	67	19	18	47	15
History of music.....	0	0	8	8	13	4
Theory of music.....	0	0	6	6	7	2
General music course..	1	33	9	9	8	3
Private piano lessons.	1	33	52	50	146	47
Class piano lessons...	0	0	6	6	7	2
Private instrumental lessons.....	1	33	30	29	51	16
Class instrumental lessons.....	1	33	12	12	16	5
Operetta.....	0	0	23	22	41	13
Glee club.....	2	67	70	67	123	40
Chorus.....	1	33	30	29	87	28
Choir.....	0	0	6	6	19	6
Band.....	1	33	13	13	21	7
Orchestra.....	2	67	18	17	20	6
Private vocal lessons.	0	0	18	17	15	5
Class vocal lessons...	0	0	5	5	14	5
Assembly singing.....	2	67	66	63	229	74
Music study club.....	0	0	8	8	11	4
3. Pupil participation from an approximate enrollment of.	4,612		23,770		24,697	
In music program exclusive of assembly singing.....	925		4,905		5,725	
Taking private lessons.....	67		804		1,427	

* Class A schools are those having an enrollment of more than 750, Class B an enrollment of more than 150, Class C those having less than 150 pupils enrolled.

TABLE LIV

COMPARISON OF SUMMARY REPORTS FROM WHITE CLASS A, B AND C*
COUNTY SECONDARY SCHOOLS

	Class A 3 Schools		Class B 104 Schools		Class C 311 Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music teacher.....	2	67	7	7	10	3
Elementary teacher.....	0	0	13	13	50	16
Special band or orchestra teacher...	2	67	19	18	20	6
Other faculty member...	0	0	35	34	74	24
Private music teacher..	0	0	58	56	156	50
2. Method of financing						
Music teacher paid by school board.....	2	67	26	25	11	4
Other teacher paid by school board.....	0	0	13	13	25	8
Music teacher paid by school board and others.....	0	0	4	4	11	4
Private music teacher paid by board and fees.....	0	0	1	1	11	4
Private music teacher paid by fees.....	1	33	53	51	146	47
Band or orchestra leader paid by school board.....	1	33	9	9	4	1
Band or orchestra leader paid from other sources.....	1	33	14	13	9	3
Music teacher paid by Federal aid.....	0	0	2	2	6	2
3. Equipment owned by schools						
Pianos.....	10	333	133	128	284	80
Organs.....	0	0	0	0	1	0
Band and orchestra instruments.....	40	1,333	51	49	49	16
Assembly song books....	2	67	72	69	204	66
Radios.....	5	167	46	44	69	22
Phonographs.....	6	200	75	72	141	45

* Class A schools are those having an enrollment of more than 750, Class B an enrollment of more than 150, Class C those having less than 150 pupils enrolled.

TABLE LV

COMPARISON OF MUSIC ACTIVITIES IN THE WHITE CLASS A, B, AND C*
COUNTY SECONDARY SCHOOL COMMUNITIES

Activities	Class A 3 Schools	Class B 104 Schools	Class C 311 Schools
Church choirs.....	3	82	206
Church or Sunday School orchestras.....	1	10	19
Band.....	2	16	9
Orchestra.....	0	12	7
Glee club.....	1	11	8
Choral society.....	1	15	9
Community sings.....	1	22	63
Drum and bugle corps....	2	14	7
Concerts.....	0	11	6
Music clubs.....	1	23	16
Service clubs.....	0	8	12
Music festivals.....	0	7	13
Adult music classes.....	0	3	6
Other music such as operettas, minstrel shows, etc.....	3	39	93
Total number available..	15	273	474

*Class A schools are those having an enrollment of more than 750, Class B an enrollment of more than 150, Class C those having less than 150 pupils enrolled.

communities had slightly fewer music activities. Meaningful comparisons were made difficult in this grouping because there were only three Class A schools involved in the 418 schools reporting. The fact that one of these three did very little with music brought the Class A percentages down to the Class B percentages. From this comparison, we see very clearly, however, the effect that a small teaching staff and student body have on presenting a varied program of studies for the pupils.

Comparisons of Summary Reports from City Classes
A, B, and C White Secondary Schools

Significant Differences Noted.— Tables LVI, LVII, and LVIII show that seventy-seven per cent of the Class A schools, fifty-six per cent of the Class B schools, and seventy-five per cent of the Class C schools included music in their regular programs of study. Sixty-eight per cent of the Class A schools, and only twenty-five per cent of the Class B schools accepted music as a credit subject. Half of the Class C schools gave credit for music. On a percentage basis, the Class A and Class C schools are making more music activities available for their pupils than the Class B schools. All of the Class C schools, ninety-four per cent of the Class B schools, and only sixty-four per cent of the Class A schools have assembly singing. Glee Clubs, bands, and choruses were more numerous in the Class A schools. Over half of the pupils in the four Class C schools were participating in the music program, while less than one-fourth of the pupils in the larger schools were participating in their music programs. Eighteen of the Class A schools, five of the sixteen Class B schools, and two of the four Class C schools had a full time

TABLE LVI

COMPARISON OF SUMMARY REPORTS FROM WHITE CLASS A, B AND C*
CITY SECONDARY SCHOOLS

	Class A 22 Schools		Class B 16 Schools		Class C 4 Schools	
	No.	%	No.	%	No.	%
1. Place of music						
Included in regular program.....	17	77	9	56	3	75
Accepted as credit subject.....	15	68	4	25	2	50
Regular time schedule for music.....	19	86	11	69	3	75
2. Music activities available						
Harmony.....	6	27	0	0	2	50
Music appreciation...	12	55	3	19	3	75
History of music.....	9	41	2	13	2	50
Theory of music.....	8	36	1	6	1	25
General music course.	5	23	3	19	2	50
Private piano lessons.....	5	23	4	25	1	25
Class piano lessons..	0	0	0	0	0	0
Private instrumental lessons.....	5	23	2	13	1	25
Class instrumental lessons.....	12	55	3	19	1	25
Operetta.....	11	50	2	13	1	25
Glee club.....	16	73	11	69	1	25
Chorus.....	15	68	9	56	3	75
Choir.....	1	5	1	6	0	0
Band.....	17	77	5	31	2	50
Orchestra.....	16	73	5	31	0	0
Private vocal lessons.....	2	9	2	13	1	25
Class vocal lessons..	9	41	1	6	1	25
Assembly singing.....	14	64	15	94	4	100
Music study club.....	3	14	1	6	1	25
3. Pupil participation						
from an approximate enrollment of 30,020			7,004		414	
In music program exclusive of assembly singing..	7,266		1,610		251	
Taking private lessons.....	202		90		86	

*Class A schools are those having an enrollment of more than 750, Class B an enrollment of more than 150, Class C those having less than 150 pupils enrolled.

TABLE LVII

COMPARISON OF SUMMARY REPORTS FROM WHITE CLASS A, B AND C*
CITY SECONDARY SCHOOLS

	Class A 22 Schools		Class B 16 Schools		Class C 4 Schools	
	No.	%	No.	%	No.	%
1. Method of presentation						
Full time music teacher.....	18	82	5	31	2	50
Elementary teacher.....	0	0	3	19	0	0
Special band or orchestra teacher...	17	77	6	38	0	0
Other faculty member...	2	9	4	25	1	25
Private music teacher..	3	14	2	13	0	0
2. Method of financing						
Music teacher paid by school board.....	19	86	10	63	2	50
Other teacher paid by school board.....	2	9	4	25	0	0
Music teacher paid by school board and others.....	0	0	0	0	1	25
Private music teacher paid by board and fees.....	0	0	0	0	1	25
Private music teacher paid by fees.....	0	0	4	25	0	0
Band or orchestra leader paid by school board.....	11	50	3	19	0	0
Band or orchestra leader paid from other sources.....	4	18	0	0	0	0
Music teacher paid by Federal aid.....	2	9	0	0	0	0
3. Equipment owned by schools...						
Pianos.....	56	255	29	181	6	150
Organs.....	0	0	0	0	0	0
Band and orchestra instruments.....	339	1,541	78	488	10	250
Assembly song books.....	9	41	10	63	4	100
Radios.....	16	73	8	50	1	25
Phonographs.....	41	186	11	69	5	125

* Class A schools are those having an enrollment of more than 750, Class B an enrollment of more than 150, Class C those having less than 150 pupils enrolled.

TABLE LVIII

COMPARISON OF MUSIC ACTIVITIES IN THE WHITE CLASS A, B, AND C*
CITY SECONDARY SCHOOL COMMUNITIES

Activities	Class A 22 Schools	Class B 16 Schools	Class C 4 Schools
Church choirs.....	19	14	4
Church or Sunday School orchestra.....	14	7	2
Band.....	13	6	1
Orchestra.....	14	4	2
Glee club.....	5	0	2
Choral society.....	9	1	2
Community sings.....	4	2	2
Drum and bugle corps....	16	6	1
Concerts.....	15	4	2
Music clubs.....	17	6	3
Service clubs.....	9	2	2
Music festivals.....	8	0	1
Adult music classes.....	3	3	2
Other music such as operettas, minstrel shows, etc.....	14	9	3
Total number available..	160	70	29

*Class A schools are those having an enrollment of more than 750, Class B an enrollment of more than 150, Class C those having less than 150 pupils enrolled.

music teacher. The largest schools received the most generous financial support from the school boards for their music programs, while the Classes B and C schools had to look elsewhere for some twenty-five per cent of the financial backing for the music work. Pianos were available in all of these schools, but the Class B schools had only eleven phonographs for the sixteen schools. Whereas the reports would indicate that these schools are especially well supplied with music equipment, it is well to bear in mind that many of the pianos and phonographs are antiquated and inadequate for the presentation of good music programs. Music activities in the communities represented by these high schools are plentiful.

Summary

The following information was gleaned from the study of music education in the secondary schools:

1. The 518 schools reporting represent over ninety per cent of the secondary schools of the state.
2. Two hundred and forty-eight of these schools, or forty-eight per cent, did not include music in their regular programs. Music was accepted as a credit subject in seventy-one, or fourteen per cent, of the schools.
3. Of the fifty-nine Negro high schools reporting, seventy per cent of them were including music in their programs of study, while only fifty per cent of the white high schools had music programs.
4. A course in music appreciation appeared in the schedules of 101, or nineteen per cent, of the high schools.
5. Private piano lessons were given in 224, or forty-three per cent, of the schools.

6. Fifty per cent of the schools had glee clubs and seventy-three per cent had assembly singing.

7. Approximately twenty per cent of the pupils in the high schools were taking part in the music work being presented, exclusive of assembly singing.

8. Only fifty-two of the schools had a regular music teacher to present the work, while eighty-two of the schools used an elementary teacher to carry on the high school music, and 146 of the schools had the music work taught by a member of the high school teaching staff.

9. Forty per cent of all the high school music teaching was done by the private music teacher, and the work in these schools was financed by means of private fees from the pupils.

10. The school boards were responsible for twenty-five per cent of the financial support of the high school music programs.

11. Pianos were available in most of the high schools, radios in almost half of the schools, and phonographs in fifty-eight per cent of the schools.

12. Many of the communities in which the smaller high schools were located had no music activities available for pupils leaving their schools. The larger communities had numerous church choirs for adult participation, and some fifty of the communities had bands, orchestras, glee clubs, choral societies, drum and bugle corps, music festivals, and adult music classes available.

13. In comparing the music offerings in the county high schools of the state, it was found that there was little or no difference in the percentages from the various sections of the state reporting as units. The high schools in the thirty Tidewater counties were

stressing music slightly more than the other sections. The twenty-two Western counties were doing the least with music in their high schools, but they were only a few per cent below the state average.

14. Racial differences had very little effect upon the total results, but it was found that the Negro high schools were giving their pupils more opportunities for participation than the other high schools, although they had far less equipment than the other schools.

15. The most significant findings came from a comparison of the schools ranked according to pupil enrollment. Schools having less than 151 pupils were classified as C schools, those having more than 150 and less than 750 were classified as B schools, while the schools having a pupil enrollment of more than 750 were classified as A schools.

16. Of the three Class A white high schools in the counties of the state, only two were including music in their programs of study and none were allowing credit for music work.

17. There were 104 Class B white high schools, with forty-nine having music in their programs of study and twenty giving credit for music.

18. Of the 311 Class C high schools reporting, half of them were presenting music in their schools and twenty-two gave credit for music. This showing of the Class C schools is all the more remarkable when one considers that one-half of these schools have less than four high school teachers.

19. In the white high schools in the cities, seventeen of the twenty-two Class A schools included music in their programs of study, and fifteen gave credit for the music work.

20. Sixteen Class B white high schools and four Class C white high schools were found in the cities.

21. The music work in the Class A and Class B city high schools was being financed almost entirely by the school boards, while the music work in one of the four Class C high schools did not receive support from public funds.

22. The city schools accounted for over half of the bands and orchestras in the high schools of the state.

23. In trying to determine what factors were hindering the growth of the music program in the high schools, it was found that lack of financial support ranked first and lack of prepared teachers second. Of the seven suggestions as to possible causes of the scarcity of adequate music programs in the high schools, the lack of interest among the high school pupils ranked seventh.

Recommendations and Evaluation

1. Each high school, no matter how small, should have at least one faculty member capable of assisting with the music instruction. The larger schools should have special music teachers to present the instrumental music, vocal music, and music courses. Since there are some one hundred and fifty high schools in Virginia with less than four teachers, it will be necessary for these schools to secure a teacher who is able to present the music work and also teach other subjects. Most of these smaller high schools are connected with elementary schools. In some cases, it may be desirable to have an elementary school teacher assist with the high school music program by relieving her of some of her elementary school teaching responsibilities.

2. Music should be a part of the program of studies in most of the high schools. Since only half of the schools are now giving music instruction as part of their regular offerings, there is much work to be done in bringing about adequate music programs in the secondary schools of the state. Until a school has teachers prepared to present the music program, there is no reason to include this instruction in the curriculum.

3. More teachers who have a major or minor in music are needed to take charge of the music work in the high schools of the state. College students preparing to become high school teachers should be required to take some music in their four-year curricula. Those who showed marked interest and ability in music should be encouraged to minor in music. Many of the high school music teachers must be prepared to teach other subjects.

4. The music programs in the secondary schools should receive increasing support from public funds. If, as indicated by this study, the greatest need is financial backing for the music work, it will be necessary for the school boards to assume this financial responsibility. Forty per cent of the music instruction in the high schools was being financed by pupil fees or by individuals outside of the schools. This private aid may be considered a very fine gesture on the part of these interested people, but from the viewpoint of a well planned and continuous program of music instruction, this method of financing leaves much to be desired.

5. Music classes carrying regular high school credit should be available in those schools having teachers prepared to present this work. Seventy-one of the 518 schools were giving these credit courses.

It would seem desirable for at least half of the high schools to have this work available for their pupils.

6. Assembly singing should be one of the activities in every high school. This activity can add much to the pleasure and musical growth of the individual, and at the same time be of great assistance in building up the morale of the school.

7. State, county, and local high school festivals should be encouraged in order that patrons of the school may become aware of the educational possibilities of a music program. There is no substitute for a fine bit of music work done by a group of school children. These music programs will do much to consolidate the community behind the whole school program.

8. High schools should equip their pupils to engage in the musical opportunities that are available in the communities. It should be the responsibility of the communities to provide music activities for those pupils leaving high school who are interested in continuing their music. Church choirs, community choral societies, bands, orchestras, and music clubs are a few of the activities that should be provided where practical.

9. Adequate high school song books, vocal and instrumental music, suitable library books about music, and unusual instruments of the band and orchestra, such as bass viols and tubas, should be available for use in the high schools. Very few pupils are interested in buying some of the unusual instruments of the band and orchestra, and yet these instruments are a necessity in such organizations. Good assembly singing cannot be expected if song books are not on hand.

Glee clubs, orchestras, and bands must have interesting music available if they are to flourish.

10. Radios, pianos in tune, phonographs in working order, and well selected recordings in good condition should be in every high school. There is great need at the present time for evaluation of the radio programs that are now so numerous. Bringing some of the better musical radio programs to the attention of the youth in the schools is very desirable from the standpoint of music education.

11. The high school principals were asked to suggest what factors, if any, were hindering the growth of the music program in the high schools. It was their judgment that the lack of financial support was the most serious drawback to the attainment of a desirable music program in their schools. The difficulty that ranked second was the inability of school administrators to secure music teachers sufficiently prepared to help with the music in the high schools.

12. In comparing the high school music work in the various sections of the state with the state as a whole, it was discovered that the high schools giving the greatest amount of music were those in the Tidewater counties and the sixty-one counties having more than one-third Negro population. The schools in the twenty-two Western counties were offering the least music. However, the differences were not sufficient to draw any significant conclusions. These comparisons brought out the fact that many high schools in all parts of the state are doing very little with music in their schools, and that the work of securing music in the secondary schools of the state is not a sectional matter but a matter of levelling up the music instruction throughout the state.

13. The size of the high school in the counties did not seem to have much to do with the type of music program being presented. In dividing the schools into three classes according to size, it was learned that in the main the smaller schools were providing as much music instruction as the larger schools.

CHAPTER VI

REPORTS ON MUSIC EDUCATION FROM SUPERINTENDENTS, TEACHERS COLLEGES, RADIO STATIONS, AND STATE DEPARTMENT OF TEACHER CERTIFICATION

Purpose of Reports

Superintendents' Reports.- In order to ascertain accurately the amount of financial assistance the music education program was receiving from public funds, it was necessary to make contact with the superintendents of the school divisions of the state, who are responsible for all disbursements for teachers' salaries and school equipment. There are some seventeen thousand teachers and administrators receiving remuneration in the one hundred and nine school divisions of the state. It was desired to learn how many of these were full time music teachers and how many were part time music teachers. It also seemed desirable to learn what responsibility the administrators and school boards took in making music equipment available for schools.

Teachers College Reports.- Since teacher preparation is so intimately associated with the program of instruction being carried on in the schools, it was necessary to study the music offerings of the colleges. A survey was made of music courses offered and required in the five teacher training institutions under the State Board of Education.

Reports from Broadcasting Stations.- Radio has entered the

field of education and is carrying on rather extensive programs of music education. The radio stations of the state were asked to send in information concerning the type and amount of music education they were presenting.

Teacher Certification.- The problem of securing an adequate number of teachers prepared to carry on the music program in the schools of the state brings up the question of music certification. A brief report concerning the method of certificating music teachers in the state was secured from the licensing agency of the State Department of Education.

Superintendents' Reports

Type of Information Gathered.- An information blank¹ was sent to each division superintendent of schools in Virginia asking the following three questions: (1) How many full time teachers of music receive pay from public funds? (2) How many part time teachers of music receive pay from public funds? (3) Do you purchase most of the music equipment, such as pianos and phonographs, from public funds?

Reports Summarized.- There were fifteen full time music teachers in the one hundred county school divisions and fifty-three full time music teachers in the twenty-five city school divisions receiving their pay from public funds. There were forty-nine part time music teachers in the schools receiving their pay from public funds. Sixteen of the twenty-five city superintendents reported that the

¹
See Appendix, p. 207.

greater part of their music equipment was purchased with public funds. Thirteen of the one hundred counties reported that the music equipment for the public schools was purchased, in the main, from public funds. Twelve of the counties reported that the school boards matched funds with schools and community leagues for the purchase of music equipment. In seventy-five counties the music equipment was purchased without aid from public funds.

Teachers College Reports

Colleges Reporting.- There are five teacher training institutions under the direction of the State Board of Education. These colleges are Farmville State Teachers College at Farmville, Harrisonburg State Teachers College at Harrisonburg, Fredericksburg State Teachers College at Fredericksburg, Radford State Teachers College at East Radford, and the Virginia State College for Negroes at Petersburg. The last named college is the only one that is a co-educational institution. However, men students may attend all of the schools during the summer session.

Type of Reports Gathered.- A summary of music courses offered in the 1936-1937 school year in each of the colleges was made, and the amount of music required on the various courses offered in each school was reported. This information was gathered from the catalogues of the colleges. Applied music courses are not reported in this summary.

Farmville State Teachers College.- A major in school music was offered at the Farmville college. Forty-nine quarter hours of music were offered in the music department. Three quarter hours of music

education were required in the two-year courses leading to teaching. Music was not required in the four-year courses leading to a baccalaureate degree except in the degree courses leading to teaching and supervision in the elementary schools. Two curricula leading to a degree were reported in the elementary field, one requiring three quarter hours of music and the other requiring six quarter hours of music.

Harrisonburg State Teachers College.- A school music major was offered in this college. Fifty-one quarter hours of music were listed in the 1936-1937 catalogue. Three quarter hours of music were required on the two-year course leading to teaching in the elementary schools. Three hours of music were required for the four-year degree course for elementary teachers. No music was required for the bachelor of arts degree.

Fredericksburg State Teachers College.- A school music major was listed in offerings at this college. Forty-two quarter hours of music were offered, exclusive of the many classes in applied music presented. Four quarter hours of music were required on the two-year elementary curriculum. Four quarter hours of music were also required on the B. S. degree for elementary teachers. No music was required on the B. S. degree for high school teachers or on the B. A. degree. Six quarter hours of music were required on the B. S. curriculum leading to the teaching of physical education.

Radford State Teachers College.- No major in music was offered in this college. Fifteen quarter hours of music were listed in the offerings of the school. Four and one-half quarter hours of music were required on the two-year elementary course. Three quarter hours

of music were required on the four-year curriculum leading to teaching in the elementary schools. No music was required on the other degree curricula.

Virginia State College for Negroes.- A school music major was listed among the offerings of this school. Sixty quarter hours of music, exclusive of applied music, were available for the students. Fifteen quarter hours of music and art were required on the B. S. degree leading to teaching in the elementary schools. Four and one-half quarter hours of music were required on the B. A. degree leading to teaching in the high schools.

Reports from Radio Stations

Type of Information Gathered.- A letter was sent to every broadcasting station in the state of Virginia asking the following questions: Do you originate any music programs that are definitely made up with music education as the main objective? Do you carry any music education programs from any of the national chains? Have you broadcast any music from the schools that your station serves? Would you be interested in broadcasting some of the outstanding school music work in your vicinity?

Radio Stations Reporting.- The following radio stations responded to the letters: WCHV Charlottesville, WBTM Danville, WSWA Harrisonburg, WLVA Lynchburg, WGH Newport News, WTAR Norfolk, WPHR Petersburg, WDBJ Roanoke, WBBL Richmond, WMBG Richmond, and WRVA Richmond.

Replies Summarized.- Seven of the eleven stations reported that they were originating programs with music education as the prime

objective. Five of the stations were carrying music education broadcasts from a national chain. Ten of the stations had broadcast music from the schools in their communities. The other station was a church station and only licensed to broadcast church services on Sunday. Every station, except the church station whose license restricted its activities, offered the facilities of its staff and station for the use of the schools in presenting their music programs to the listening public.

Status of Regulations Governing the Certification of Teachers of Music in Virginia

Types of Certification:- The State Board of Education provided for the certification of two classes of music teachers, namely, teachers of public school music and teachers of applied music. Following is a quotation from the certification bulletin issued in 1937:

TEACHERS OF PUBLIC SCHOOL MUSIC who are ordinarily employed in the high and elementary schools of the State, are granted Collegiate Professional and Collegiate certificates under the general regulations that apply to the issuance of certificates to persons who wish to teach such subjects as English, history, and mathematics in the public schools.

The Collegiate Professional certificate is awarded to graduates of accredited degree granting conservatories of music, colleges, and universities who complete at least twelve semester hours' credit in public school music and the usual teacher-training or professional courses. This license is issued for ten years and is subject to renewal for similar periods under the regulations governing the extension and renewal of certificates.

The Collegiate certificate is granted to graduates of accredited degree granting conservatories of music, colleges, and universities who present at least twelve semester hours' credit in public school music, but who do not complete the teacher-training or professional requirements. The Collegiate certificate is issued as a four-year non-renewable license, but may be raised to the rank of Collegiate Professional on completion of the appropriate courses in teacher-training or professional subjects.

For further details concerning Collegiate Professional and Collegiate certificates, see pages five and six, Regulations Governing the Certification of Teachers in Virginia, State Board of Education, Richmond, Virginia.

TEACHERS OF APPLIED MUSIC, that is, teachers who confine their instruction to such phases of music as voice, piano, or violin, are granted a Special Music certificate endorsed for teaching a particular branch of music. This license is issued upon the recommendation of the Virginia Music Teachers Association, an agency authorized by the State Board of Education to conduct examinations in the several fields of applied music.

SPECIAL CERTIFICATE IN APPLIED MUSIC

Applicants for the Special Certificate in Applied Music must -

1. Present evidence of graduation from an accredited high or preparatory school, and
2. Pass an examination on practical and theoretical music conducted by the Certification Committee of the Virginia Music Teachers Association.

VALIDITY.- The Special Certificate in Applied Music is issued for five years, is subject to renewal for similar periods, and authorizes the holder to teach in the public schools of the State the branch of music endorsed on the license.

RENEWAL.- The Special Certificate in Applied Music may be renewed through any one of the following procedures:

1. Complete at least six weeks' study of major instrument, and appropriate theoretical subjects in an accredited college, university, or conservatory.
2. Complete at least six weeks' study in a master-class approved by the Certification Committee.
3. Pass an examination conducted by the Certification Committee.

Summary

1. There were sixty-eight full time music teachers in the public schools of the State receiving their pay from public funds. Fifteen of the sixty-eight were music teachers in schools in the counties of

the state, while the other fifty-three were music teachers in the city school systems. Of the seventeen thousand teachers and administrators in the state, only sixty-eight were music teachers.

2. There were forty-nine part time music teachers in the state receiving pay from public funds. These teachers included only those who were not connected with the schools in other capacities. Elementary teachers and high school teachers who were assisting with the music work in the little time they could spare from their regular teaching duties were not counted in this group.

3. Sixteen city school divisions and thirteen county school divisions reported that the greater part of the music equipment in their schools was purchased from public funds. In twelve county divisions the school boards matched funds with the schools and patrons to buy music equipment. In about two-thirds of the school divisions all music equipment was being purchased without the aid of public funds.

4. The teacher training institutions at Farmville, Fredericksburg and Harrisonburg, and the Virginia State College for Negroes at Petersburg were offering majors in music education.

5. Three quarter hours of music education was required of teachers taking the two year elementary curricula in these colleges. Three to six hours of music was required on the elementary curricula leading to a baccalaureate degree in all of the colleges except the Virginia State College for Negroes where fifteen hours of music was required on the elementary curriculum.

6. Only the Virginia State College for Negroes required music on the Bachelor of Arts curricula.

7. Every broadcasting station licensed to broadcast school music programs was cooperating with the schools in its vicinity. Seven of the eleven stations were originating programs of a music appreciation nature. Five of the stations were carrying on music education programs from the national chains.

8. Two types of music certificates were being issued by the State Department of Education, one for the school music teacher and one for the teacher of applied music.

9. Requirements for certification as a school music teacher or supervisor included holding the baccalaureate degree with at least six semester hours of music taken in the college work.

10. Requirements for the applied music certificate included the bachelor of music degree or the passing of an oral examination in practical and theoretical subjects.

Evaluation and Recommendations

1. More full time music teachers should be placed in the schools of the state. It is true that the responsibility for the music program in the elementary schools should rest with the elementary teacher, yet music leadership should be made available for these situations. In the secondary schools a specially trained music teacher should be employed. In the smaller schools this music teacher may have other teaching responsibilities. In the main, it is desirable to have the music program in the hands of the regularly employed full-time teacher.

2. Adequate music equipment should be purchased, in the main, from public funds. To have this important part of a program left to the whims and interests of private groups is highly undesirable. There

are, no doubt, some real advantages in securing the help and cooperation of school and community groups, but when this help is not recognized by added assistance from school boards, it weakens a music program and leaves it to the mercy of groups and individuals who may be interested in exploiting the pupils in public performance.

3. Teachers colleges should require at least a minimum of twelve quarter hours of music in the elementary curricula. This will enable them to send out teachers capable of carrying on a planned program of music instruction. These students in the teacher training institutions must have some background in music in their required courses, must become familiar with the musical experiences they are to pass on to the school children, and must know their own limitations and talents in order that they may present the work to the best advantage. A minimum of twelve semester hours is little enough in which to accomplish these objectives.

4. Colleges preparing teachers for secondary schools should require some music for these teachers. Many high schools of the state are in desperate need of a teacher who can teach music along with other subjects in the school program.

5. Radio stations should exercise care in the selection of school music programs to be broadcast. Only well prepared groups and individuals should be encouraged to appear.

6. Temporarily, an added method of certificating music teachers is recommended. At the present stage of development of the music program in the state it seems desirable to offer certification to music teachers who pass a well defined and comprehensive music examination. It is hoped that this special certificate may be removed in a

few years when the standards for music teaching may be raised without handicapping the program.

CHAPTER VII
GENERAL SUMMARY

Introduction

This survey was carried on to discover the extent and character of music education in the schools of Virginia during the 1936-1937 school session, the agencies responsible for the financial support of the music program, the type of teachers carrying on the music instruction, the factors which were promoting or hindering the growth of school music work, and the music material and equipment which were available in the school situations.

Summary of Reports from One, Two, and
Three Teacher Elementary Schools

From the 3,943 teachers reporting from 2,689 one, two, and three teacher elementary schools having a pupil enrollment of 133,143, the following information was gathered:

1. Approximately twenty-six per cent of the teachers were presenting planned music programs.
2. Four per cent of the teachers never used music in their teaching.
3. Fifty-two per cent felt capable of presenting their music.
4. More than half of the teachers reporting felt that music helped in the recreational program, helped in bringing about better cooperation among their pupils, assisted in bringing about better

discipline in their schools, helped the physical and emotional well-being of the children, and was valuable in making their other teaching more interesting.

5. Eighty-eight per cent of the teachers had no outside help with their music programs.

6. Approximately twelve per cent of the teachers had pianos, phonographs, and pitch pipes.

7. Reports from the Negro teachers were very similar to those from the white teachers, with the exception that the Negro schools had even less equipment than the white schools.

8. A greater percentage of teachers in the Shenandoah Valley counties were presenting planned music programs than in any other section of the state. The teachers in the schools of the twenty-two Western counties were doing the least with music in the smaller elementary schools.

9. Very few song books were available in these schools, and those that were reported were adult level books.

Summary of Reports from Elementary Schools Having More Than Three Teachers

Reports from the 6,401 teachers in the 772 elementary schools having more than three teachers, and an approximate pupil enrollment of 226,065 make the following information available:

1. Fifty-one per cent of the teachers in these elementary schools were presenting planned music programs.
2. Five per cent of these teachers never used music in their teaching.
3. Thirty per cent felt able to carry on music instruction.

4. Thirty-six per cent of these teachers reported that music helped them in presenting the other instructional work in their schools.

5. Sixty-eight per cent of the teachers had no outside help with their music programs.

6. Forty-two per cent of the teachers had a keyboard instrument available for use in their music work.

7. There was very little difference noted in the percentage of music work being presented by the Negro and the white teachers.

8. School boards were responsible for the financial support of the music program in forty-per cent of the schools. Twelve per cent of the schools had their music financed by private individuals, and twenty-two per cent through private fees.

9. Fifty-six orchestras were found in the 772 elementary schools.

10. There was an average of one and one-third pianos per school, and yet the distribution was such that only forty per cent of the teachers had a keyboard instrument available for their use.

11. One teacher out of three in these schools had a pitch pipe.

12. Fifty-six per cent of the schools had private lessons available for their pupils.

13. The Tidewater counties and the Shenandoah Valley counties had the largest percentage of teachers carrying on music instruction in their elementary schools having more than four teachers.

14. Approximately fifty per cent of the schools had music books for use in the music programs. Many of these books were adult level books.

Summary of Reports from 518 Secondary Schools

The reports from the principals of the 518 high schools having 4,001 teachers and an approximate enrollment of 103,684 pupils brought to light the following information:

1. Fifty-two per cent of the high schools were including music in their regular program of instruction.

2. Seventy-one of the schools, or fourteen per cent, were giving credit for the music work.

3. Courses in music appreciation were offered in nineteen per cent of the schools.

4. Forty-eight, or sixteen per cent, of the high schools were offering class instrumental lessons.

5. Fifty per cent of the schools had glee clubs.

6. Twelve per cent had bands and orchestras.

7. Three hundred and eighty, or seventy-three per cent, of the schools had assembly singing.

8. Approximately twenty-three thousand of the 103,684 pupils reported were engaged in some music activity other than assembly singing.

9. Fifty-two, or nine per cent, of the schools had full-time music teachers.

10. Sixty-four of the schools had special band and orchestra teachers.

11. The private piano teacher was carrying on the music work in 226, or forty per cent, of the schools.

12. The school boards furnished the financial support for

about thirty per cent of the work being carried on in music. Private fees accounted for some thirty-nine per cent of the financial support.

13. Pianos were available in most of the schools. Radios were found in 239 of the schools, and phonographs in 299 schools.

14. A total of 1,088 varied music activities were found in the 518 communities represented by the high schools reporting.

15. A greater percentage of Negro high schools were including music in their schools than were the white secondary schools.

16. Seventy-five per cent of the fifty-six city secondary schools were offering music in their program of studies, while forty-nine per cent of the 462 county high schools offered music.

17. The city high schools were providing the greatest variety of musical opportunities for their pupils. The percentage of pupils taking part in the music programs in the city schools was approximately the same percentage that was taking advantage of the music offered in the county schools.

18. Location of the high schools outside the cities had very little effect on the music being presented, although the secondary schools in the Tidewater counties were stressing music slightly more than the county high schools in other sections of the state.

19. The reports on equipment are deceptive in that the condition of the pianos and phonographs was not commented on. Observation has brought to light the fact that there is more quantity than quality involved in the equipment reports.

Summary of Reports from Superintendents, Teachers Colleges,
Radio Stations, and State Departments of Teacher Certification

Reports from 109 division superintendents of the state made the following information available:

1. There were sixty-eight full-time music teachers in the state receiving pay from public funds.

2. Fifty-three of these teachers were employed in the city divisions of the state and fifteen in the county divisions.

3. There were forty-nine part time teachers paid from public funds. Part time music teachers who were part of the regular teaching staff of the high school or elementary schools were not included in this report.

4. Sixteen city divisions and thirteen county divisions reported that most of the music equipment was purchased from public funds.

5. Twelve of the county divisions matched funds from the schools and communities for the purchase of music equipment.

6. In seventy-five counties all music equipment was purchased from private funds.

Reports from teachers colleges revealed the following facts:

1. The teacher training institutions at Farmville, Fredericksburg, and Harrisonburg, and the Virginia State College for Negroes at Petersburg, were offering majors in music education.

2. From three to six quarter hours of music were required on the curriculum leading to the baccalaureate degree in the four colleges preparing white teachers. The Negro college required fifteen quarter hours of music in the elementary curriculum.

3. The Virginia State College for Negroes was the only college requiring music in the Bachelor of Arts curriculum.

4. In general there was an insufficient number of music courses that were definitely designed to prepare the student to carry on a school music program of instruction.

The following facts were obtained from the eleven broadcasting stations of the state:

1. All of these stations licensed to broadcast school music programs were cooperating with the schools in their vicinity.

2. Seven of the eleven stations were originating music appreciation programs. Five were carrying music education programs from the national chains.

The State Department of Teacher Certification reported two types of music certificates, viz.:

1. A certificate for a public school music teacher or supervisor. Requirements for this certificate included the baccalaureate degree with at least six session hours of music.

2. A certificate for applied music teachers. Requirements for this certificate included the holding of a baccalaureate degree in music or the passing of an oral examination in practical and theoretical subjects.

Evaluation of Music Education in the One, Two, and Three Teacher Schools, with Recommendations

The following evaluations and recommendations apply to the music education program in the 2,689 one, two, and three teacher elementary schools having 3,943 teachers and an approximate enrollment of 133,143 pupils.

1. Music should be a part of the instructional program in every elementary school. Full responsibility for the music instruction will fall upon the room teachers. It is desirable that the teachers be given guidance with the music program by elementary supervisors and others capable of assisting. Any worthy program of instruction should be carefully planned. One-fourth of the teachers in the small elementary schools of the state were bringing this planned music instruction to the children. Assuming that practically all of the teachers should be undertaking this program of music instruction, the situation in these smaller schools leaves much to be desired.

2. Teachers should bring to their teaching situations sufficient preparation to carry on the music instruction. Only fifty per cent of the 3,943 teachers in these schools felt capable of presenting the music instruction. Some two thousand of these teachers need in-service classes in music in order that they may assume the responsibility for the music instruction. This training may be provided through extension courses, summer school courses, music clinics held in various sections of the state, and guidance furnished by elementary supervisors and music teachers. In many situations, a regular teacher who is presenting a good program of music instruction may be able to assist the other teachers in her school and community by giving demonstrations of ways and means of bringing music experiences to children.

3. School administrators should insist that new teachers, coming into their schools, be prepared to teach their own music. Obviously there are far too few teachers in these schools capable of carrying on the music instruction, and to bring others in to add to this unprepared group would be very shortsighted. There is no surer way to

bring better training in music for teachers than to have those who employ teachers refuse to take the product of a teacher training institution which neglects this music training.

4. School administrators should require the elementary school teachers to present music in their instructional program. In many instances there has been no organized effort to secure music instruction in the schools. Many of the elementary school teachers have never been asked to give music instruction in their schools. When school boards insist on the teaching of music in the schools, they must assist the teachers by making certain music equipment available in the schools.

5. Every small elementary school should have a phonograph, a few well selected recordings, a set of music books suitable for elementary children, and a staff liner. Radios and keyboard instruments should be in as many schools as possible. Every teacher should own a pitch pipe. The survey brought out the fact that only twelve per cent of the 2,689 schools in this group had phonographs. Only twelve per cent of the 3,943 teachers owned pitch pipes. The phonograph is of great value in the elementary school. It can be used to bring all of the great music into the schoolroom, it can substitute for the non-singing teacher by means of recordings of children's songs, and it can assist the teacher in bringing various rhythmic and listening experiences to the child. The pitch pipe is indispensable in a music program. Good music instruction demands accurate pitch, and accurate pitch cannot be left to guesswork. The lack of phonographs and pitch pipes brings to light the weakness of the music instruction program in these schools.

6. Teacher training institutions should give more emphasis to music in their curricula. The fact that only half of the teachers in these schools felt able to present their own music makes it evident that they were not prepared by their college and pre-college instruction to teach music. Many of the teachers never had music in their elementary and high school experience. In college they were required to take only three quarter hours of music. Even if they had had music instruction in their school experience before coming to college, these three hours would be insufficient to prepare them to teach music. It would seem highly desirable to have at least twelve quarter hours of music required in all curricula leading to the teaching in the elementary schools. Students who are totally deficient in musical ability should be discouraged from entering the elementary teaching field.

7. One of the objectives of a music program should be to give pupils an opportunity to learn to read music. In these small elementary schools there were practically no suitable music books for the children. There were fewer than one thousand elementary music books for the 133,000 children. There were some nine thousand adult level books in the 2,689 schools. For a clear understanding of music, and in order to learn to read music, it is essential that the printed page be in the hands of the pupils.

8. The fact that some 88,000 children in the small elementary schools were not receiving planned music instruction gives some idea of the task that is before the state, if this program of music education is to reach all of these children.

Evaluation of Music Education in the Elementary Schools
Having More Than Three Teachers, with Recommendations

The following evaluations and recommendations apply to the music education program in the 772 elementary schools having more than three teachers, with an approximate enrollment of 226,065 and 6,401 teachers:

1. A planned music program should be carried on in all elementary schools. About 110,000 children in these larger elementary schools were not enjoying a planned program of music instruction. Assuming that it would be desirable for all of the teachers to be bringing the music instruction to their pupils, it appears that in these schools the program is now about fifty per cent effective. What factors are keeping half of the elementary school population from having planned music instruction? From this survey the answer seems to be: lack of adequately trained teachers, lack of financial support, lack of in-service music training for teachers, and a lack of understanding of the purposes of the school music program.

2. Since the responsibility for the music program rests on the elementary teacher, with the guidance of a music teacher or supervisor, it seems that all elementary school teachers should come to their teaching duties prepared to present the music work. This study brought out the fact that only thirty per cent of the teachers in these schools felt capable of presenting their own music. In other words, seventy per cent, or more than 4,400 of these teachers, need in-service training in music in order to present their own music program. This training may be provided by the music teacher or supervisor in these schools, through extension classes, summer school classes, musicclinics for teachers, and through private study of music.

3. School boards and school administrators should select new teachers who are capable of teaching the music as well as other parts of the instructional program. Since only three out of every ten teachers in these schools feel capable of presenting their own music, it would be very unwise to add to this group of unprepared teachers.

4. School boards should assume the financial responsibility for music in these schools. Sixty per cent, or over 450 of these schools, were not receiving any help from public funds to carry on the music program. This situation brings to light the need for making school boards and school administrators aware of the desirability of including music in the program of instruction.

5. Teacher training institutions should give more adequate music preparation to their students. That seventy per cent of the teachers in these schools feel incapable of presenting their music work does not reflect very favorably on the source of their training in music education. The elementary teacher should receive at least twelve quarter hours of music instruction in her college career instead of the three hours of music which are required. Students totally devoid of musical ability should be discouraged from entering the elementary teaching field.

6. Every school should be equipped with a piano, radio, phonograph, a number of well selected recordings, and music books in the hands of the pupils. Every teacher should own a pitch pipe. In spite of the fact that there were pianos in almost every school reporting, sixty per cent of the teachers did not have a piano available for use in their music program. In many cases the piano was in a class room or in a studio too small to hold a group of pupils. In

other instances the piano was in the auditorium, and this space had to be used as a study hall or class room, so that teachers could not bring their classes to the piano for music instruction. Each teacher should have the opportunity of taking her class to the piano at least once a week to check up on the music work. Most of the phonographs in the schools were antiquated and had a very poor tone. Children now are familiar with the music of radios and they cannot be very thrilled with the old type phonograph music. Radio phonographs should be installed in these schools and thereby bring both the radio music and excellent recorded music to the children. Only one-half of the children in these schools had music books. Many of the books that were in the schools were adult-level books. An adequate music program cannot be presented unless adequate music books are in the hands of the pupils.

7. Teachers in the larger elementary schools should have specially trained music teachers and supervisors to help plan and present the music instruction. Only one-third of the teachers in these schools had the assistance of a music teacher or supervisor.

8. Private lessons in music should be available in all the communities represented by these schools. It should be the responsibility of the elementary school teacher to encourage those pupils interested and talented in music to continue their study of music with the applied music teachers. Fifty-six per cent of the schools had private lessons available for the pupils in the school. This is a very gratifying number of schools making this instruction available in the school.

Evaluation of Music Education in the Secondary
Schools, with Recommendations

The following evaluations and recommendations are based on the reports from 518 high schools of the state having 4,001 teachers and an approximate pupil enrollment of 103,684.

1. A teacher capable of helping with the music instruction should be on the regular teaching staff of every high school. The larger schools should have teachers of vocal music and instrumental music who are prepared to give regular credit courses in music. One-half of the high schools of the state need teachers who are able to teach music in the school and also to carry on other instruction. In secondary schools connected with elementary schools it may be practical to have an elementary teacher responsible for the music instruction in the high school. This study revealed a dearth of high school teachers who have had sufficient training in music to assist with such instruction. Band and orchestra leaders who can teach other high school subjects are very much in demand.

2. The high school music teacher should be employed by the school board and receive pay from public funds. Almost half of the high schools depend upon private fees and private donations for the music teacher's remuneration. This means that the music teacher in these situations is not a regular member of the high school faculty, is not under the supervision of the principal, and gives only such time to school music as can be spared from private instruction. Such a program of instruction cannot be a satisfactory one. It is very encouraging to note the development of music in the high schools, in spite of the lack of support from school boards and public funds. The program will be

greatly improved in a short time when the music teachers are employed and paid by the school boards.

3. Music should be a part of the program of studies in the high schools. Only half of the schools of the state were including music as a part of the program of instruction. This fact indicated the scope of the work necessary to bring the music programs in the high schools up to a reasonable standard of efficiency. In order to have music in these schools a teacher prepared to present the work should be on the staff of each school, desirable equipment should be available, and music should be included in the regular schedule of classes.

4. Teachers colleges should include music in the curriculum leading to the degree in secondary education. Neglect of the fine arts in the preparation of high school teachers has contributed to the unsatisfactory situation now confronting the secondary schools which wish to present a well-rounded program of instruction. A required music course for prospective high school teachers would give the colleges an opportunity to discover those individuals who should be encouraged to minor in music. These teachers could come to the small high schools prepared to present a desirable program of music instruction. It is also desirable that all teachers in the secondary schools become aware of the contribution that music can bring to a program of instruction. This awareness may be brought to the teachers through a required music course in their teachers college experience.

5. Where well prepared music teachers are available, the schools should present music courses for credit. Only seventy-one of the 518 high schools were giving credit for their music work. Such

courses as music appreciation, music history, and elementary harmony, as well as orientation courses in music, could be offered for credit. If the pupils entering high school have not had the advantage of music instruction in the elementary schools, it will be necessary for the credit courses in high school to be of a general nature, bringing to the pupils the experiences they should have had in the elementary schools. Care should be taken in planning credit courses in music, since the music background of the pupils must be considered.

6. Assembly singing should be a regular part of every high school program. This activity gives each individual an opportunity to participate in the music program. Those whose interests are quickened through this musical experience may elect to become members of the glee clubs, bands, orchestras, and other music offerings in a school. The assembly music also has the effect of building up the morale of a school. One hundred and thirty-eight of the high schools were not having assembly singing in their schools. Lack of teachers capable of leading the assembly singing, lack of an auditorium, and lack of time in the schedule accounted for most of these omissions.

7. Assembly song books, music for choral and instrumental groups, suitable library books concerning music, pianos, radios, and phonographs, as well as some of the unusual instruments of the band and orchestra, such as tubas and bass viol, should be available in high schools. Assembly singing cannot be sustained without books in the hands of the pupils. Glee clubs, bands, and orchestras cannot flourish without having interesting music for their use. Very few, if any, individuals are interested in purchasing some of the unusual instruments of the band and orchestra. If a first class band and

orchestra is to be had, these instruments must be furnished by the schools. In so far as possible, all of this material should be purchased by the schools. There is a pressing need for careful evaluation of radio programs. It should be the responsibility of the teacher of music in a high school to give some guidance for the use of the radio in school programs. The school boards and school administrators should keep the music equipment in good condition in a school. Many pianos are hopelessly out of tune, phonographs broken, recordings scattered over the school, band and orchestra instruments stored in undesirable places, and song books piled on the floor or stacked in odd places. Pianos should be kept in tune, phonographs in repair, recordings kept in folders in the library, instruments placed in cupboards or like receptacles, and assembly books on shelves in the library.

8. High school music programs should prepare the pupils to take part in the music activities of a community. Church choirs should be replenished, orchestras and bands reinforced, and community musical endeavors encouraged by the pupils leaving the high schools of a community. A school music program that does not function in a community can scarcely hope to have the support of the taxpayers.

9. It would seem reasonable to expect more adequate music programs in the larger high schools. The study of county high schools revealed the fact that the size of the school had little if any effect upon the richness of the music instruction program being presented. Even in the large city high schools the percentage of pupils engaged in the music program did not exceed the percentage engaged in music in the smaller schools. This proves very little except that there has

been no concerted effort to bring a planned program of music instruction into the secondary schools of the state. All of the data reveal the lack of an organized attack to bring about more adequate music instruction.

10. The Negro secondary schools of the state were doing a splendid bit of music teaching in spite of an appalling lack of adequate material. These schools were especially strong in the vocal work being presented. The teachers in these schools, in the main, were comparatively well trained to carry on the music teaching. This condition may be true in part because of the fine native musical ability of the race, but it also may be the result of the more adequate teacher training program in music presented at the Negro colleges.

11. School boards contemplating a building program should give consideration to the needs of a music program. Sound proof music rooms, auditoriums, storage space for band and orchestra instruments, and library space for music books, music, recordings, and other music materials should be provided.

12. An adequate music library should be built up in every secondary school. This part of the music program has been practically ignored in the past. In order to present worthwhile and interesting music instruction there should be a wealth of music and books on music available for the use of the pupils.

Evaluation of Reports from Superintendents, Teachers Colleges, Radio Stations, and the Department of Teacher Certification

1. The superintendents of the state reported that there were sixty-eight full-time music teachers receiving their pay from public

funds. In Louisiana, with a population two-thirds that of Virginia, there are some two hundred and fifty full time music teachers receiving pay from public funds. This fact, in a measure, gives a comparative picture of the situation in these two states. It is only fair to point out that Louisiana inaugurated a state-wide program of music education four years ago. If the music program in Virginia is to function adequately, it will be necessary for school divisions to employ more specially trained teachers and supervisors of music.

2. Increasing support of music education should be given by the school boards and administrators of the state. Approximately two-thirds of the financial support of the music education program came from private sources, according to the superintendents' reports. This lack of support is a major weakness in the music program in the schools of the state.

3. More courses designed to prepare teachers to carry on the music instruction in the schools should be presented in the teacher training institutions. It would seem desirable to have at least twelve quarter hours of music required in the elementary curricula of the colleges and at least three quarter hours of music required in the curricula for high school teachers. The teacher training institutions at Farmville, Harrisonburg, Fredericksburg, and Radford were requiring from three to six hours of music for elementary teachers. The Virginia State College for Negroes required fifteen hours of music in their elementary curricula. Most of the pupils entering these teacher training institutions have had little music in their elementary and secondary school experiences. It is, therefore, of great importance that this deficiency be made up in the music courses offered

at the college level. The Virginia College for Negroes was the only teacher training institution under the State Board of Education requiring music on the Bachelor of Arts curricula.

4. The eleven radio stations of the state were cooperating to bring music education programs to the listeners. A few of the stations could exercise more critical judgment in selection of school music work to be broadcast. In the main, however, the radio stations were cooperating to bring school music to the favorable attention of the listeners.

5. The State Department of Certification was issuing a teacher's license for school music teachers and for teachers of applied music. The school music teachers' and supervisors' certificates were issued to those having the baccalaureate degree, including six session hours of music credit. The applied music teachers' license was issued to those having the bachelor of music degree or passing an oral examination on practical and theoretical subjects. Considering the lack of music teachers in the state, it would seem desirable to certificate school music teachers who are able to pass an examination that would be prepared by the State Department of Education.

Conclusion

This survey was made to collect certain information concerning the status of music instruction in the public schools of Virginia which could be used in planning a meaningful state-wide program of school music. The following statements show the relationship of the major findings to the immediate problems of music education in the public schools of Virginia. In order to indicate changes in the

picture which are being brought about as a result of this study, definite statements are included as to steps already taken or contemplated (April 1, 1938).

1. Fewer than half of the children in the schools are enjoying a planned program of music instruction. This fact shows the definite need for concerted action to bring music experiences to all of the children in all of the schools.

2. More than half of the teachers in the elementary schools are unprepared to give the music instruction in their school situations. This calls for in-service training in music for some six thousand elementary school teachers. Plans are now under way to appoint school music teachers, approved by the State Department of Education and the University of Virginia, to present this music training to elementary school teachers as a part of the extension program of the University. The five teacher training institutions of the state and the University of Virginia have announced summer school music clinics for elementary school teachers. These clinics are to be under the direction of the State Supervisor of Music. The elementary supervisors of the state have voted to include in-service music training as a part of their summer conference, in order that they may more adequately guide the elementary program of instruction. Special music courses in the teacher training institutions are being offered this summer (1938) and next winter (1938-1939) for those teachers wishing to increase their musical competence. The State Department of Education, through the office of the Supervisor of Music, has issued a minimum program of music instruction, designed to help the elementary school teacher become aware of certain experiences in

music which they could bring to their children. The State Supervisor of Music is also making available demonstration lessons in elementary school music for county teachers meetings.

3. The high schools are in need of teachers able to assist with music instruction. Some fifty per cent of the schools were including music in the program of instruction. The high school principals in their annual conference voted to include assembly singing in the core curriculum of the secondary schools of the state. The State Department of Education has sent out a number of suggestions designed to help high schools with their music programs. A state high school music festival has just been inaugurated (1938) to stimulate better music work in the secondary schools.

4. The financial support of the music program is inadequate. Forty per cent of the schools depend on private sources for their entire financial support. In order to encourage the school boards of the state to take more responsibility for the financial support of the music program, the State Board of Education has approved the setting up of a state music fund, which is to be used to match funds provided by the local school boards, for the purchase of music equipment.

5. There is a dearth of certificated school music teachers in the state. The State Board of Education has approved an emergency measure to permit qualified music teachers to be licensed, after passing an examination set up by the Department of Education. The present standards require all music teachers to hold the baccalaureate degree.

6. Teachers Colleges have recognized the inadequacy of the

present music training in their curricula. Beginning in September, 1938, the requirements for music education will be raised, both in the elementary and the high school curricula.

7. Many of the school administrators and teachers were unaware of the desirability of music education in a program of instruction. This survey has made the school people of the state "music conscious." It has tended to encourage schools and communities to take steps to place a more adequate music program in their schools.

8. This study has made detailed data available concerning the music instruction carried on in the schools of the cities and counties of Virginia in 1937. This body of information gives the State Supervisor of Music an accurate picture of the extent of the music instruction in the various localities and indicates the shortcomings of the music program. These data may also provide a basis for evaluating the future progress of music instruction in the cities, counties, and the state as a whole.

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A P P E N D I X

TABLE LIX

VIRGINIA SURVEY OF MUSIC ACTIVITIES AND EQUIPMENT AS REPORTED
BY THE ELEMENTARY TEACHERS OF THE ONE, TWO,
AND THREE TEACHER SCHOOLS

VIRGINIA SURVEY OF MUSIC ACTIVITIES AND EQUIPMENT AS REPORTED BY T

1	2	3	4	5	6	7	8	9	10	11	12	13
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	Can Carry a Tune	Play the Piano	Play Some Instrument
Accomac	42	75	3,688	25	73	0	68	16	64	70	30	
Albemarle	65	87	3,400	22	61	0	61	7	53	77	25	
Alleghany	16	26	703	4	26	0	0	0	26	26	14	
Amelia	31	52	2,825	8	44	0	8	0	42	0	19	3
Amherst	24	62	2,150	22	41	0	25	0	34	48	24	1
Appomattox	18	27	700	0	11	0	11	3	2	13	6	
Arlington	8	25	878	10	15	0	12	14	3	21	11	
Augusta	29	46	1,321	1	46	0	13	1	16	40	9	
Bath	10	18	549	0	10	0	3	1	5	12	7	
Bedford	37	45	1,000	1	34	0	19	1	27	30	18	
Bland	16	16	360	8	16	0	8	0	0	16	8	
Botetourt	16	24	575	24	24	0	24	3	20	21	6	
Brunswick	54	85	2,721	30	66	2	48	11	51	80	31	2
Buchanan	--	--	---	--	--	--	--	--	--	--	--	--
Buckingham	--	--	---	--	--	--	--	--	--	--	--	--
Campbell	43	55	1,668	28	50	1	32	20	40	52	21	1
Caroline	36	48	1,025	16	22	1	26	7	23	33	13	1
Carroll	98	128	3,580	41	81	2	75	12	55	93	17	2
Charles City	12	19	624	1	19	0	18	0	15	19	6	
Charlotte	26	39	1,404	21	28	0	32	1	21	31	16	
Chesterfield	19	37	1,496	5	34	0	7	6	10	19	9	
Clarke	16	18	494	0	18	7	18	3	14	16	10	
Craig	--	--	---	--	--	--	--	--	--	--	--	--
Culpeper	--	--	---	--	--	--	--	--	--	--	--	--
Cumberland	23	26	1,126	0	4	0	0	0	3	22	4	
Dickenson	--	--	---	--	--	--	--	--	--	--	--	--
Dinwiddie	39	59	2,400	10	59	0	20	16	56	59	32	1
Elizabeth City	2	3	70	0	3	0	3	0	3	3	3	
Essex	17	22	711	3	18	2	16	2	19	21	6	
Fairfax	23	39	1,145	16	39	0	27	3	36	37	27	2

THE ELEMENTARY TEACHERS OF THE ONE-, TWO- AND THREE-TEACHER SCHOOLS

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Play Some Instrument	Keyboard Instrument Available	Rhythm Bands	Harmonica Bands	Private Lessons Available	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs	Number of Radios	Number of Pitch Pipes	Approximate Number of Music Books
5	36	6	0	34	75	68	73	74	72	71	14	5	6	0	12	635
7	20	1	1	13	72	39	65	61	67	70	28	3	20	2	14	347
0	2	0	0	0	26	4	0	4	0	0	0	2	0	0	0	0
0	5	1	0	35	40	40	40	22	25	40	2	3	15	0	20	161
10	12	1	0	5	39	24	38	37	20	30	6	5	7	1	7	236
3	5	0	1	0	15	2	0	2	0	0	3	0	0	0	0	0
0	25	1	0	10	25	25	25	25	25	15	8	0	7	4	10	6
4	9	0	0	7	28	17	24	28	17	24	5	4	5	0	7	106
4	2	0	0	1	9	6	5	6	3	2	1	1	0	0	5	29
2	7	1	0	3	15	3	17	16	0	7	4	4	6	2	1	282
5	0	0	0	0	12	4	5	5	0	5	0	0	0	0	0	20
0	2	0	0	4	24	24	24	24	24	0	2	0	7	0	10	125
28	27	3	3	12	75	56	70	71	56	69	10	3	11	0	12	314
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	23	2	1	14	53	36	48	43	40	43	14	4	10	1	12	360
13	11	3	3	6	32	22	27	27	20	26	4	5	7	0	7	124
23	9	2	1	5	96	60	81	77	58	66	1	5	17	0	17	306
7	3	0	1	3	19	19	19	17	17	17	0	2	2	0	0	0
2	3	1	1	0	33	20	33	28	25	28	5	2	3	0	1	66
0	25	4	0	5	27	8	25	21	15	13	10	1	4	1	0	300
4	6	1	0	8	18	16	16	18	18	16	1	5	11	0	15	166
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	2	0	0	21	24	24	24	25	24	24	0	2	2	0	0	0
19	27	1	0	18	29	50	45	50	36	50	9	0	6	2	2	368
0	1	0	0	0	3	3	3	3	3	3	1	0	2	0	0	54
2	1	1	0	4	21	19	21	21	16	21	1	0	0	0	1	23
29	21	2	2	10	33	31	37	37	30	28	13	1	5	0	6	230

ND THREE-TEACHER SCHOOLS

21	22	23	24	25	26	27	28	29
Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs	Number of Radios	Number of Pitch Pipes	Approximate Number of Music Books
74 61 4 22 37	72 67 0 23 20	71 70 0 40 30	14 28 0 2 6	5 3 2 5 5	6 20 0 13 7	0 2 0 0 1	12 14 0 20 7	635 347 0 161 236
2 25 28 6 16	0 25 17 3 0	0 15 24 2 7	3 8 5 1 4	0 0 4 1 4	0 7 5 0 6	0 4 0 0 2	0 10 7 5 1	0 6 106 29 232
5 24 71 -- --	0 24 56 -- --	5 0 69 -- --	0 2 10 -- --	0 0 3 -- --	0 7 11 -- --	0 0 0 -- --	0 10 12 -- --	20 125 314 -- --
43 27 77 17 28	40 20 58 17 25	43 26 66 17 28	14 4 1 0 5	4 6 5 2 2	10 7 17 2 3	1 0 0 0 0	12 7 17 0 1	360 124 306 0 66
21 18 -- -- 25	15 18 -- -- 24	13 16 -- -- 24	10 1 -- -- 0	1 5 -- -- 2	4 11 -- -- 2	1 0 -- -- 0	0 15 -- -- 0	300 166 -- -- 0
-- 50 3 21 37	-- 36 3 16 30	-- 50 3 21 28	-- 9 1 1 13	-- 0 0 0 1	-- 6 2 0 5	-- 2 0 0 0	-- 2 0 1 6	-- 368 54 23 230

1	2	3	4	5	6	7	8	9	10	11
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	Can Carry a Tune
Fauquier	21	32	850	10	22	0	12	1	20	3
Floyd	53	67	1,200	0	67	0	62	0	65	6
Fluvanna	15	32	1,185	2	20	5	2	1	2	2
Franklin	101	115	3,445	14	62	4	28	5	31	6
Frederick	13	22	589	0	4	0	4	3	4	
Giles	23	29	632	4	26	1	10	3	19	2
Gloucester	18	32	754	32	32	0	28	6	22	2
Goochland	2	3	85	0	1	0	2	0	2	
Grayson	59	76	2,270	0	70	6	0	0	25	6
Greene	15	21	624	2	19	2	3	2	1	1
Greensville	5	7	310	7	6	0	7	2	5	
Halifax	108	160	5,609	52	148	12	46	11	106	13
Hanover	23	34	1,605	0	34	0	8	3	11	3
Henrico	13	23	525	23	23	0	23	23	13	1
Henry	39	46	1,825	7	36	2	6	0	7	4
Highland	20	21	413	2	12	6	4	3	12	1
Isle of Wight	22	33	1,403	0	33	0	24	5	30	3
James City	6	11	375	0	4	0	0	0	4	1
King George	16	21	655	2	14	2	2	0	11	1
King & Queen	19	25	819	6	21	0	10	2	11	2
King William	21	31	1,035	0	24	3	0	2	3	3
Lancaster	13	25	795	0	25	0	25	0	18	2
Lee	66	99	4,242	0	94	5	2	20	54	9
Loudoun	17	22	550	1	10	0	7	2	5	1
Louisa	--	--	---	--	--	--	--	--	--	--
Lunenburg	39	54	1,504	54	54	0	20	3	25	4
Madison	23	40	1,071	10	32	7	8	3	7	3
Mathews	5	10	177	0	5	4	0	0	5	
Mecklenburg	75	134	5,453	7	126	1	56	45	96	10
Middlesex	--	--	---	--	--	--	--	--	--	--

TABLE LIX (Continued)

10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Music	Can Carry a Tune	Play the Piano	Play Some Instrument	Keyboard Instrument Available	Rhythm Bands	Harmonica Bands	Private Lessons Available	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs
20 65 3 31 4	32 67 24 66 3	15 27 12 37 4	0 0 6 10 5	11 5 18 6 3	3 3 2 0 0	0 0 0 0 0	0 0 5 4 4	13 67 27 55 4	0 67 19 32 4	0 67 20 48 4	0 67 20 45 4	0 67 17 25 4	0 67 18 38 4	11 2 9 0 7	0 2 2 3 1	3 1 4 1 0
19 22 2 25 1	25 28 5 67 19	13 16 2 20 5	8 10 2 25 1	5 12 2 8 4	2 22 0 0 0	2 14 0 0 0	5 17 0 0 2	28 52 2 76 15	23 32 0 76 15	25 32 0 76 17	21 32 0 76 15	21 32 0 76 9	22 32 0 76 3	1 11 1 3 1	1 0 0 0 1	5 6 1 1 0
5 106 11 13 7	7 139 34 11 41	4 43 9 7 7	3 16 8 0 7	0 53 9 11 5	0 7 0 3 0	0 0 0 1 0	0 27 2 0 4	7 148 54 23 38	7 120 34 25 8	5 126 34 23 24	7 139 34 25 15	5 112 11 23 8	5 115 34 23 29	0 17 7 8 1	0 3 0 2 6	1 21 2 6 5
12 30 4 11 11	14 35 11 11 24	9 12 4 8 7	1 12 4 0 0	2 6 4 15 5	2 2 1 9 2	0 0 0 0 0	4 5 0 4 4	18 33 4 18 25	17 33 4 15 6	17 35 4 14 25	17 8 4 15 25	16 22 4 15 6	17 35 4 15 25	0 5 3 3 5	4 2 1 1 5	0 2 0 2 2
3 18 54 5	31 21 94 11	10 8 33 5	13 8 44 2	9 7 2 2 2	0 0 0 1 1	0 0 0 0 0	4 16 0 1 1	0 25 9 9 9	0 25 0 6 6	0 25 9 6 6	0 25 94 6 6	0 3 7 7 7	0 3 94 4 4	4 4 0 2 2	2 0 2 1 1	1 4 3 9 1
25 7 5 96	45 32 9 102	11 14 5 35	14 6 1 22	10 15 3 21	1 0 0 8	0 0 0 5	15 6 3 11	54 17 7 122	54 14 0 116	54 19 0 118	54 19 0 115	54 8 1 115	54 1 0 116	2 7 3 19	0 0 0 3	0 1 0 4

	22	23	24	25	26	27	28	29
Emotional Outlet	Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs	Number of Radios	Number of Pitch Pipes	Approximate number of Music Books
0	0	0	11	0	8	0	0	0
7	67	67	2	2	1	0	5	100
0	17	18	9	2	4	0	2	8
3	25	38	0	3	1	0	10	376
4	4	4	7	1	0	0	0	27
1	21	22	1	1	5	0	6	49
2	32	32	11	0	6	0	12	85
0	0	0	1	0	1	0	1	5
6	76	76	3	0	1	0	1	75
5	9	3	1	1	0	0	3	225
7	6	5	0	0	1	0	0	15
9	112	115	17	3	21	2	13	629
4	11	34	7	0	2	0	0	0
3	23	23	8	2	6	0	0	20
5	8	29	1	6	5	0	0	350
7	16	17	0	4	0	0	3	71
8	22	33	5	2	2	0	0	100
4	4	4	3	1	0	0	0	4
5	15	15	6	3	2	0	9	166
5	6	25	3	0	2	0	3	107
0	0	0	4	2	1	0	0	0
5	3	3	4	0	4	0	0	39
4	7	94	0	2	3	2	0	0
6	7	4	2	1	9	0	5	123
-	--	--	--	-	-	-	--	---
4	54	54	2	0	0	0	0	350
9	8	1	7	0	1	0	1	130
0	1	0	3	0	0	0	0	30
5	115	116	19	3	4	1	6	308
-	--	--	--	-	-	-	--	---

1	2	3	4	5	6	7	8	9	10	11
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	Can Carry a Tune
Montgomery	48	69	2,115	11	61	0	11	69	0	63
Nansemond	3	5	127	5	5	0	5	4	2	5
Nelson	--	--	---	--	--	-	--	--	--	--
New Kent	14	19	464	0	2	0	2	0	18	15
Norfolk	22	35	1,257	11	8	0	15	0	35	35
Northampton	19	35	2,070	0	35	0	0	1	0	34
Northumberland	11	22	979	0	22	0	22	22	20	20
Nottoway	23	41	1,417	4	41	0	20	0	41	39
Orange	6	13	330	13	0	0	13	1	12	12
Page	24	26	460	4	16	4	8	2	10	19
Patrick	5	60	2,700	0	60	0	0	0	60	60
Pittsylvania	90	112	3,600	7	112	0	14	5	5	110
Powhatan	--	--	---	--	--	-	--	--	--	--
Prince Edward	30	42	1,450	11	42	0	42	1	24	20
Prince George	19	21	760	2	2	0	2	0	10	21
Princess Anne	19	35	1,020	6	35	0	2	0	9	35
Prince William	15	30	864	18	29	0	21	0	15	29
Pulaski	35	46	1,200	0	15	0	16	0	6	30
Rappahannock	19	27	919	12	18	3	14	0	13	23
Richmond	14	23	861	12	22	1	12	0	10	23
Roanoke	4	11	292	11	11	0	11	3	11	11
Rockbridge	46	60	1,800	17	55	1	19	1	26	55
Rockingham	52	85	2,165	76	82	3	76	6	48	74
Russell	64	87	3,078	5	39	50	5	1	2	5
Scott	56	74	4,225	6	65	3	19	8	24	65
Shenandoah	62	86	2,658	29	81	4	32	16	52	80
Smyth	--	--	---	--	--	-	--	--	--	--
Southampton	51	76	2,950	42	50	0	48	5	60	74
Spotsylvania	17	21	545	10	21	0	7	0	13	23
Stafford	10	14	479	2	6	0	6	0	11	13

TABLE LIX (Continued)

10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Able to Present Music	Can Carry a Tune	Play the Piano	Play Some Instrument	Keyboard Instrument Available	Rhythm Bands	Harmonica Bands	Private Lessons Available	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs
0 2	69 5	17 2	1 3	6 4	0 0	0 0	0 5	11 5	0 5	11 5	11 5	0 5	0 5	3 3	2 0	14 1
18 35	15 35	5 14	10 1	6 8	0 2	0 0	0 11	4 4	4 4	4 4	5 4	4 4	4 0	1 4	1 1	1 2
0 20	34 20	9 10	0 10	5 3	4 0	0 0	0 20	35 22	35 22	35 22	35 0	35 0	35 0	5 0	2 3	1 4
41 12	39 12	9 7	5 7	6 6	0 0	0 0	1 5	14 13	0 11	0 13	0 13	0 8	0 9	0 3	1 1	4 2
10 10	19 19	13 13	3 3	2 2	0 1	0 0	2 2	20 20	9 9	9 9	13 13	6 6	10 9	0 0	2 2	2 2
60 5	60 60	45 11	50 4	2 12	0 1	0 0	40 3	10 110	0 104	0 108	0 107	0 16	12 15	2 10	1 0	0 0
-- 24	110 --	11 --	-- 21	-- 13	0 1	0 0	-- 4 1	-- 42 0	-- 42 0	-- 42 0	-- 42 0	-- 42 0	-- 42 0	-- 1 1	-- 1 1	-- 4 0
9 15	35 29	8 9	8 0	7 8	1 3	0 0	5 2	35 29	35 15	13 15	23 29	8 25	11 15	2 6	0 0	1 2
6 13	30 21	8 8	10 7	2 2	2 2	0 0	0 0	31 31	31 31	31 31	31 31	17 16	25 25	1 1	1 1	10 11
10 10	22 22	13 8	5 5	10 8	1 1	0 0	10 10	22 22	22 22	14 14	13 13	10 10	14 14	3 3	0 0	2 2
11 26	11 53	7 29	3 15	11 15	3 4	0 0	9 9	11 43	11 29	8 40	9 26	7 56	6 37	4 4	0 8	7 5
48 2	74 5	13 5	15 5	17 3	4 3	0 0	0 0	76 37	76 4	76 0	76 5	70 4	70 1	3 1	11 2	39 2
24 24	65 65	20 20	25 25	1 1	0 0	0 0	3 3	61 61	26 26	36 36	34 34	26 26	33 33	1 1	0 0	0 0
52 --	80 --	48 --	12 --	52 --	10 --	4 --	31 --	75 --	57 --	67 --	75 --	59 --	66 --	27 --	27 --	27 --
60 --	74 --	40 --	13 --	19 --	7 0	2 0	12 0	66 21	54 21	55 21	65 21	49 21	58 21	8 5	5 0	2 2
13 11	21 13	13 4	6 0	5 9	0 0	0 0	0 2	4 4	5 5	2 2	2 2	9 9	7 7	6 6	0 0	2 2

22	23	24	25	26	27	28	29
Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs	Number of Radios	Number of Pitch Pipes	Approximate Number of Music Books
0 3 -- 4 4	0 5 -- 4 0	5 5 -- 1 4	2 0 -- 1 1	14 1 -- 1 2	0 1 -- 0 0	5 4 -- 6 2	40 40 --- 100 279
35 0 0 0 8 6	35 0 0 0 10 9	5 0 3 3 5 0	2 3 1 1 0 2	1 4 2 2 6 2	0 1 0 1 0 1	0 5 10 4 1	25 50 106 95 147
0 16 -- 42 0	12 15 -- 42 0	2 10 -- 1 1	1 0 -- 1 1	0 0 -- 4 0	0 0 -- 0 0	0 2 -- 3 0	0 73 --- 120 200
8 25 17 16 10	11 15 25 19 14	2 6 1 1 5 3	0 0 1 1 2 0	1 2 10 11 2	1 0 0 0 0 0	0 8 0 0 8 6	60 10 0 70 74
7 36 70 4 26	6 37 70 1 35	4 4 3 3 1 1	0 8 11 2 0	7 5 39 3 0	2 0 2 2 1 0	4 9 21 4 1	103 169 121 10 16
59 -- -- 49 21	66 -- -- 58 21	27 -- -- 8 5	27 -- -- 5 0	27 -- -- 3 2	1 -- -- 1 0	31 -- -- 8 0	884 --- 400 75 68
9	7	6	0	3	0	8	

1	2	3	4	5	6	7	8	9	10	11
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	Can Carry a Tune
Surry	23	26	900	5	26	0	8	9	0	3
Sussex	26	38	1,627	19	38	0	28	7	31	3
Tazewell	51	71	1,147	40	25	3	40	0	20	6
Warren	18	26	767	12	25	0	16	5	14	3
Warwick	4	6	600	6	2	0	6	0	4	1
Washington	53	74	2,232	10	60	7	26	5	62	6
Westmoreland	21	33	1,572	10	7	0	6	3	17	1
Wise	78	105	3,700	7	105	0	12	0	45	1
Wythe	57	75	2,500	60	59	15	60	10	50	6
York	5	8	700	8	8	0	3	0	8	1
TOTALS	2,689	3,943	133,143	1,022	3,156	169	1,625	456	2,040	3,240

TABLE LIX (Continued)

0	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Music	Can Carry a Tune	Play the Piano	Play Some Instrument	Keyboard Instrument Available	Rhythm Bands	Harmonica Bands	Private Lessons Available	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs
0	26	6	0	1	1	0	0	18	12	17	13	13	18	1	1	2
31	37	6	7	15	2	1	4	34	28	33	32	32	26	5	2	2
30	65	28	0	1	3	0	2	65	10	45	40	5	30	1	0	20
14	25	12	0	11	3	1	11	25	13	20	21	18	18	4	2	11
4	4	2	2	4	2	0	2	6	6	6	6	6	6	2	1	1
62	61	36	15	17	2	1	9	47	31	45	41	29	30	11	0	6
17	19	15	17	7	0	0	5	24	18	18	24	13	10	2	1	3
45	79	19	26	8	0	0	0	24	105	103	77	77	77	7	2	5
50	67	40	27	22	0	5	22	68	60	67	65	57	56	18	3	36
8	8	2	2	1	0	0	2	8	8	8	8	8	0	1	0	1
40	3,246	1,314	776	872	166	47	596	2,891	2,297	2,602	2,608	2,011	2,287	445	180	481

21	22	23	24	25	26	27	28	29
Emotional Outlet	Helps Other Teaching	Helps Discipline	Number of Pianos	Number of Organs	Number of Phonographs	Number of Radios	Number of Pitch Pipes	Approximate Number of Music Books
13 32 40 21 6	13 32 5 18 6	18 26 30 18 6	1 5 1 4 2	1 2 0 2 1	2 2 20 11 1	0 0 0 1 0	2 3 10 8 0	200 188 100 72 0
41 24 77 65 8	29 13 77 57 8	30 10 77 56 0	11 2 7 18 1	0 1 2 3 0	6 3 5 56 1	0 0 0 4 0	6 3 0 63 0	21 59 1 438 0
08	2,011	2,287	445	180	481	54	482	12,064

TABLE LX

VIRGINIA SURVEY OF MUSIC ACTIVITIES AS REPORTED BY THE
TEACHERS OF THE ELEMENTARY SCHOOLS HAVING
MORE THAN THREE TEACHERS

TABLE LX

VIRGINIA SURVEY OF MUSIC ACTIVITIES AS REPORTED BY THE TEACHERS O

1	2	3	4	5	6	7	8	9	10	1
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	
Accomac	12	72	2,479	40	46	0	57	36	0	6
Albemarle	--	--	---	--	--	--	--	--	--	--
Alleghany	10	81	3,313	38	64	4	38	34	22	4
Amelia	1	8	338	0	8	0	0	0	0	--
Amherst	8	40	1,705	4	33	3	11	4	15	1
Appomattox	1	4	125	0	2	2	4	4	0	--
Arlington	11	90	3,316	90	11	0	80	82	13	7
Augusta	17	117	4,296	42	112	1	46	11	39	8
Bath	4	23	796	9	19	0	9	0	4	1
Bedford	3	54	2,108	41	24	0	29	25	40	3
Bland	8	22	859	4	18	2	6	0	6	1
Botetourt	6	39	1,540	39	11	0	30	28	7	3
Brunswick	7	43	1,325	13	36	3	12	20	3	2
Buchanan	--	--	---	--	--	--	--	--	--	--
Buckingham	--	--	---	--	--	--	--	--	--	--
Campbell	11	93	3,333	18	63	4	31	23	16	5
Caroline	5	31	1,141	4	13	9	5	0	13	1
Carroll	4	19	807	18	15	0	7	11	0	--
Charles City	3	14	473	1	8	0	9	4	1	--
Charlotte	5	23	838	19	15	0	15	16	17	1
Chesterfield	14	109	3,738	45	85	0	67	50	54	10
Clarke	2	16	579	5	16	0	5	3	3	1
Craig	--	--	---	--	--	--	--	--	--	--
Culpeper	8	50	1,241	9	44	7	9	20	2	2
Cumberland	3	21	510	3	15	5	0	6	10	--
Dickenson	--	--	---	--	--	--	--	--	--	--
Dinwiddie	5	29	754	0	25	4	20	14	0	2
Elizabeth City	5	54	2,050	33	22	4	47	47	14	4
Essex	3	15	503	4	0	0	14	7	7	1
Fairfax	15	111	3,641	78	84	1	41	32	72	9

TABLE IX

REPORTED BY THE TEACHERS OF THE ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS

	9	10	11	12	13	14	15	16	17	18	19	20	21	22
music regularly	Some Outside Help	Able to Present Music	Can Carry a Tune	Play the Piano	Play Some Instrument	Keyboard Instrument Available	Rhythm Bands	Harmonica Bands	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline
57	36	0	60	43	10	30	10	1	45	26	26	31	38	38
11	---	---	---	---	---	---	---	---	---	---	---	---	---	---
38	34	22	66	30	0	25	2	2	57	55	49	31	33	49
0	0	0	3	3	1	0	0	0	8	8	0	8	0	0
11	4	15	18	7	0	3	2	0	20	10	10	10	5	13
4	4	0	3	2	0	0	1	1	0	0	0	0	0	0
80	82	13	75	22	1	85	7	0	76	49	44	65	52	44
46	11	39	82	48	9	58	3	2	69	46	62	44	41	44
9	0	4	15	7	1	11	2	0	15	3	12	7	11	14
29	25	40	35	24	4	23	3	0	34	28	31	22	18	21
6	0	6	19	10	2	0	0	0	9	5	9	4	9	9
30	28	7	39	15	1	39	3	1	29	21	31	12	14	28
12	20	3	22	17	3	30	2	0	18	7	3	7	3	3
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
31	23	16	56	28	3	50	8	0	34	26	55	53	15	26
5	0	13	17	6	1	7	1	0	7	2	4	4	2	2
7	11	0	9	5	1	8	1	0	8	4	8	4	4	4
9	4	1	1	5	0	5	0	0	4	0	0	5	0	0
15	16	17	17	9	15	15	0	0	13	8	13	13	9	9
57	50	54	100	44	4	75	6	1	73	55	54	67	34	44
5	3	3	13	3	0	11	1	0	16	11	0	16	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9	20	2	21	18	2	11	0	0	34	5	20	12	18	18
0	6	10	1	0	7	7	1	1	7	7	7	1	7	7
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
20	14	0	24	12	0	6	4	1	19	15	19	19	15	9
47	47	14	47	18	3	4	2	0	42	36	36	42	40	32
14	7	7	14	7	0	8	0	2	11	9	13	11	13	9
41	32	72	95	55	5	64	9	0	74	57	70	71	69	71

TABLE LX (Cont)

1	2	3	4	5	6	7	8	9	10	1
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	
Fauquier	6	42	1,470	20	29	2	19	7	13	
Floyd	--	--	--	--	--	--	--	--	--	
Fluvanna	2	11	400	0	4	0	5	0	7	
Franklin	8	36	1,505	2	21	0	9	9	4	
Frederick	9	48	1,619	25	28	4	34	6	17	
Giles	9	65	2,132	28	53	0	24	34	20	
Gloucester	4	28	863	44	10	0	18	9	14	
Goochland	4	19	529	16	10	18	18	9	14	
Grayson	7	45	1,775	28	32	0	18	14	15	
Greene	1	6	210	0	1	5	1	0	1	
Greensville	5	53	1,735	33	12	0	30	31	33	
Halifax	12	66	2,375	20	32	8	18	20	8	
Hanover	6	40	1,562	11	24	9	12	4	19	
Henrico	18	135	4,100	124	17	0	47	9	19	
Henry	11	74	3,259	14	45	6	31	12	20	
Highland	3	13	439	4	4	3	1	0	0	
Isle of Wight	5	34	1,267	25	24	0	29	17	11	
James City	2	11	261	4	7	0	8	3	7	
King George	1	0	0	0	10	0	0	5	0	
King & Queen	5	20	712	0	14	0	6	8	8	
King William	2	11	270	6	8	2	7	5	1	
Lancaster	5	22	736	12	22	0	17	10	3	
Lee	2	11	400	0	11	0	0	0	0	
Loudoun	12	50	1,587	9	49	6	20	12	20	
Louisa	--	--	--	--	--	--	--	--	--	
Lunenburg	2	8	210	0	4	0	1	0	0	
Madison	3	13	467	2	11	1	1	5	3	
Mathews	5	22	557	0	19	3	3	1	18	
Mecklenburg	5	38	1,322	13	32	3	20	14	5	
Middlesex	5	22	593	2	17	5	6	0	10	

TABLE IX (Continued)

9	10	11	12	13	14	15	16	17	18	19	20	21	22
Some Outside Help													
Able to Present Music													
Can Carry a Tune													
Play the Piano													
Play Some Instrument													
Keyboard Instrument Available													
Rhythm Bands													
Harmonica Bands													
Helps Recreation													
Helps Physical Well-being													
Helps Cooperation													
Helps in Giving Emotional Outlet													
Helps Other Teaching													
Helps Discipline													

TABLE LX (Cont)

1	2	3	4	5	6	7	8	9	10	11
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	Can Carry a Tune
Montgomery	4	34	1,289	16	13	13	21	4	14	
Nansemond	6	37	1,036	32	13	0	28	16	12	
Nelson	--	--	---	---	--	--	--	--	--	
New Kent	1	8	300	0	8	0	0	0	0	
Norfolk	16	100	3,920	42	52	2	66	24	26	
Northampton	8	44	1,193	30	22	2	27	21	5	
Northumberland	6	31	1,035	13	23	0	16	17	15	
Nottoway	4	44	1,682	13	28	8	15	17	16	
Orange	3	43	1,253	11	9	7	11	7	9	
Page	5	51	1,871	6	46	1	7	3	32	
Patrick	1	4	110	0	4	0	0	0	4	
Pittsylvania	10	104	4,542	12	98	1	12	2	37	
Powhatan	--	--	---	--	--	--	--	--	--	
Prince Edward	6	33	1,054	14	15	4	14	15	7	
Prince George	8	47	1,480	17	32	4	35	21	7	
Princess Anne	7	43	1,611	10	37	5	16	8	7	
Prince William	6	35	1,291	28	21	2	25	16	11	
Pulaski	5	45	2,052	13	26	0	35	17	10	
Rappahannock	3	18	569	8	9	0	7	0	11	
Richmond	2	13	508	6	0	0	6	1	5	
Roanoke	23	162	6,314	130	74	0	96	73	69	
Rockbridge	6	28	874	4	6	4	18	11	0	
Rockingham	20	112	3,389	48	93	3	57	18	47	
Russell	7	46	1,890	9	33	12	9	2	10	
Scott	12	67	2,539	32	30	7	20	21	21	
Shenandoah	6	47	1,479	30	47	0	23	47	1	
Smyth	--	--	---	--	--	--	--	--	--	
Southampton	13	61	2,009	33	59	0	38	25	29	
Spotsylvania	5	23	887	12	8	1	12	1	10	
Stafford	3	8	296	6	11	2	6	8	4	

TABLE IX (Continued)

9	10	11	12	13	14	15	16	17	18	19	20	21	22
Some Outside Help	Able to Present Music	Can Carry a Tune	Play the Piano	Play Some Instrument	Keyboard Instrument Available	Rythm Bands	Harmonica Bands	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline
4 16 -- 0 24	14 12 -- 0 26	33 31 -- 8 90	10 20 -- 2 31	2 0 -- 0 2	6 28 -- 8 56	3 3 -- 0 6	0 1 -- 0 0	16 29 -- 8 47	15 24 -- 0 40	18 24 -- 8 26	18 17 -- 0 27	18 16 -- 0 28	18 17 -- 0 19
21 17 17 7 3	5 15 16 9 32	14 29 30 29 36	2 11 18 15 24	2 0 1 1 0	44 15 21 4 22	6 0 3 1 0	0 1 1 0 0	37 19 26 0 26	25 19 13 6 22	35 12 22 7 17	57 19 26 0 22	20 17 16 6 16	22 17 16 6 17
0 2 -- 15 21	4 37 -- 7 7	4 51 -- 18 36	1 27 -- 9 16	0 0 -- 0 9	0 22 -- 16 34	0 1 -- 1 5	0 0 -- 1 2	4 70 -- 21 38	0 17 -- 18 17	4 12 -- 21 22	4 72 -- 21 15	0 21 -- 18 24	4 40 -- 18 11
8 16 17 0 1	7 11 10 11 5	20 30 43 15 5	10 11 17 7 4	1 1 4 4 0	10 13 14 16 2	4 4 3 0 0	1 1 1 0 0	12 35 24 7 6	4 17 15 7 6	7 28 16 7 6	4 34 20 7 6	6 22 7 7 6	6 23 11 7 6
73 11 18 2 21	69 0 47 10 21	69 18 99 24 59	70 6 35 10 18	8 1 5 6 0	93 10 46 6 22	19 1 9 3 1	6 0 5 0 1	128 12 69 16 21	104 12 50 7 16	105 12 56 7 15	114 9 48 9 18	108 12 45 7 10	115 12 43 7 8
47 -- 25 1 8	1 -- 29 10 4	42 -- 28 13 7	21 -- 25 7 7	6 -- 4 2 2	47 -- 43 10 15	6 -- 4 0 3	6 -- 1 0 1	35 -- 31 14 15	39 -- 19 14 11	38 -- 25 14 11	36 -- 33 14 15	30 -- 15 14 11	36 -- 22 14 11

TABLE

1	2	3	4	5	6	7	8	9	10	11
Counties	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to present Music	Can Confer a Music
Surry	3	14	360	7	2	1	0	0	0	
Sussex	5	23	792	18	8	0	18	16	2	
Tazewell	16	97	4,072	38	36	5	32	5	15	
Warren	2	19	695	0	4	0	15	16	3	
Warwick	4	32	1,015	21	4	0	28	22	12	
Washington	16	100	3,568	27	63	2	24	12	29	
Westmoreland	4	21	747	19	9	0	15	3	18	
Wise	2	30	1,141	0	30	0	0	0	0	
Wythe	5	35	1,495	30	11	0	30	10	13	
York	3	15	676	11	16	0	12	3	7	
COUNTY TOTALS	591	3,779	135,219	1,750	2,344	215	1,789	1,203	1,166	2,6

TABLE IX (Continued)

9	10	11	12	13	14	15	16	17	18	19	20	21	22
Some Outside Help	Able to Present Music	Can Carry a Tune	Play the Piano	Play Some Instrument	Keyboard Instrument Available	Rhythm Bands	Harmonica Bands	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline
0 16 5 16 22	0 2 15 3 12	11 23 54 15 23	6 14 28 10 15	1 0 2 0 2	0 23 10 16 21	1 4 5 1 2	0 0 1 1 0	2 19 42 15 25	2 15 16 15 21	0 19 11 0 21	2 15 23 15 21	0 11 11 0 21	0 11 17 0 14
14 5 0 0 2	12 3 18 0 13 7	55 20 5 26 16	37 15 5 25 8	6 2 0 1 0	32 22 18 20 12	5 1 0 3 0	2 0 0 0 0	45 22 30 29 9	44 22 0 11 9	32 11 0 5 9	40 22 18 24 9	31 20 0 16 9	32 10 0 5 9
1,203	1,166	2,651	1,333	184	1,825	228	68	2,326	1,680	1,676	1,906	1,418	1,518

TABLE LX (Cont)

1	2	3	4	5	6	7	8	9	10	11
Cities	Number of Schools	Number of Teachers	Approximate Enrollment	Planned Music	Some Music	Never Use Music	Music Regularly	Some Outside Help	Able to Present Music	Can Carry a Tune
Alexandria	6	96	3,396	73	36	0	76	5	76	
Bristol	3	34	1,220	34	0	0	20	0	0	
Buena Vista	1	17	772	2	17	0	2	1	16	
Charlottesville	4	63	2,592	6	58	0	5	5	26	
Clifton Forge	1	23	687	13	17	4	13	13	0	
Danville	8	103	4,433	1	27	0	7	4	4	
Fredericksburg	2	24	899	18	1	0	0	0	6	
Hampton	3	33	1,077	28	0	0	17	14	0	
Harrisonburg	3	39	1,195	0	34	0	22	25	4	
Hopewell	4	42	1,302	20	0	0	42	5	33	
Lynchburg	18	148	5,453	146	26	0	142	121	56	1
Martinsville	2	47	1,458	3	39	5	28	5	32	
Newport News	10	148	5,256	88	16	0	124	60	14	1
Norfolk	33	474	16,203	333	85	41	362	216	101	3
Petersburg	8	95	3,818	85	29	1	71	31	44	6
Portsmouth	9	162	5,459	147	39	0	150	39	99	9
Radford	--	--	---	--	--	--	--	--	--	--
Richmond	36	636	20,885	321	218	16	287	158	97	2
Roanoke	14	256	8,456	69	182	1	141	55	153	2
South Norfolk	1	29	850	29	0	0	29	0	0	
Staunton	3	30	1,193	25	3	25	25	25	0	
Suffolk	4	36	1,167	5	31	0	27	4	26	
Williamsburg	2	11	376	11	6	0	11	6	0	
Winchester	4	39	1,492	39	0	0	39	22	0	
Waynesboro	2	32	1,207	32	0	0	15	5	18	
CITY TOTALS	181	2,622	90,846	1,528	864	93	1,655	817	785	1,76
STATE TOTALS	772	6,401	226,065	3,278	3,208	308	3,444	2,020	1,951	4,40

TABLE LX (Continued)

9	10	11	12	13	14	15	16	17	18	19	20	21	22
Some Outside Help	Able to Present Music	Can Carry a Tune	Play the Piano	Play Some Instrument	Keyboard Instrument Available	Rhythm Bands	Harmonica Bands	Helps Recreation	Helps Physical Well-being	Helps Cooperation	Helps in Giving Emotional Outlet	Helps Other Teaching	Helps Discipline
3 0 1 5 15	76 0 16 26 0	82 0 16 58 13	41 0 5 24 4	0 0 2 1 0	69 0 0 16 23	11 3 1 4 0	1 0 0 1 0	69 0 17 49 18	63 0 17 33 7	55 0 0 0 13	68 0 17 49 13	59 0 0 6 11	56 0 0 0 10
4 0 14 25 5	4 6 0 4 33	44 0 10 24 34	14 2 15 15 26	3 0 9 0 0	1 0 14 4 22	8 1 0 4 0	1 1 0 1 0	35 0 14 4 14	35 0 0 4 7	0 18 14 4 12	18 0 14 4 0	18 0 14 4 0	18 0 14 4 5
121 5 60 216 31	36 32 14 101 44	159 42 139 359 67	60 15 48 144 42	5 1 7 12 4	93 47 51 110 56	7 2 3 8 3	0 0 1 1 1	112 0 65 348 68	74 32 44 136 47	87 0 58 198 56	88 0 64 323 44	65 0 61 207 56	77 0 36 204 42
39 -- 158 55 0	99 -- 97 153 0	96 -- 259 229 0	32 -- 119 96 10	1 -- 19 7 0	20 -- 99 136 0	10 -- 18 8 0	0 -- 5 10 0	115 -- 182 231 0	84 -- 181 223 0	57 -- 46 140 0	107 -- 230 174 0	75 -- 83 121 0	33 -- 86 139 0
25 4 6 22 5	0 26 0 0 18	30 35 11 39 32	11 12 5 20 14	1 5 1 0 2	17 14 6 39 32	2 3 2 3 6	0 0 1 0 0	28 34 5 39 0	25 20 0 39 0	25 28 5 39 30	25 20 5 39 0	25 36 5 39 0	25 36 5 39 0
817	785	1,758	774	80	879	107	24	1,447	1,071	885	1,302	890	811
2,020	1,951	4,409	2,107	264	2,704	335	92	3,773	2,751	2,561	3,208	2,308	2,329

TABLE LXI

VIRGINIA SURVEY OF SPECIAL MUSCI ACTIVITIES, EQUIPMENT, AND
METHOD OF FINANCING AS REPORTED BY THE PRINCIPALS OF
ELEMENTARY SCHOOLS HAVING MORE
THAN THREE TEACHERS

TABLE LXI

VIRGINIA SURVEY OF SPECIAL MUSIC ACTIVITIES, EQUIPMENT,
AS REPORTED BY THE PRINCIPALS OF ELEMENTARY SCHOOLS

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Music Teacher	Music Teacher and Room Teacher	Other Elementary Teacher	Private Music Teacher	Private and Room Teacher	School Board	School Board and Others	Community or School Organization	Private Individual	Private Fees
Accomac	12	72	2,479	4	7	4	4	2	4	2	1	1	
Albemarle	--	--	---	--	--	--	--	--	--	--	--	--	
Alleghany	10	81	3,513	1	2	3	0	0	4	1	3	0	
Amelia	1	8	338	0	0	0	0	0	0	0	0	0	
Amherst	8	40	1,705	2	1	4	2	0	4	0	0	0	
Appomattox	1	4	125	0	0	0	0	0	0	0	0	0	
Arlington	11	90	3,316	0	11	0	0	0	11	0	0	0	
Augusta	17	117	4,296	2	0	8	6	5	1	0	5	3	
Bath	4	23	796	0	0	1	0	1	2	0	1	0	
Bedford	8	54	2,108	0	1	2	1	2	1	0	1	2	
Bland	8	22	859	0	1	1	0	0	0	0	1	2	
Botetourt	6	39	1,540	1	2	2	1	1	1	0	3	1	
Brunswick	7	43	1,325	0	1	1	2	2	0	0	0	2	
Buchanan	--	--	---	--	--	--	--	--	--	--	--	--	
Buckingham	--	--	---	--	--	--	--	--	--	--	--	--	
Campbell	11	93	3,333	0	2	5	3	2	0	0	2	2	
Caroline	5	31	1,141	0	0	0	0	0	0	0	0	0	
Carroll	4	19	807	0	0	2	1	1	0	1	0	1	
Charles City	3	14	473	0	0	3	0	0	1	0	0	0	
Charlotte	5	23	838	0	1	2	1	0	1	0	0	1	
Chesterfield	14	109	3,738	0	0	9	5	0	1	0	1	4	
Clarke	2	16	579	0	0	1	0	0	0	0	0	0	
Craig	--	--	---	--	--	--	--	--	--	--	--	--	
Culpeper	8	50	1,241	0	2	2	1	1	1	0	0	1	
Cumberland	3	21	510	0	0	2	0	0	1	0	0	0	

TABLE LXI

ACTIVITIES, EQUIPMENT AND METHOD OF FINANCING
ELEMENTARY SCHOOLS HAVING MORE THAN THREE TEACHERS

	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1 of Financing															
Special Activity															
Equipment															
School Board and Others	2	1	1	5	1	6	7	45	8	83	14	0	11	5	11
Community or School Organization	0	3	0	0	0	0	0	0	5	192	11	0	5	1	5
Private Individual	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Pupil Fees	2	0	0	2	0	0	0	0	4	46	8	0	3	0	4
Orchestra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment in Orchestra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instrumental Class Lessons Available	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment in Instrumental Class Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private Lessons Available	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment in Private Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pianos	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Organs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Phonographs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Radios	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pitch Pipes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE LXI (Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Music Teacher	Music Teacher and Room Teacher	Other Elementary Teacher	Private Music Teacher	Private and Room Teacher	School Board	School Board and Others	Community or School Organization	Private Individual	
Dickenson	--	--	---	-	-	-	-	-	-	-	-	-	-
Dinwiddie	5	29	754	3	0	1	3	0	3	0	0	3	
Elizabeth City	5	54	2,050	0	3	2	0	0	6	1	0	1	
Essex	3	15	503	0	0	1	1	2	2	0	0	1	
Fairfax	15	111	3,641	1	1	13	1	0	3	1	3	2	
Fauquier	6	42	1,470	0	0	2	1	1	1	0	1	1	
Floyd	--	--	---	-	-	-	-	-	-	-	-	-	
Fluvanna	2	11	400	0	0	0	0	2	0	0	0	0	
Franklin	8	36	1,505	0	1	2	2	1	0	0	1	2	
Frederick	9	48	1,619	0	2	5	2	1	0	0	2	4	
Giles	9	65	2,132	0	4	2	3	2	6	0	1	0	
Gloucester	4	28	863	0	0	0	2	0	0	0	0	1	
Goochland	4	19	529	0	1	2	0	1	1	1	1	1	
Grayson	7	45	1,775	1	1	1	0	2	1	0	1	0	
Greene	1	6	210	0	0	0	0	0	0	0	0	0	
Greensville	5	38	1,755	0	1	5	1	0	2	0	1	1	
Halifax	12	66	2,375	0	1	4	2	2	1	0	0	0	
Hanover	6	40	1,562	0	0	0	0	2	0	0	0	1	
Henrico	18	135	4,100	1	18	2	1	6	13	0	0	0	
Henry	11	74	3,259	0	0	4	0	0	1	0	3	0	
Highland	3	13	439	0	0	1	0	0	0	0	0	0	
Isle of Wight	5	34	1,267	1	0	3	2	2	2	0	0	1	
James City	2	11	261	0	0	0	0	2	0	0	0	1	
King George	1	0	0	1	0	1	0	0	0	0	0	0	
King & Queen	5	20	712	0	0	2	0	3	3	0	0	0	
King William	2	11	270	0	0	1	1	0	1	0	0	0	
Lancaster	5	22	736	1	2	0	2	1	1	0	2	0	
Lee	2	11	400	0	0	0	2	0	0	0	0	1	
Loudoun	12	50	1,587	2	1	6	2	0	1	1	9	0	
Louisa	--	--	---	-	-	-	-	-	-	-	-	-	

TABLE LXI (Continued)

	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Method of Financing	Special Activity															
	Equipment															
School Board	1	3	6	3	3	1	1	1	1	1	1	1	1	1	1	1
School Board and Others	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Community or School Organization	1	0	0	0	3	1	1	1	1	1	1	1	1	1	1	1
Private Individual	1	3	1	1	2	1	1	1	1	1	1	1	1	1	1	1
Pupil Fees	1	3	0	2	5	3	1	2	3	3	3	3	3	3	3	3
Orchestra	1	1	1	0	6	1	1	0	0	0	0	0	0	0	0	0
Enrollment in Orchestra	1	12	10	0	65	10	1	0	0	0	0	0	0	0	0	0
Instrumental Class Lessons Available	1	1	0	0	3	0	1	0	0	1	1	1	1	1	1	1
Enrollment in Instrumental Class Lessons	1	30	0	0	41	0	1	0	0	0	0	0	0	0	0	0
Private Lessons Available	1	5	3	3	2	11	4	1	1	1	1	1	1	1	1	1
Enrollment in Private Lessons	1	41	122	16	165	35	12	32	77	80	4	10	56	0	0	0
Pianos	1	7	8	5	24	8	2	7	9	3	4	4	9	1	0	0
Organs	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Phonographs	1	3	15	4	25	4	4	4	11	9	0	4	6	0	0	0
Radios	1	1	3	9	14	5	1	1	0	4	1	0	0	1	0	0
Pitch Pipes	1	3	32	11	59	1	1	1	1	1	1	1	1	1	1	1

TABLE LXI (Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Music Teacher	Music Teacher and Room Teacher	Other Elementary Teacher	Private Music Teacher	Private and Room Teacher	School Board	School Board and Others	Community or School Organization	Private Individual	Pupil Fees
Lunenburg	2	8	210	0	0	0	0	0	0	0	0	0	0
Madison	3	13	467	0	0	1	1	1	0	1	1	0	0
Mathews	5	22	557	0	4	1	4	1	5	0	0	1	0
Mecklenburg	5	38	1,322	1	1	2	3	2	0	0	0	2	0
Middlesex	5	22	593	0	0	2	2	2	2	0	1	5	0
Montgomery	4	34	1,289	0	1	3	0	0	1	0	1	0	0
Nansemond	6	37	1,038	1	1	3	1	1	1	1	2	1	0
Nelson	--	--	---	--	--	--	--	--	--	--	--	--	--
New Kent	1	8	300	0	0	0	1	1	0	0	0	0	0
Norfolk	16	100	3,920	0	6	9	2	2	3	0	2	0	0
Northampton	8	44	1,198	1	1	4	3	3	4	2	1	4	0
Northumberland	6	31	1,035	0	1	1	2	0	2	0	2	2	0
Nottoway	4	44	1,682	0	0	2	2	3	0	1	0	2	0
Orange	3	43	1,253	0	0	3	1	1	1	1	0	2	0
Page	5	51	1,871	0	0	2	3	2	1	0	1	2	0
Patrick	1	4	110	0	0	1	0	0	0	0	0	0	0
Pittsylvania	10	104	4,542	1	2	1	3	0	0	0	1	2	0
Powhatan	--	--	---	--	--	--	--	--	--	--	--	--	--
Prince Edward	6	32	1,054	2	1	0	0	0	2	0	1	0	0
Prince George	8	47	1,480	1	2	3	1	3	1	2	0	1	0
Princess Anne	7	43	1,611	0	1	2	5	0	1	0	1	2	0
Prince William	6	35	1,291	0	0	5	1	1	1	0	2	0	0
Pulaski	5	45	2,052	0	0	3	2	3	0	1	0	1	0
Rappahannock	3	18	569	0	0	2	0	1	0	0	1	0	0
Richmond	2	13	508	1	0	1	0	0	1	0	1	1	0
Roanoke	23	162	6,314	2	8	14	1	2	5	4	4	4	1
Rockbridge	6	23	874	2	1	3	2	0	1	0	0	1	0
Rockingham	20	112	3,389	1	3	10	3	6	7	4	4	3	0
Russell	7	46	1,890	0	1	0	3	1	2	0	0	2	0
Scott	12	67	2,539	0	1	5	3	0	2	0	0	3	0

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TABLE LXI (Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Music Teacher	Music Teacher and Room Teacher	Other Elementary Teacher	Private Music Teacher	Private and Room Teacher	School Board	School Board and Others	Community or School Organization	Private Individual	Unlabeled
Shenandoah	6	47	1,479	1	6	0	0	0	0	6	0	0	
Smyth	1	1	---	1	1	1	1	1	1	1	1	1	
Southampton	13	61	2,009	0	2	6	5	1	0	2	1	2	
Spotsylvania	5	23	887	0	1	3	0	1	0	0	0	1	
Stafford	3	8	296	1	0	2	0	0	0	0	0	0	
Surry	3	14	360	0	1	0	1	1	0	0	1	0	
Sussex	5	23	792	1	1	2	1	3	2	1	0	2	
Tazewell	16	97	4,072	1	1	5	0	1	0	0	3	1	
Warren	2	19	695	1	0	1	0	0	1	0	0	0	
Warwick	4	32	1,015	0	3	1	0	0	3	0	0	0	
Washington	16	100	3,568	3	0	3	7	4	0	0	2	3	
Westmoreland	4	21	747	0	1	1	0	0	2	0	0	0	
Wise	2	30	1,141	1	0	0	1	0	0	0	0	1	
Wythe	5	35	1,495	0	0	1	3	1	0	0	0	1	
York	3	15	676	1	1	0	0	0	1	0	0	0	
COUNTY TOTALS	591	3,779	135,219	44	119	220	122	95	133	34	76	93	15

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TABLE LXI (Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Cities	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Music Teacher	Music Teacher and Room Teacher	Other Elementary Teacher	Private Music Teacher	Private and Room Teacher	School Board	School Board and Others	Community or School Organization	Private Individual	Pupil Fees
Alexandria	6	96	3,396	0	0	3	2	1	4	1	0	0	
Bristol	3	34	1,220	3	0	0	0	0	3	0	0	0	
Buena Vista	1	17	772	0	0	1	0	0	0	0	0	0	
Charlottesville	4	63	2,592	0	0	0	0	0	2	0	0	0	
Clifton Forge	1	23	687	0	1	0	0	0	1	0	0	0	
Danville	3	108	4,433	5	2	1	0	0	5	0	0	0	
Fredericksburg	2	24	899	0	0	0	0	0	2	0	0	0	
Hampton	3	33	1,077	0	2	2	0	0	1	0	0	0	
Harrisonburg	3	39	1,195	0	2	2	0	0	3	0	0	0	
Hopewell	4	42	1,302	0	0	0	0	0	4	0	0	0	
Lynchburg	18	148	5,453	0	17	5	0	0	18	0	0	0	
Martinsville	2	47	1,458	0	0	0	2	0	0	0	0	2	
Newport News	10	148	5,256	0	10	1	0	0	10	0	0	0	
Norfolk	33	474	16,203	4	27	6	1	0	27	0	0	0	
Petersburg	8	95	3,818	0	1	4	0	1	8	0	0	0	
Portsmouth	9	162	5,459	0	9	6	0	0	9	0	1	0	
Radford	--	--	---	-	-	-	-	-	-	-	-	-	
Richmond	36	636	20,885	8	27	8	2	0	34	1	0	0	
Roanoke	14	256	8,456	1	5	9	0	0	8	0	0	0	
South Norfolk	1	29	850	0	1	0	0	0	1	0	0	0	
Staunton	3	30	1,193	0	2	2	0	0	2	0	0	0	
Suffolk	4	36	1,167	0	1	2	0	0	1	0	0	0	
Williamsburg	2	11	376	1	1	0	0	0	1	1	0	0	
Winchester	4	39	1,492	1	3	0	0	0	4	0	0	0	
Waynesboro	2	32	1,207	0	0	2	0	0	2	0	0	0	
CITY TOTALS	181	2,622	90,846	23	111	54	7	2	150	3	1	2	1
STATE TOTALS	772	6,401	226,065	67	230	274	129	97	283	37	77	95	16

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TABLE LXII

VIRGINIA SURVEY OF MUSIC ACTIVITIES IN HIGH SCHOOLS
AS REPORTED BY THE HIGH SCHOOL PRINCIPALS

TABLE LXII

VIRGINIA SURVEY OF MUSIC ACTIVITIES IN HIGH SCHOOLS AS

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Place of									
	Schools	Teachers	Approximate Enrollment	Part of Regular Program	On Credit Basis	Regular Time Schedule	Harmony	Music Appreciation	History of Music	Theory of Music	General Music Course	Private Piano Lessons	Class Piano Lessons
Accomac	9	49	1,203	1	0	5	1	0	0	0	0	5	0
Albemarle	7	30	823	3	0	6	0	1	0	0	0	2	0
Alleghany	5	18	405	1	0	3	0	0	0	0	0	1	0
Amelia	2	14	432	0	0	0	0	0	0	0	0	0	0
Amherst	5	18	581	1	2	2	1	0	0	1	0	1	0
Appomattox	5	18	457	2	2	2	1	1	2	1	0	3	1
Arlington	1	75	2,520	1	0	1	0	1	0	0	1	0	0
Augusta	12	63	1,464	7	1	10	0	1	0	0	0	9	0
Bath	2	11	255	1	0	1	0	0	0	0	0	0	0
Bedford	6	33	800	1	0	3	1	0	0	0	0	2	0
Bland	4	13	277	0	0	0	0	0	0	0	0	1	0
Botetourt	4	19	501	2	2	2	0	0	1	0	1	1	0
Brunswick	4	20	542	2	0	2	0	1	0	0	0	3	0
Buchanan	3	17	342	1	0	3	0	0	0	0	0	1	0
Buckingham	-	---	---	-	-	-	-	-	-	-	-	-	-
Campbell	8	47	1,084	4	0	4	0	0	0	0	0	5	0
Caroline	5	20	363	1	0	1	0	0	0	0	0	0	0
Carroll	8	26	626	4	1	5	0	1	1	1	2	4	2
Charles City	2	9	203	2	0	1	0	0	0	0	0	1	0
Charlotte	8	31	671	6	0	6	0	1	0	0	0	4	0
Chesterfield	6	34	879	3	0	4	1	1	0	0	1	1	0
Clarke	3	14	274	0	0	0	0	0	0	0	0	2	0
Craig	-	---	---	-	-	-	-	-	-	-	-	-	-
Culpeper	7	24	483	2	0	2	0	0	0	0	0	0	0
Cumberland	4	17	282	2	0	2	0	0	0	0	0	2	0
Dickenson	4	24	620	3	0	4	0	0	0	0	0	2	0
Dinwiddie	6	26	591	6	0	6	2	1	0	0	1	5	2
Elizabeth City	3	45	1,391	2	2	2	0	0	0	0	1	0	0
Essex	4	15	245	3	1	2	0	0	0	0	0	3	0
Fairfax	4	45	910	4	2	3	0	1	0	0	1	1	0

IS IN HIGH SCHOOLS AS REPORTED BY THE HIGH SCHOOL PRINCIPALS

[illegible]

TABLE LXII(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Place of									
	Schools	Teachers	Approximate Enrollment	Part of Regular Program	On Credit Basis	Regular Time Schedule	Harmony	Music Appreciation	History of Music	Theory of Music	General Music Course	Private Piano Lessons	Class Piano Lessons
Fauquier	7	39	658	2	0	1	0	0	0	0	0	0	0
Floyd	3	14	355	1	0	1	0	0	0	0	0	2	0
Fluvanna	2	14	363	1	0	2	0	0	0	0	0	0	0
Franklin	8	25	650	3	1	4	3	1	1	1	0	3	0
Frederick	6	15	308	3	0	4	1	0	0	0	0	2	0
Giles	8	36	633	1	0	3	0	0	1	1	0	6	1
Gloucester	3	19	405	0	0	0	3	3	2	0	0	2	0
Goochland	-	--	---	-	-	-	-	-	-	-	-	-	-
Grayson	7	25	617	3	1	2	0	1	0	0	0	3	0
Greene	1	5	135	0	0	0	0	0	0	0	0	0	0
Greensville	3	18	540	2	0	2	0	0	0	0	0	1	0
Halifax	11	62	1,666	9	2	9	0	2	1	0	2	6	1
Hanover	6	30	685	0	0	2	0	0	0	0	0	0	0
Henrico	6	64	1,550	6	0	6	0	6	0	0	0	2	0
Henry	6	25	730	3	0	1	0	0	0	0	0	2	0
Highland	3	9	161	1	0	1	0	1	0	0	0	0	0
Isle of Wight	5	26	539	5	0	4	2	3	1	0	0	4	0
James City	1	6	96	0	0	0	0	0	0	0	0	1	0
King George	1	6	159	1	0	0	0	1	0	0	0	1	0
King & Queen	4	12	246	3	1	3	0	0	0	0	0	2	0
King William	3	14	299	1	0	1	0	1	0	0	0	1	0
Lancaster	4	15	428	1	0	4	0	0	0	0	0	3	0
Lee	8	25	614	5	0	4	0	0	0	0	0	5	0
Loudoun	6	28	612	3	1	5	1	4	1	0	0	1	0
Louisa	-	--	---	-	-	-	-	-	-	-	-	-	-
Lunenburg	4	23	694	2	0	2	0	1	0	0	0	3	0
Madison	2	11	247	0	0	1	0	0	0	0	0	2	0
Mathews	3	11	246	0	0	0	0	0	0	0	0	3	0
Mecklenburg	5	29	645	2	0	4	0	1	0	0	0	3	0
Middlesex	2	10	209	0	0	0	0	0	0	0	0	2	0

TABLE LXII(Continued).

	0	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Music Activities																		Pupil Participation	
History of Music	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	86	16
Theory of Music	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	77	26
General Music Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0
Private Piano Lessons	0	2	3	0	2	0	0	2	6	3	2	0	0	0	0	0	0	169	40
Class Piano Lessons	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	80	39
Private Instrumental Lessons	2	0	1	1	1	3	0	0	1	0	0	0	0	0	0	0	0	0	0
Class Instrumental Lessons	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operetta	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0
Glee Club	2	1	2	6	1	0	0	0	3	3	1	0	0	0	0	0	0	0	0
Chorus	1	0	1	2	1	0	0	0	4	3	1	0	0	0	0	0	0	0	0
Choir	1	0	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Band	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Orchestra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private Vocal Lessons	0	0	0	0	0	0	0	0	2	3	0	0	0	0	0	0	0	0	0
Class Vocal Lessons	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Assembly Singing	5	1	2	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Music Study Class	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
In Music Exclusive of Assembly Singing	86	77	16	169	80	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private Lessons	16	26	0	40	39	45	36	52	0	0	0	0	0	0	0	0	0	0	0

TABLE LXII(Contin

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Place of Music									
	Schools	Teachers	Approximate Enrollment	Part of Regular Program	On Credit Basis	Regular Time Schedule	Harmony	Music Appreciation	History of Music	Theory of Music	General Music Course	Private Piano Lessons	Class Piano Lessons
Montgomery	3	39	924	1	2	3	0	1	0	0	0	1	1
Nansemond	6	23	472	4	1	2	0	2	1	0	0	2	0
Nelson	-	-	-	-	-	-	-	-	-	-	-	-	-
New Kent	2	9	186	1	1	1	0	0	0	0	0	1	0
Norfolk	11	58	1,605	8	7	8	2	5	1	0	0	2	0
Northampton	7	44	805	5	0	4	1	2	0	0	0	5	0
Northumberland	5	23	581	1	0	2	0	0	0	0	0	3	1
Nottoway	4	31	716	2	0	3	0	2	0	0	1	3	0
Orange	2	9	273	2	0	2	0	2	0	0	0	2	0
Page	3	21	609	3	2	2	0	2	2	1	1	3	0
Patrick	5	18	353	1	0	1	1	1	0	0	1	1	0
Pittsylvania	7	50	1,351	3	0	3	1	1	0	0	0	4	0
Powhatan	-	-	-	-	-	-	-	-	-	-	-	-	-
Prince Edward	7	28	641	3	0	4	0	0	0	0	0	1	0
Prince George	4	19	316	2	1	1	0	2	0	0	0	2	0
Princess Anne	4	24	695	1	0	3	0	0	0	0	0	2	1
Prince William	4	25	562	3	0	3	1	1	0	0	0	1	0
Pulaski	4	21	691	3	0	3	0	1	0	0	0	3	0
Rappahannock	2	10	211	2	0	2	0	0	0	0	0	0	0
Richmond	2	8	177	1	0	1	0	1	0	0	0	2	1
Roanoke	6	72	2,005	5	1	5	0	3	0	0	1	2	0
Rockbridge	7	33	740	2	0	2	0	2	0	0	0	2	0
Rockingham	11	60	1,232	5	3	8	1	3	0	0	0	6	1
Russell	5	30	941	1	0	1	0	0	0	0	0	3	0
Scott	11	35	805	5	0	3	0	0	1	1	0	4	0
Shenandoah	11	80	846	6	4	7	0	2	1	0	2	2	0
Smyth	-	-	-	-	-	-	-	-	-	-	-	-	-
Southampton	9	43	936	5	1	5	1	2	1	1	0	7	0
Spotsylvania	5	17	342	3	1	3	0	1	0	0	1	1	0
Stafford	2	11	355	1	0	1	0	1	0	0	0	1	0

TABLE LXII (Continued)

	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	Music Activities																	Pupil Participation	
History of Music	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	158	20
Theory of Music	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	50	42
General Music Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	52	4
Private Piano Lessons	1	3	1	3	1	0	0	2	2	1	6	5	3	1	0	4	0	625	52
Class Piano Lessons	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	42
Private Instrumental Lessons	0	1	0	4	2	1	1	1	2	1	1	1	1	1	1	1	0	55	22
Class Instrumental Lessons	0	0	0	2	0	0	1	1	1	0	0	0	0	0	0	0	0	129	51
Operetta	0	2	1	2	2	0	1	0	0	0	0	0	0	0	0	0	0	38	14
Glee Club	2	2	1	2	2	2	1	2	2	2	1	2	2	2	1	2	0	126	19
Chorus	1	3	1	3	5	4	1	1	2	0	0	0	0	0	0	0	0	30	8
Choir	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	213	50
Band	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	125	6
Orchestra	0	0	0	6	1	0	1	1	0	0	1	1	0	0	0	0	0	55	20
Private Vocal Lessons	0	0	0	1	3	0	0	0	1	0	0	0	0	0	0	0	0	186	5
Class Vocal Lessons	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	215	64
Assembly Singing	4	5	1	2	9	6	4	3	2	2	3	3	3	3	3	3	0	180	5
Music Study Class	0	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	80	5
In Music Exclusive of Assembly Singing	158	50	---	52	625	140	55	129	38	126	30	213	125	55	186	215	180	43	14
Private Lessons	20	42	---	4	52	42	22	51	14	19	8	50	6	20	5	64	5	44	44
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	348	27
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	178	44
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	135	3
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	15

TABLE LXIIContin

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Schools	Teachers	Approximate Enrollment	Place of									
				Music									
				Part of Regular Program	On Credit Basis	Regular Time Schedule	Harmony	Music Appreciation	History of Music	Theory of Music	General Music Course	Private Piano Lessons	Class Piano Lessons
Surry	4	16	264	3	0	4	0	0	0	0	0	3	0
Sussex	6	22	400	6	1	5	2	3	2	2	0	5	0
Tazewell	3	21	635	2	0	1	0	0	0	0	0	1	0
Warren	1	16	409	1	1	1	0	0	0	0	1	0	0
Warwick	1	13	299	0	0	0	0	0	0	0	0	0	0
Washington	13	62	1,478	7	0	8	1	1	0	0	0	10	1
Westmoreland	4	18	260	2	0	2	1	0	0	0	0	2	0
Wise	2	20	536	1	0	2	0	0	0	0	0	2	0
Wythe	6	27	763	3	0	3	1	3	1	1	0	5	2
York	2	16	335	1	1	1	0	0	0	1	1	0	0
COUNTY TOTALS	462	2,463	58,443	228	46	258	30	79	21	12	19	213	15

TABLE LXI(Continued)

10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Music Activities																	Pupil Participation	
History of Music	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	23
Theory of Music	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	228	56
General Music Course	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	95	20
Private Piano Lessons	3	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	120	27
Class Piano Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private Instrumental Lessons	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	147	129
Class Instrumental Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	119	22
Operetta	0	2	1	0	0	0	0	1	3	0	1	3	0	1	3	0	80	32
Glee Club	3	5	1	1	0	0	0	4	2	2	3	1	0	0	0	0	124	32
Chorus	1	3	1	0	0	0	0	4	2	0	1	2	0	0	0	0	170	0
Choir	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0		
Band	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0		
Orchestra	1	0	0	1	0	0	0	1	0	2	0	0	0	0	0	0		
Private Vocal Lessons	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0		
Class Vocal Lessons	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0		
Assembly Singing	3	6	2	2	0	0	0	9	4	1	3	2	0	0	0	0		
Music Study Class	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
In Music Exclusive of Assembly Singing	140	228	95	120	0	0	0	147	119	80	124	170	0	0	0	0		
Private Lessons	23	56	20	27	0	0	0	129	22	32	32	0	0	0	0	0		
	21	12	19	213	15	87	33	66	221	142	27	37	39	35	24	332	20	12,712
																		2,408

TABLE LXII (Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Cities	Number of			Place of Music									
	Schools	Teachers	Approximate Enrollment	Part of Regular Program	On Credit Basis	Regular Time Schedule	Harmony	Music Appreciation	History of Music	Theory of Music	General Music Course	Private Piano Lessons	Class Piano Lessons
Alexandria	2	48	1,431	2	1	2	0	0	0	0	0	0	0
Bristol	1	28	717	1	1	1	0	0	0	0	0	1	0
Buena Vista	1	6	124	0	0	1	0	0	0	0	0	0	0
Charlottesville	2	33	1,092	1	0	1	0	0	0	0	0	1	0
Clifton Forge	1	16	468	0	0	0	0	0	0	0	0	0	0
Danville	3	69	1,963	3	1	1	0	0	0	0	1	0	0
Fredericksburg	2	19	428	0	0	1	1	0	0	0	0	0	0
Hampton	-	-	-	-	-	-	-	-	-	-	-	-	-
Harrisonburg	3	23	623	2	2	2	0	2	1	0	1	2	0
Hopewell	1	27	741	0	0	0	0	0	0	0	0	0	0
Lynchburg	3	86	2,759	3	3	3	1	1	0	1	0	0	0
Martinsville	1	14	308	0	0	0	0	0	0	0	0	1	0
Newport News	2	76	2,067	2	1	2	0	0	0	1	1	0	0
Norfolk	4	225	7,181	4	1	4	1	4	2	2	2	0	0
Petersburg	3	86	2,352	2	3	2	0	2	2	2	2	2	0
Portsmouth	2	77	2,336	1	1	1	0	0	0	0	0	0	0
Radford	-	-	-	-	-	-	-	-	-	-	-	-	-
Richmond	8	388	12,121	8	7	8	2	5	4	3	2	1	1
Roanoke	7	188	5,198	7	2	6	2	4	3	1	2	1	0
South Norfolk	1	15	493	1	1	1	0	1	1	1	0	0	0
Staunton	1	20	423	1	0	1	0	0	0	0	0	0	0
Suffolk	2	32	761	0	0	2	0	0	0	0	0	0	0
Williamsburg	2	15	343	2	0	2	0	1	0	0	0	1	0
Winchester	2	33	919	1	1	2	2	2	2	2	2	1	0
Waynesboro	2	14	393	1	0	0	0	0	0	0	0	0	0
CITY TOTALS	56	1,538	45,241	42	25	43	9	22	15	13	13	11	1
STATE TOTALS	518	4,001	103,684	270	71	301	39	101	36	25	32	224	16

TABLE LXII (Continued)

	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Music Activities																		Pupil Participation	
History of Music	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	149	7	
Theory of Music	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	50	
General Music Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	18	
Private Piano Lessons	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	68	0	
Class Piano Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Private Instrumental Lessons	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Class Instrumental Lessons	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Operetta	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Glee Club	2	1	0	2	1	3	0	1	2	0	0	0	0	0	0	0	0	0	0	
Chorus	1	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	
Choir	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Band	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	
Orchestra	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
Private Vocal Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Class Vocal Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Assembly Singing	1	1	1	2	1	2	2	1	3	1	5	1	2	4	2	0	0	0	0	
Music Study Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
In Music Exclusive of Assembly Singing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Private Lessons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

TABLE LXIII

VIRGINIA SURVEY OF MUSIC EQUIPMENT, METHOD OF PRESENTING AND
FINANCING MUSIC PROGRAM IN HIGH SCHOOLS AS
REPORTED BY THE HIGH SCHOOL PRINCIPALS

TABLE LXIII

VIRGINIA SURVEY OF MUSIC EQUIPMENT, METHOD OF PRESENTING AND FINANCING MUSIC
AS REPORTED BY THE HIGH SCHOOL PRINCIPAL

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Full Time Music Teacher	Elementary Teacher	Special Band or Orchestra Teacher	Other Faculty Member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher Paid by Board and Fees	Private Music Teacher Paid by Fees
Accomac	9	49	1,203	0	1	0	3	8	1	1	0	0	6
Albemarle	7	30	823	0	2	0	1	2	1	1	0	0	3
Alleghany	5	18	405	0	0	0	2	1	1	2	0	0	0
Amelia	2	14	432	0	0	0	0	0	0	0	0	0	0
Amherst	5	18	581	0	3	0	0	1	3	0	0	0	1
Appomattox	5	18	457	0	0	0	0	2	2	0	0	0	1
Arlington	1	75	2,520	1	0	1	0	0	1	0	0	0	0
Augusta	12	63	1,464	0	1	1	5	8	0	3	0	1	7
Bath	2	11	255	0	0	0	1	0	0	1	0	0	0
Bedford	6	33	800	0	1	0	3	2	0	0	0	2	0
Bland	4	13	277	0	0	0	0	2	0	0	0	0	1
Botetourt	4	19	501	0	1	0	1	0	1	0	0	0	0
Brunswick	4	20	542	0	1	0	3	4	0	1	0	4	0
Buchanan	3	17	342	0	1	0	1	2	1	0	1	0	1
Buckingham	-	--	---	-	-	-	-	-	-	-	-	-	-
Campbell	8	47	1,084	0	3	0	3	6	0	1	0	0	6
Caroline	5	20	363	0	0	0	1	0	0	1	0	0	0
Carroll	8	26	626	0	2	0	2	4	0	0	0	2	2
Charles City	2	9	203	0	0	0	2	1	0	0	0	0	1
Charlotte	8	31	671	0	2	0	5	5	0	0	0	0	4
Chesterfield	6	34	879	0	4	0	3	2	0	3	0	0	2
Clarke	3	14	274	0	0	1	1	3	1	0	0	1	1
Craig	-	--	---	-	-	-	-	-	-	-	-	-	-
Culpeper	7	24	483	0	2	1	1	1	0	0	0	0	1
Cumberland	4	17	282	0	2	0	1	0	0	0	1	0	1

TABULE
LXXIII

OD OF PRESENTING AND FINANCING MUSIC PROGRAM IN THE HIGH SCHOOLS.
TED BY THE HIGH SCHOOL PRINCIPALS

	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Section 1 of																
Other Faculty Member	31300	00513	01311	31313	00000	00000	00000	00000	00000	00000	11963	00000	03000	35411	45020	92010
Private Music Teacher	33210	20802	20421	60415	00000	00000	00000	00000	00000	00000	45526	00005	03000	30314	03004	04013
Music Teacher Paid by School Board	11113	01000	01011	00000	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Other Teachers Paid by School Board	11200	00310	00101	11000	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Music Teacher Paid by School Board and Others	00000	00000	00001	00000	00000	00000	00000	00000	00000	00000	00000	00000	00000	00000	00000	00010
Private Music Teacher Paid by Board and Fees	00000	00102	00401	00300	00000	00000	00000	00000	00000	00000	00000	00000	00000	00000	00000	00010
Private Music Teacher Paid by Fees	30001	10700	10011	60214	00000	00000	00000	00000	00000	00000	11963	00000	03000	30314	00000	00010
Band or Orchestra Leader Paid by School Board	00000	01000	00001	01100	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Band or Orchestra Leader Paid From Other Sources	00000	00000	00001	00200	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Music Teacher Paid From Federal Funds	00000	00000	01001	00100	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Pianos	11963	45526	16224	92836	00000	00000	00000	00000	00000	00000	11963	00000	03000	30314	00000	00010
Organs	00000	00005	00001	00000	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Band and Orchestra Instruments	03000	03000 ³⁵	00004	00000	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Assembly Song Books	35411	30314	24221	42014	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Radios	45020	03004	03021	20211	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010
Phonographs	92010	04013	06011	80123	00000	00000	00000	00000	00000	00000	00000	00000	03000	00000	00000	00010

TABLE LXII(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Full Time Music Teacher	Elementary Teacher	Special Band or Orchestra Teacher	Other Faculty Member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher Paid by Board and Fees	Private Music Teacher Paid by Fees
Dickenson	4	24	620	1	1	0	1	1	1	2	0	1	0
Dinwiddie	6	26	591	2	1	0	1	2	1	0	3	1	2
Elizabeth City	3	45	1,391	1	0	2	0	0	2	0	0	0	0
Essex	4	15	245	0	0	0	2	3	0	1	0	0	1
Fairfax	4	45	910	0	1	0	3	1	2	1	0	0	0
Fauquier	7	39	658	0	1	1	1	1	0	0	0	0	4
Floyd	3	14	355	0	0	0	1	1	0	1	0	0	1
Fluvanna	2	14	363	0	0	0	0	1	1	0	0	0	1
Franklin	8	25	650	0	0	0	2	4	0	0	0	0	3
Frederick	6	15	308	0	1	0	1	4	0	0	0	0	1
Giles	8	36	633	0	1	0	1	5	0	0	1	4	3
Gloucester	3	19	405	0	0	0	0	2	0	0	0	0	2
Goochland	-	--	---	-	-	-	-	-	-	-	-	-	-
Grayson	7	25	617	1	1	0	1	5	1	0	0	1	4
Greene	1	5	135	0	0	0	0	0	0	0	0	0	0
Greensville	3	18	540	0	1	0	2	1	1	0	0	0	2
Halifax	11	62	1,666	0	2	0	6	7	0	3	0	0	7
Hanover	6	30	685	0	1	0	2	1	0	0	0	0	0
Henrico	6	64	1,550	0	0	0	6	1	1	0	0	2	0
Henry	6	25	730	0	1	1	1	1	0	1	0	0	0
Highland	3	9	161	0	0	0	1	0	1	0	0	0	1
Isle of Wight	5	26	539	0	3	0	1	3	0	0	0	0	2
James City	1	6	96	0	0	1	0	1	0	0	0	0	1
King George	1	6	159	0	0	0	0	1	0	0	0	0	1
King & Queen	4	12	246	0	2	0	1	2	0	0	0	0	2
King William	3	14	299	0	0	0	1	1	0	2	0	0	1
Lancaster	4	15	428	0	0	0	0	4	0	0	0	0	4
Lee	8	25	614	1	0	0	0	4	0	0	0	0	4
Loudoun	6	28	612	0	2	1	3	3	0	1	0	0	2
Louisa	-	--	---	-	-	-	-	-	-	-	-	-	-

TABLE LIII (Continued)

8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Method of Financing		Equipment Owned by Schools													
Other Faculty member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher Paid by Board and Fees	Private Music Teacher Paid by Fees	Band or Orchestra Leader Paid by School Board	Band or Orchestra Leader Paid From Other Sources	Music Teacher Paid From Federal Funds	Pianos	Organs	Band and Orchestra Instruments	Assembly Song Books	Radios	Phonographs
1 1 0 2 3	1 2 0 3 1	1 1 2 0 2	2 0 0 1 1	0 3 0 0 0	1 1 0 0 0	0 2 0 1 0	0 0 1 2 1	0 0 0 0 0	0 0 0 1 0	5 6 8 6 4	0 0 0 0 0	1 0 0 25 0	4 1 3 3 2	0 1 4 3 5	0 2 3 3 4 6
1 1 0 2 1	1 1 1 4 4	0 0 1 0 0	0 1 0 0 0	0 0 0 0 0	0 0 0 0 0	4 1 1 3 1	4 0 0 0 4	1 0 0 0 0	0 0 0 0 0	5 1 0 6 6	0 0 0 0 0	0 0 0 0 0	4 1 0 5 4	2 0 0 0 1	2 0 0 1 5
1 0 1 1 0	5 2 1 5 0	0 0 1 1 0	0 0 1 0 0	1 0 1 0 0	4 0 1 1 0	3 2 1 4 0	0 0 1 0 0	0 0 1 0 0	0 0 1 0 0	11 3 1 6 1	0 0 1 0 0	1 0 1 0 0	6 0 1 3 0	2 0 1 2 0	4 0 1 3 0
2 6 2 6 1	1 7 1 1 1	1 0 0 1 0	0 3 0 0 1	0 0 0 0 0	0 0 0 2 0	2 7 0 0 0	1 0 0 0 0	0 0 0 1 0	0 0 0 0 0	5 7 5 6 7	0 0 0 0 0	0 0 0 0 0	2 5 3 6 5	0 4 0 6 0	2 1 0 0 2
1 1 0 0 1	0 3 1 1 2	1 0 0 0 0	0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	1 2 1 1 2	0 0 0 0 0	0 0 1 0 0	0 0 0 0 0	2 7 2 1 4	0 0 0 0 0	0 0 3 0 2	1 4 1 1 4	1 4 0 1 1	1 1 1 1 3
1 0 0 3 1	1 4 4 3 1	0 0 0 0 1	2 0 0 1 1	0 0 0 0 1	0 0 0 0 1	1 4 4 2 1	0 0 0 0 1	0 0 0 2 1	0 0 0 0 1	2 5 8 4 1	0 0 0 0 1	0 0 0 0 1	2 3 6 4 1	0 0 2 4 1	1 4 1 1 1

TABLE LXIII(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Fine				
	Schools	Teachers	Approximate Enrollment	Full Time Music Teacher	Elementary Teacher	Special Band or Orchestra Teacher	Other Faculty Member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher Paid by Board and Fees	Private Music Teacher Paid by Fees
Lunenburg	4	23	694	1	0	0	0	3	0	0	0	0	3
Madison	2	11	247	0	1	1	1	2	0	0	0	0	1
Mathews	3	11	246	0	0	0	0	2	0	0	0	0	3
Mecklenburg	5	29	645	1	0	0	3	3	1	0	0	0	3
Middlesex	2	10	209	0	0	0	1	1	0	0	0	0	2
Montgomery	5	39	924	0	1	0	2	1	1	0	0	0	2
Nansemond	6	23	472	1	1	0	1	2	0	1	1	1	0
Nelson	-	-	---	-	-	-	-	-	-	-	-	-	-
New Kent	2	9	186	0	0	0	1	1	0	1	0	0	1
Norfolk	11	53	1,605	0	2	5	6	4	2	0	0	0	4
Northampton	7	44	805	0	1	0	5	6	0	3	0	0	5
Northumberland	5	23	581	0	1	0	0	2	0	0	0	0	2
Nottoway	4	31	716	0	1	0	2	2	0	2	0	0	2
Orange	2	9	273	0	0	1	0	2	0	0	0	0	2
Page	3	21	609	1	0	0	0	2	0	1	0	3	1
Patrick	5	18	333	1	1	0	0	1	0	0	0	0	2
Pittsylvania	7	50	1,351	0	0	0	1	4	0	1	0	0	3
Powhatan	-	-	---	-	-	-	-	-	-	-	-	-	-
Prince Edward	7	28	641	1	1	0	1	3	0	2	0	0	1
Prince George	4	19	316	0	1	0	1	2	0	1	0	0	2
Princess Anne	4	24	695	0	2	2	0	3	0	0	0	0	2
Prince William	4	25	562	0	1	1	3	2	0	1	0	0	2
Pulaski	4	21	691	0	0	2	1	3	0	0	0	0	1
Rappahannock	2	10	211	0	0	1	2	1	0	1	0	0	2
Richmond	2	8	177	0	2	0	0	2	0	0	0	0	2
Roanoke	6	72	2,005	2	0	3	1	1	3	0	0	0	2
Rockbridge	7	33	740	0	1	0	0	1	0	0	0	0	3
Rockingham	11	60	1,232	1	4	5	4	7	1	1	1	1	6
Russell	5	30	941	0	0	0	0	3	0	0	0	0	4
Scott	11	35	805	0	1	0	0	5	0	0	0	0	5

TABLE XIII (Continued)

8	9	10	11	12	13	14	15	16	17	18	19	20	21	23	23
tion		Method of Financing										Equipment Owned by Schools			
Other Faculty Member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher Paid by Board and Fees	Private Music Teacher Paid by Fees	Band or Orchestra Leader Paid by School Board	Band or Orchestra Leader Paid From Other Sources	Music Teacher Paid From Federal Funds	Pianos	Organs	Band and Orchestra Instruments	Assembly Song Books	Radios	Phonographs
0 1 0 3 1	3 3 3 3 1	0 0 0 1 0	0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	3 1 3 1 3	0 0 0 0 0	0 1 0 0 0	0 0 0 0 0	5 2 0 5 1	0 0 0 0 0	0 0 0 0 0	3 2 0 3 1	1 0 0 0 1	0 0 0 0 1
2 1 1 1 6	1 2 1 1 4	1 0 1 0 2	0 1 1 1 0	0 1 1 0 0	0 1 1 0 0	4 1 1 4	0 0 1 0 5	0 0 1 0 0	0 0 1 0 0	5 5 1 3 11	0 0 1 0 0	0 0 1 0 5	5 3 1 3 6	9 1 1 1 5	3 8 1 3 12
5 0 2 0 0	6 2 2 2 2	0 0 0 0 0	5 0 2 0 1	0 0 0 0 0	0 0 0 0 3	5 2 2 2 1	0 0 0 0 0	0 0 0 1 0	0 0 0 0 0	10 3 4 4 7	0 0 0 0 0	0 0 3 0 0	6 2 2 5 2	3 2 2 1 1	9 2 2 3 3
0 1 1 1 1	1 4 1 3 2	0 0 1 0 0	0 1 1 2 1	0 0 1 0 0	0 0 1 0 0	2 3 1 3 2	0 0 1 0 0	1 0 1 0 0	0 0 1 0 0	4 7 1 7 5	0 0 1 0 0	0 5 1 0 0	4 5 1 4 3	1 3 1 0 0	0 2 1 1 1
0 3 1 2 0	3 2 3 1 2	0 0 0 0 0	0 1 0 1 0	0 0 0 0 0	0 0 0 0 0	2 2 1 2 2	1 0 0 0 0	2 1 0 0 0	0 0 0 0 0	6 5 3 3 3	0 0 0 0 0	2 1 0 0 0	3 4 2 2 2	0 3 3 0 1	1 6 4 1 6
1 0 4 0 0	1 1 7 5 5	3 0 1 0 0	0 0 1 0 0	0 0 1 0 0	0 0 1 0 0	2 3 6 3 5	0 0 0 0 0	3 0 3 0 0	0 0 2 0 0	7 8 5 13 13	0 0 0 0 0	8 0 0 0 0	4 6 9 2 0	1 1 2 0 0	9 1 1 23 0

TABLE LXIII(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Counties	Number of			Method of Presentation					Method of Finance				
	Schools	Teachers	Approximate Enrollment	Full Time Music Teacher	Elementary Teacher	Special Band or Orchestra Teacher	Other Faculty Member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher paid by Board and Fees	Private Music Teacher paid by Fees
Shenandoah	11	80	846	5	1	5	4	3	2	0	6	0	3
Smyth	-	--	---	-	-	-	-	-	-	-	-	-	-
Southampton	9	43	936	0	2	0	1	6	0	1	0	0	3
Spotsylvania	5	17	342	0	2	0	2	0	1	0	0	0	0
Stafford	2	11	355	0	1	0	0	1	0	0	0	0	1
Surry	4	16	264	0	1	1	0	2	0	0	0	0	2
Sussex	6	22	400	1	1	1	1	4	1	1	2	3	2
Tazewell	3	21	635	0	0	0	1	1	0	0	0	0	1
Warren	1	16	409	1	0	1	0	0	1	0	0	0	0
Warwick	1	13	299	0	0	0	0	0	0	0	0	0	0
Washington	13	62	1,478	1	1	1	3	10	0	2	0	1	9
Westmoreland	4	18	260	0	1	0	1	2	0	0	0	0	2
Wise	2	20	536	0	0	0	0	2	0	0	0	0	2
Wythe	6	27	763	0	0	0	2	5	0	0	0	0	5
York	2	16	335	1	1	0	1	0	1	0	0	0	0
COUNTY TOTALS	462	2,463	58,443	25	78	40	129	221	37	45	16	28	190

TABLE IXII (Continued)

Station	Method of Financing	Equipment Owned by Schools														
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Orchestra Teacher	Other Faculty Member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher Paid by Board and Fees	Private Music Teacher Paid by Fees	Band or Orchestra Leader Paid by School Board	Band or Orchestra Leader Paid from Other Sources	Music Teacher Paid From Federal Funds	Pianos	Organs	Band and Orchestra Instruments	Assembly Song Books	Radios	Phonographs
4	3	2	0	6	0	3	3	4	0	0	10	1	0	7	1	3
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
129	221	37	45	16	28	190	29	23	8	474	7	142	283	136	237	

TABLE LXIII(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Cities	Number of			Method of Presentation					Method of Financing				
	Schools	Teachers	Approximate Enrollment	Full Time Music Teacher	Elementary Teacher	Special Band or Orchestra Teacher	Other Faculty Member	Private Music Teacher	Music Teacher Paid by School Board	Other Teachers Paid by School Board	Music Teacher Paid by School Board and Others	Private Music Teacher Paid by Board and Fees	Private Music Teacher paid by Fees
Alexandria	2	48	1,431	0	0	1	2	0	0	1	0	0	0
Bristol	1	28	717	1	0	1	0	1	1	0	0	0	1
Buena Vista	1	6	124	0	0	0	0	0	0	0	0	0	0
Charlottesville	2	33	1,092	0	0	0	1	1	0	1	0	0	0
Clifton Forge	1	16	468	0	0	0	0	0	0	0	0	0	0
Danville	3	69	1,963	1	0	0	2	0	2	1	0	0	0
Fredericksburg	2	19	428	0	0	1	2	0	1	0	0	0	0
Hampton	-	--	---	-	-	-	-	-	-	-	-	-	-
Harrisonburg	3	23	623	1	1	0	1	0	1	1	0	0	2
Hopewell	1	27	741	0	0	0	0	0	0	0	0	0	0
Lynchburg	3	86	2,759	2	0	2	0	0	3	0	0	0	0
Martinsville	1	14	308	0	0	0	0	1	0	0	0	0	1
Newport News	2	76	2,067	1	0	0	1	0	1	1	0	0	0
Norfolk	4	225	7,181	3	0	4	1	0	4	0	0	0	0
Petersburg	3	86	2,352	2	0	0	0	1	2	0	0	0	1
Portsmouth	2	77	2,336	0	0	1	1	0	1	0	0	0	1
Radford	-	--	---	-	-	-	-	-	-	-	-	-	-
Richmond	8	338	12,121	8	0	7	0	0	8	2	0	0	0
Roanoke	7	188	5,198	4	0	4	2	0	5	2	0	0	1
South Norfolk	1	15	493	1	0	0	0	0	1	0	0	0	0
Staunton	1	20	423	1	0	0	0	0	1	0	0	0	0
Suffolk	2	32	761	0	1	1	1	0	1	1	0	0	0
Williamsburg	2	15	343	1	1	1	0	0	1	0	0	1	1
Winchester	2	33	919	1	0	1	1	1	2	0	0	0	2
Waynesboro	2	14	393	0	1	0	2	0	0	2	0	0	0
CITY TOTALS	56	1,538	45,241	27	4	24	17	5	35	12	0	1	10
STATE TOTALS	518	4,001	103,684	52	82	64	146	226	72	57	16	29	200

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TABLE LXIV

VIRGINIA SURVEY OF COMMUNITY MUSICAL ACTIVITIES AVAILABLE
FOR PUPILS AFTER LEAVING HIGH SCHOOL

TABLE LXIV

VIRGINIA SURVEY OF COMMUNITY MUSICAL ACTIVITIES AVAILABLE FOR PUPILS
AFTER LEAVING HIGH SCHOOL

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Counties	Church Choirs	Church or Sunday School Orchestras	Band	Orchestra	Glee Club	Choral Society	Community Sings	Drum and Bugle Corps	Concerts	Music Clubs	Service Clubs	Music Festivals	Adult Music Classes	Other Music (Operettas, Minstrel Shows, etc.)
Accomac	9	1	1	0	0	0	0	3	2	0	0	0	0	5
Albemarle	6	3	0	0	0	2	2	0	0	0	0	2	0	2
Alleghany	3	0	0	1	2	1	1	1	0	0	1	2	0	0
Anelia	2	0	0	0	0	0	0	0	1	0	0	0	0	1
Amherst	2	0	0	0	0	1	2	0	0	0	0	0	0	2
Appomattox	1	0	0	0	1	1	1	0	0	0	0	1	0	2
Arlington	1	1	1	0	0	0	1	0	0	0	0	0	0	1
Augusta	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Bath	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Bedford	5	0	1	0	0	0	1	0	1	0	1	0	0	2
Bland	2	0	0	0	0	0	2	0	0	0	0	0	1	1
Botetourt	2	0	1	0	0	1	2	1	0	2	0	0	0	0
Brunswick	2	0	0	1	0	0	0	1	0	0	0	1	0	2
Buchanan	1	0	1	1	1	0	1	1	0	0	0	0	0	0
Buckingham	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Campbell	6	1	0	1	0	0	0	2	2	0	0	0	0	4
Caroline	2	0	0	0	0	0	0	0	0	0	0	0	0	1
Carroll	7	0	0	0	0	0	0	5	0	0	0	1	1	3
Charles City	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Charlotte	5	0	0	0	0	0	2	0	1	0	0	0	1	1
Chesterfield	3	0	0	0	0	0	1	0	2	0	0	0	0	2
Clarke	2	1	0	0	0	0	1	0	0	0	0	0	0	1
Craig	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Culpeper	2	0	1	0	0	0	0	0	0	0	0	0	0	1
Cumberland	2	0	0	0	0	0	0	0	0	0	0	0	0	1
Dickenson	5	0	0	0	0	0	0	0	0	0	0	0	0	1
Dinwiddie	4	0	0	0	1	0	1	0	0	0	1	0	0	4
Elizabeth City	3	1	1	0	2	1	0	3	0	0	0	0	0	3
Essex	4	0	0	0	0	0	2	0	0	1	0	0	0	3
Fairfax	4	0	0	0	0	0	1	0	0	1	0	0	0	0

TABLE LXIV(Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Counties	Church Choirs	Church or Sunday School Orchestras	Band	Orchestra	Glee Club	Choral Society	Community Sings	Drum and Bugle Corps	Concerts	Music Clubs	Service Clubs	Music Festivals	Adult Music Classes	Other Music (Operettas, Minstrel Shows, etc.)
Fauquier	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Floyd	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Fluvanna	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Franklin	5	3	2	0	1	0	0	1	0	0	0	0	0	1
Frederick	4	2	0	0	0	0	1	0	1	0	0	1	0	2
Giles	2	0	0	0	1	0	2	1	0	0	1	0	0	5
Gloucester	3	0	0	0	0	0	1	0	0	0	0	0	0	1
Goochland	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grayson	4	0	0	1	0	1	1	1	0	2	1	0	2	3
Greene	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Greensville	3	0	1	0	0	0	0	0	0	1	0	0	1	1
Halifax	4	0	0	1	0	0	1	1	0	0	0	0	0	1
Hanover	4	0	0	0	0	0	0	0	0	0	4	1	0	3
Henrico	6	3	1	1	4	4	0	1	2	1	0	0	0	6
Henry	6	0	1	0	0	0	1	0	1	0	1	0	0	2
Highland	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Isle of Wight	5	0	0	0	0	0	3	0	2	0	2	0	0	4
James City	1	1	1	1	0	0	0	0	0	0	0	0	1	1
King George	1	0	0	0	0	0	1	0	0	0	0	0	0	1
King & Queen	4	0	0	0	0	0	1	0	0	0	0	0	0	3
King William	2	1	1	1	1	1	1	1	1	1	0	0	1	0
Lancaster	3	0	0	0	0	0	1	0	1	2	0	0	1	3
Lee	5	0	0	0	0	0	5	0	0	0	0	0	1	4
Loudoun	3	0	0	0	0	0	1	0	0	0	1	0	0	0
Louisa	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Lunenburg	3	1	0	0	0	0	1	0	0	1	2	0	0	0
Madison	2	0	0	1	0	0	2	0	0	0	0	0	0	2
Mathews	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mecklenburg	2	0	0	0	1	1	0	0	0	0	0	1	0	0
Middlesex	1	0	0	0	0	0	0	0	0	0	0	0	0	0

XIV (Continued)

[illegible]

TABLE LXIV (Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Counties	Church Choirs	Church or Sunday School Orchestras	Band	Orchestra	Glee Club	Choral Society	Community Sings	Drum and Bugle Corps	Concerts	Music Clubs	Service Clubs	Music Festivals	Adult Music Classes	Other Music (Operettas, Minstrel Shows, etc.)
Surry	3	0	0	0	0	0	3	0	0	1	2	0	0	3
Sussex	3	0	0	0	0	1	1	0	0	1	0	1	0	4
Tazewell	2	0	1	0	0	0	1	1	0	1	1	0	0	2
Warren	1	0	1	0	1	0	0	0	1	0	0	0	0	1
Warwick	1	1	1	0	0	1	1	0	0	0	0	0	1	1
Washington	11	0	0	0	0	1	1	0	0	0	0	3	0	3
Westmoreland	3	0	0	0	0	0	3	0	0	0	0	0	0	2
Wise	2	0	1	0	0	0	0	0	0	1	0	0	0	1
Wythe	3	0	0	0	0	0	1	0	0	1	0	0	1	2
York	2	0	0	0	1	0	2	0	0	1	1	1	0	1
COUNTY TOTALS	350	29	35	23	35	25	98	31	33	39	28	27	17	158

TABLE LXIV (Continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cities	Church Choirs	Church or Sunday School Orchestra	Band	Orchestra	Glee Club	Choral Society	Community Sings	Drum and Bugle Corps	Concerts	Music Clubs	Service Clubs	Music Festivals	Adult Music Classes	Other Music (Operettas, Minstrel Shows, etc.)
Alexandria	1	0	1	1	0	1	1	1	1	1	1	0	1	1
Bristol	1	1	0	0	0	1	0	1	1	1	0	0	0	1
Buena Vista	1	0	0	0	0	0	1	0	0	1	1	0	1	1
Charlottesville	1	0	0	1	1	0	1	0	0	0	0	1	0	0
Clifton Forge	1	0	0	0	0	0	1	1	0	0	0	0	0	1
Danville	2	0	0	0	0	1	1	2	1	2	1	0	0	0
Fredericksburg	1	1	0	1	0	0	0	0	0	0	1	0	1	0
Hampton	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Harrisonburg	3	2	2	3	0	0	2	1	1	1	0	1	1	2
Hopewell	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lynchburg	2	2	2	2	1	2	1	2	2	2	1	1	0	1
Martinsville	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Newport News	2	1	0	0	2	2	0	1	0	0	1	0	0	1
Norfolk	3	3	2	3	0	0	0	3	3	3	1	1	1	3
Petersburg	3	2	3	2	1	1	1	1	2	2	1	1	0	2
Portsmouth	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Radford	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Richmond	6	6	3	5	3	3	2	5	5	5	1	5	1	5
Roanoke	6	2	5	5	1	1	3	4	3	5	2	3	1	4
South Norfolk	1	0	0	1	0	0	0	1	0	0	0	0	0	1
Staunton	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Suffolk	1	1	0	0	0	0	0	0	0	0	1	0	0	0
Williamsburg	2	0	1	1	0	1	1	0	0	0	0	0	0	1
Winchester	2	2	1	0	1	1	0	0	2	2	1	0	0	2
Waynesboro	1	1	1	0	0	0	1	0	1	1	0	0	1	1
CITY TOTALS	40	24	21	25	10	14	16	23	22	26	13	13	8	27
STATE TOTALS	370	53	54	48	45	39	114	54	55	65	41	40	25	185

INFORMATION BLANKS

COMMONWEALTH OF VIRGINIA
State Board of Education
Richmond

REPORT OF PRESENT STATUS OF MUSIC EDUCATION IN PUBLIC SCHOOLS OF VIRGINIA

Report of Division Superintendent

Name of Superintendent _____ Post Office _____

City or County _____ Date _____

How many full time teachers of music receive pay from public
funds? _____

How many part time music teachers receive pay from public funds? _____

Do you purchase most of the music equipment, such as pianos and phono-
graphs from public funds? _____

COMMONWEALTH OF VIRGINIA
State Board of Education
Richmond

REPORT OF PRESENT STATUS OF MUSIC EDUCATION IN PUBLIC SCHOOLS OF VIRGINIA

One, Two, and Three Teacher School

Name of Superintendent or Supervisor Reporting _____ Date _____
City or _____
County _____ Post Office _____ Race _____
No. of Teachers in 1, 2, 3 Room Schools _____ No. of schools _____ Approx. Enrollment _____

I. How many teachers in these schools:

- ☐ Carry on a planned music program
- ☐ Have some music in their rooms
- ☐ Never use music in any form in their teaching
- ☐ Have a regular music period
- ☐ Have some outside help with the music work
- ☐ Can carry a tune
- ☐ Play the piano
- ☐ Play some instrument
- ☐ Have a piano or organ available for use with their pupils
- ☐ Have rhythm bands in their rooms
- ☐ Have harmonica bands
- ☐ Have music study available for their pupils in their communities (piano, etc.)
- ☐ Find music helpful in:
 - ☐ Giving children recreation in their rooms
 - ☐ Bringing about the physical well being of their pupils
 - ☐ Bringing about better cooperation among pupils
 - ☐ Giving children satisfactory emotional expression
 - ☐ Making more vivid other teaching in their rooms
 - ☐ Securing better discipline

II. Equipment:

☐ No. of pianos in these schools	☐ No. of radios
☐ No. of organs	☐ No. of pitch pipes
☐ No. of phonographs	☐ Approximate No. of music books available for these schools

List the books in use for teaching song literature to pupils _____

REPORT OF PRESENT STATUS OF MUSIC EDUCATION IN PUBLIC SCHOOLS
OF VIRGINIA

ELEMENTARY SCHOOL

Name of School _____ Name of Principal _____

City or _____

County _____ Post Office _____ Race _____

Number of Elementary Teachers _____ Elementary Enrollment _____ Date _____

I. Check (☒) in blank to the left correct answers to the following questions where possible:

The music is taught by:

☐ Music teacher

☐ Music teacher or music supervisor and room teacher

☐ Room teacher assisting with music work in situation other than her own room

☐ Private music teacher

☐ Private music teacher and room teacher

Other arrangements for music teaching _____

Who pays for music work being carried on in your school?

☐ School Board

☐ School Board and outside organizations or pupil fees

☐ Community or school organizations

☐ Private individual

☐ Fees from pupils

How many of the following music activities are being carried on in your school?

☐ Rhythm bands

☐ Orchestra

☐ How many enrolled in orchestra?

☐ Harmonica groups

☐ Class lessons in instruments

☐ Enrollment

☐ Approximate number of pupils studying music privately

II. How many teachers:

☐ Carry on a planned music program in their rooms

☐ Have some music in their rooms

☐ Use no music in their rooms

☐ Have a regular music period

☐ Have some help with their room music by another teacher or supervisor

Find music helpful in:

☐ Giving children recreation

☐ Bringing about the physical well being of their pupils

☐ Giving children satisfactory emotional experience

☐ Present their own music entirely

☐ Can carry a tune

☐ Play the piano

☐ Play other musical instruments

☐ Have piano or organ available for their pupils

☐ Making more vivid other teaching

☐ Securing better discipline

☐ Bringing about better cooperation among pupils

III. Equipment:

☐ Number of pianos in your school

☐ Number of organs in your school

☐ Number of phonographs in your school

☐ Other musical instruments _____

☐ Number of radios in your school

☐ Number of pitch pipes in your school

What music books are in use in your school? _____

☐ Yes ☐ No Do these books belong to your school?

☐ Yes ☐ No Do these books belong to individual pupils?

☐ Yes ☐ No Do pupils buy music books at the beginning of the year just as they buy other school books?

STATE BOARD OF EDUCATION

RICHMOND

REPORT OF PRESENT STATUS OF MUSIC EDUCATION IN PUBLIC SCHOOLS
OF VIRGINIA

HIGH SCHOOL

*Name of School _____ Name of Principal _____

City or _____

County _____ Post Office _____ Race _____

Number of High School Teachers _____ High School Enrollment _____ Date _____

I. Check (✓) in blank to the left correct answers to the following questions where possible:

☐ Yes ☐ No Do you offer music in any form as a part of your regular program of instruction?☐ Yes ☐ No Do you give high school credit for any music work in your school?

Check music work offered and double check work receiving high school credit.

☐ Harmony☐ Operetta☐ Music Appreciation☐ Glee Club☐ History of Music☐ Chorus☐ Theory of Music☐ Choir☐ General Music Course☐ Band☐ Private piano lessons☐ Orchestra☐ Class piano lessons☐ Private vocal lessons☐ Private instrumental lessons☐ Class vocal lessons☐ Class instrumental lessons☐ Assembly singing☐ Music study club

Other music work you offer _____

☐ Approximately how many high school pupils are taking advantage of the music work being offered, exclusive of assembly singing?☐ How many pupils taking private music lessons offered in your school?☐ Yes ☐ No Do you have a regular time schedule for music work?

Music is taught by:

☐ Full time music teachers☐ Other faculty members☐ Elementary teacher☐ Private music teacher☐ Special band or orchestral teacher

Other methods of getting music teaching accomplished _____

☐ How many of your high school teachers are capable of leading your assembly singing?

II. Check the method or methods used in financing the music work in your high school.

☐ Music teacher paid by school board☐ Other teaching staff member paid by school board☐ Music teacher paid by school board and other sources☐ Private music teacher paid by school board and fees☐ Private music teacher paid by fees☐ Band or orchestral leader paid by school board☐ Band or orchestral leader paid by other sources than school board☐ Music teaching paid from Federal Funds (P. W. A.—Emergency Education, etc.)

Other methods not mentioned above _____

*Please state if school is a junior high school.

III. Check equipment, giving number of musical instruments available for use by your pupils:

- ☐ Pianos ☐ Radios
☐ Organs ☐ Phonographs
☐ Band and orchestral instruments owned by your school
☐ Yes ☐ No Do you have song books available for assembly singing?
☐ Yes ☐ No Do you finance the music for your choral groups from public funds?
☐ Yes ☐ No Do you finance music for your band and orchestra from public funds?
☐ Yes ☐ No Do you require high school pupils to buy their own music materials?

IV. Rank for importance 1 to 7 the difficulties that stand in the way of your presenting an adequate music program in your high school IF you are not presenting such a program:

- ☐ Lack of financial support
☐ Lack of high school teachers sufficiently well versed in music to be of assistance in presenting your music
☐ Lack of trained music teachers (not obtainable)
☐ Lack of time for music in the high school schedule
☐ Lack of interest in music among pupils
☐ Lack of interest in music among high school teaching staff
☐ Lack of interest in music in your community
Other difficulties that may rank above those mentioned _____

V. Check (☒) the musical opportunities which your community makes available to the pupils who leave your schools:

- | | |
|---|---|
| ☐ Church choirs | ☐ Drum and bugle corps |
| ☐ Church or S. S. orchestras | ☐ Concerts |
| ☐ Band | ☐ Music Clubs |
| ☐ Orchestra | ☐ Service clubs |
| ☐ Glee club | ☐ Music festivals |
| ☐ Choral Society | ☐ Adult music classes |
| ☐ Community sings | ☐ Community musicals such as minstrel shows, operettas, etc. |

Other musical activities of your community not listed above _____

