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ABSTRACT

This study measures the knowledge, preferences, and opinions of Eastern Kentucky University football fans about their marching band and relates high school musical and/or athletic experience to those preferences. Data was obtained from a questionnaire distributed to a sample of the student body. The results indicate that people with musical backgrounds felt that the halftime show was more important than people with athletic backgrounds. People with musical and/or athletic backgrounds through that marching style was more important than musical style. Most people preferred precision drill to pageantry shows; popular music, jazz, and Broadway show tunes to marches, rock, and serious music; and felt that majorettes and flag carriers added to a halftime show, but did not claim to watch the flag routines. (Author/DE)

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A STUDY OF THE RELATIONSHIP BETWEEN
SELECTED NON-MUSIC MAJOR EASTERN KENTUCKY UNIVERSITY
STUDENTS' HIGH SCHOOL MUSICAL-ATHLETIC BACKGROUNDS
AND THEIR KNOWLEDGE, PREFERENCES, AND OPINIONS OF THE
EASTERN KENTUCKY UNIVERSITY MARCHING BAND

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A Paper

Presented to

Kentucky Music Educators Association

1973 Convention

Owensboro, Kentucky

February 1973

by

Thomas C. Taylor

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ABSTRACT

Taylor, Thomas C.

A Study of the Relationship Between Selected Non-Music Major Eastern Kentucky University Students' High School Musical-Athletic Backgrounds and their Knowledge, Preferences, and Opinions of the Eastern Kentucky University Marching Band.

Presented at the 1973 Kentucky Music Educators Association Convention, Owensboro, Kentucky, February, 1973.

This study was designed to measure the knowledge, preferences, and opinions held by the Eastern Kentucky University football fans about the Eastern Kentucky University marching band and to determine whether high school musical and/or athletic experience had an effect on the knowledge, preferences, and opinions. Data was obtained by administering a questionnaire to a sample of the student body.

Findings of the study included the following: 1) People with musical backgrounds felt the half-time show was more important than people with athletic backgrounds. 2) People with musical and/or athletic backgrounds tended to feel that marching style was more important than musical style while people without a musical and/or athletic background tended to feel that musical style was more important. 3) People with musical backgrounds tend to wait until after the half-time show to get refreshments, while people with athletic backgrounds tend to get refreshments first. 4) Most people preferred precision drill or combination precision drill-pageantry shows to pageantry shows. 5) Most people preferred popular music, jazz, and Broadway show tunes to marches, rock, and serious music. 6) Most people felt that majorettes and flag

carriers add to a half-time show, although few people claimed to watch the flag routines.

The study calls for further research in many areas of marching band procedures.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study was to determine the knowledge, preferences, and opinions that selected non-music major Eastern Kentucky University students possessed concerning the Eastern Kentucky University marching band's performances at home football games, and to determine if past high school musical and/or athletic experiences had an effect on their knowledge, preferences, and opinions.

Purpose of the Study

The purpose of this study was to attempt to provide a clearer understanding as to how past musical-athletic experiences affect the Eastern Kentucky University football fans' desires concerning their marching band's half-time shows and in so doing provide a more solid basis for determining what style of half-time show is most appealing to the fans.

Hypothesis

The basic hypothesis of this study was:

The knowledge, preferences, and opinions possessed by selected non-music major Eastern Kentucky University students will vary according to their high school musical-athletic backgrounds.

BACKGROUND AND SIGNIFICANCE OF THE STUDY

From the 1920's to the present day, marching bands sponsored by educational institutions have been used to provide entertainment for football enthusiasts at the games' half-times. The practice of presenting this entertainment has grown to the place of an American tradition.

Throughout the history of the half-time show, there have been many changes of style. For years the bands were satisfied to march on the field in a military block band, but after it was discovered that the yardline markers could be used for coordinates, this no longer sufficed. Pageantry shows were born when the band used these coordinates to form outlines of objects on the field. More recently we have had the rise of the precision drill half-time shows where formations have been discarded in favor of constant precise marching.

Most of these changes were made to try to present a wider audience appeal. While many band directors claimed to know what the audience wanted, they were never backed with any research to support their views. This paper will provide some of the first research into an area that should have been already thoughtfully researched.

This researcher was unable to find even one example of where any football fans had been polled concerning their knowledge, preferences, and opinions about football

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half-time shows. Yet, even though we can not prove that football fans are interested in seeing marching bands at half-time, this nation's educational institutions continue to spend extreme amounts of time, money, and manpower to produce these ten minute shows.

The significance of this study is that it appears to be the first of its kind and as such it could lay the ground work for future research. It can be used to help determine what styles of half-time shows the Eastern Kentucky University marching band should present:

DEFINITION OF TERMS

Props are defined as non-musical objects used to add color and/or clarity to band formations. Examples of props include balloons, streamers, and smoke.

Pageantry half-time shows are defined as shows based on a theme or story. The use of formations and props are characteristic of pageantry-style shows. The band often stops to stand in place and play.

Precision Drill half-time shows are defined as those shows in which the band is constantly moving while playing. Geometric shapes are used instead of formations and props are rarely used.

LIMITATIONS OF THE STUDY

The findings of this study are limited by the fact that the questionnaire was administered in summer school.

Some summer school students do not attend school year round, so the percentage of students not attending football games will probably be too high.

Giving the test in summer school means that it has been approximately nine months since the close of last fall's football season, and this lapse of time could affect the answers to the questions.

The findings of this study do not necessarily apply to other schools, as there would be too many variables. The findings are also limited in that there are no other studies with which to compare it. Therefore, no all-inclusive conclusions can be reached.

The survey was limited in number (fifty-one samples) and as such was not broad enough to provide trustworthy information on Eastern's ten thousand students.

The questionnaire limits the findings in that it shows only whether or not the student participated in certain activities in high school and does not show how deeply the student was involved in the specific activities.

The final limitation of this study is that it was administered to a music appreciation class and this perhaps caused some students to answer questions favorably towards music that they would otherwise have answered differently.

BASIC ASSUMPTIONS

The basic assumptions of this study are as follows:

- a. Since the students had nothing to gain or lose by

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their answers, it was assumed that the questions were answered seriously and truthfully.

b. It was assumed that the students understood each question fully.

c. It was assumed that the students that checked "I do not attend football games" were honest, and therefore the remainder of their answers could be discarded due to the fact that they could not judge marching band half-time shows if they did not attend the games.

d. Since the majority of the non-music major student body is either required to or allowed to take music appreciation, it was assumed that the classes represented a good random sample of the student body.

PROCEDURES FOR COLLECTING DATA

The questionnaires were administered to the students in the two summer 1972 music appreciation classes at Eastern Kentucky University. Each group received identical instructions on filling out identical questionnaires administered by the researcher.

No make-up questionnaires were given. It was assumed that the students were randomly absent and therefore their absence did not upset our random sampling.

PROCEDURES FOR TREATING DATA

Once the questionnaires were completed, they were sorted and grouped by similar high school experiences.

Students that participated in high school football, but in no other extra-curricular activities were considered one group. Another group was the people that played in the band and participated in football, but did nothing else. All questionnaires were grouped in a similar manner.

Students that did not attend football games were considered ineligible to have opinions concerning the half-time shows performed by the Eastern Kentucky University marching band.

Where students were given a one choice answer, for example a yes-no question, a simple tally was taken.

Where students were asked to rank answers in order of preference, the answers of each group were totaled and the arithmetic mean was determined. If there were other important information that the arithmetic mean would not show, the information was noted. An example of this would be if the set of numbers was bi-modal and the modes were at the extremes of the set.

Although space was provided for additional comments, these comments will not be included in this paper. The reason for this is lack of quality and lack of quantity in the responses.

The data was first treated solely on the basis of the groupings of like high school extra-curricular backgrounds. The responses of these groupings were then compared.

Similar groups were then combined and these new groups were compared. As we continued combining groups we finally arrived at the total response from the questionnaire.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Although much has been written that the primary purpose of the marching band is to provide entertainment for the fans between the halves of football games, this researcher was unable to find even one example of research conducted to see whether or not the football fan felt he was being entertained by the band. There were, however, cases where people expressed opinions on how they felt the fans felt.

A. EFFECT OF THE AUDIENCE

Russell B. Reynolds was perhaps one of the first to write about the relationship between the football fans and the band. In 1928 he wrote:

Even the spectators who can not grasp all the fine points of a football game can fully appreciate good music and good marching and the difference between a well-trained band and one which is not properly instructed.

On a university campus no single organization is seen by so many people, adds so much color, thrills so many hearts as the band. Around the band is built the gay spectacle which makes a college football game the great attraction it has grown to be. The cheers, the music, the drills and evolutions of the bands, all do their full share in creating the demand for the great athletic stadiums which are springing up everywhere.¹

¹Russell B. Reynolds, Drill and Evolutions of the Band, (Annapolis, Maryland: National Services Publishing Company, 1928), p. 17.

While this statement would please many band directors, Mr. Reynolds presents no researched backing for his statement, so it can only be accepted as one man's opinion.

Charles Righter was more pessimistic in his writing concerning the football fans opinions of the band.

This interest on the part of a very few [football fans] has suggested the possibility that, of the hundreds of thousands who attended football games, a considerable number might take a little interest [in the bands] provided this did not involve too great a personal sacrifice of time or money.²

Again, we have the problems of this being one man's opinion and of not being backed by research.

In 1968, R. Stanwood Weeks conducted a survey among twenty-five key executives, newspapermen, magazine editors, television executives, and others to find whether the marching band or the concert band was more popular. He found that the marching band was the more popular and gave the following opinion:

The marching band is a marching unit first, a musical organization second. Most of what is written or broadcast about bands - that points out why a band is particularly outstanding - almost invariably deals with intricate marching patterns, vast numbers of musicians, "Golden Girls," and the show atmosphere of half-time programs.³

While this researcher does not intend to deal with the differences between the marching and concert bands,

²Charles Boardman Righter, Gridiron Pageantry. (New York: Carl Fischer, Inc., 1941), p. 5.

³R. Stanwood Weeks, "We Need a Modern-Day Sousa," The School Musician, Director, and Teacher, 40:3 (November, 1968), p.68.

it is interesting to note why these people chose the marching band as the most popular. It also represents one of the few times that the fans' opinions have been sought.

Charles F. Campbell produced some research on the football fans' effect on the concept of the half-time show. Again, however, the information was sought not from the fans, but from the directors. On asking four well-known directors how much emphasis they put on audience appeal, the following replies were offered:

From Jack Lee, University of Arizona: We are entertainers. The audience is looking for showmanship.

From Frank Piersol, University of Iowa: This is show business and show business requires an audience.

From Joseph Smith, Middle Tennessee State University: A half-time show is generally prepared with the emphasis on entertaining the home crowd.

From Bill Moffit, University of Houston: You can not base the entire show on audience appeal alone.⁴

While this gives valuable information as to how shows are produced, it still leaves the "what do the fans think?" question open.

Dr. Alan H. Drake follows a "please the fans" philosophy similar to the ones stated above. According to Drake:

⁴Charles F. Campbell, "Marching Band Contests and Shows-What Do You Think?" The Instrumentalist, 25:2 (September, 1970), p. 39; 25:3 (October, 1970), p. 39; 25:4 (November, 1970), p. 39; 25:5 (December, 1970), p. 37.

. . . [The band] is involved foremost in "show business." No matter how musical the sound of the band and how precise the marching, a particular presentation cannot be considered 100% successful unless it manages to capture the interest and imagination of the audience for which it is intended.⁵

B. HISTORICAL BACKGROUND

In order to deal with a subject, it is important that a researcher have a working knowledge of the history of the subject. This section will provide some of that background.

Stephen Phillips has written a short history of the marching band in which he traces the band from its beginnings with Lully in the sixteenth century, to the college football marching band of today. He talks about the rapidly expanding music program of the American 1920's and its effect on the marching band. The author is critical, however, of the marching band and presents a very biased view. According to him marching bands do nothing except "perform poor music under even poorer conditions."⁶

David Whitwell writes a similar short history of bands and places the blame for the college band's referentialist functions on John Philip Sousa. According to

⁵Alan H. Drake, "21 Tips Toward the Production of Successful Marching Band Shows," The School Musician, Director, and Teacher, 39:1 (August-September, 1967), p. 58.

⁶Stephen Phillips, "The Challenge to Marching Band," Music Educator's Journal, 51:4 (February-March, 1965), pp. 96-100.

Whitwell, when the college bands started performing at football games in the 1920's, they had no one to pattern themselves after except the professional Sousa-style bands. He further states, "These early college Bands apparently felt that their purpose was to provide entertainment on as popular a basis as possible."⁷

Football historian Dean Hill included one page on bands in his 1920 book Football Thru the Years. From this page is quoted:

Wearing brilliant and sometimes unique uniforms, college bands are today an important part of the great football spectacle. Competition among the bands of the traditional rivals is almost as keen as that between the teams. This competition has increased the size of college bands until today organizations numbering two hundred or more are not uncommon.⁸

It is interesting to note that this researcher looked through many books on football and football history. The Hill book was the only one that mentioned the band as having anything to do with the popularity of the game. This helps point out the need for a study as to how the fans feel towards the bands.

Apparently not all directors were happy with the "glory" they received from participating in the football program. In 1954 Julian Opsahl wrote:

⁷David Whitwell, "The College Band: Can It Escape Its Heritage?" Music Educator's Journal, 51:6 (June-July, 1965), p. 77.

⁸Dean Hill, Football Thru the Years, (New York: Gridiron Publishing Company, 1940), p. 47.

Today the school band director invariably must present football shows, formations, and maneuvers whether he wants to or not. Directors have lost jobs because of not being sufficiently interested and well schooled in developing show bands.⁹

While this does not present proof of any mass dissatisfaction among band directors, it does show that the marching football band was becoming the "rule" rather than the "exception."

Jerry Thomas Haynie has written a dissertation covering college band history from 1900 to 1969¹⁰ and Ray Trass has written a dissertation on the status of college bands today¹¹, but in comparison with other areas of music, very little research has been conducted towards the college band's place in music history.

C. STYLES OF HALF-TIME SHOWS

There are two major styles of half-time shows presented today. These are "pageantry" and "precision drill". It is important to have a working knowledge of these opposing styles when dealing with questions concerning today's half-time shows.

⁹Julian E. Opsahl. Precision Marching. (Evanston, Illinois: The Instrumentalist, 1954), p. 3.

¹⁰Jerry Thomas Haynie. "The Changing Role of the Band in American Colleges and Universities, 1900-1969", (Unpublished Doctoral Dissertation, George Peabody College for Teachers, 1971).

¹¹Ray Trass. "The Present Status of Bands and Band Department Ensembles in Higher Education," (Unpublished Doctoral Dissertation, Colorado State College, 1964).

Pageantry

Bands have formed almost every imaginable shape on the football field and danced every dance-step in the name of pageantry. This worries author Anthony Isch:

If pageantry means dancing the "twist on the field, or the performing of any suggestive maneuver, then I would agree with the critic. If, however, pageantry means the telling of a story by means of symbolic formations, or if it means patterns of music and movement which are pleasing to the eye and ear and in good taste, then I say let us have more of it.¹²

James M. Douglas agrees with Mr. Isch and says,

"The marching band must always maintain the highest standards of musical and marching excellence if it is to be a vital part of the American school movement."¹³ The fault with the preceding two statements is that once again, someone is trying to dictate the style of the half-time show to the fan without consulting the fan.

At least two masters' theses have been written on pageantry including James B. Dye's on "training problems and productions"¹⁴ and Jack McGuin's "Band Pageantry."¹⁵

¹²Anthony Isch, "The Benefits of the Marching Band," Music Educator's Journal, 51:4 (February-March, 1965). p. 98.

¹³James M. Douglas, "Use Your Band for Public Relations," The School Musician, Director, and Teacher, 42:8 (April, 1971), p. 59.

¹⁴James B. Dye, "A Study of the Training Problems and Productions of the Marching Band Pageants," (Unpublished Master's Thesis, University of California at Los Angeles, 1952).

¹⁵Jack McGuin, "Band Pageantry", (Unpublished Master's Thesis, Montana State University, 1953).

For a better understanding of pageantry, one can read The Show Band by Al G. Wright¹⁶, Marching for Marching Bands by Don R. Marcouiller¹⁷, or Modern Marching Band Techniques by Jack Lee¹⁸.

Precision Drill

Precision drill is considered by many band directors to be a more refined style of half-time show. In using precision drill the maneuvers are more clearly outlined and for this reason precision drill routines are used widely for contest purposes.

The two main developers of this style are A. R. Casavant and William Moffit. Each of these band director-authors have a series of books published that explain precision drill in detail.^{19, 20}

At least on major university band, however, is opposed to precision drill and ^{its} shows demonstrate the fact.

¹⁶ Al G. Wright, The Show Band, revised ed., (Evanston, Illinois: The Instrumentalist, 1970), 135 pp.

¹⁷ Don R. Marcouiller, Marching for Marching Bands, (Dubuque, Iowa: William C. Brown Company, 1958), 115 pp.

¹⁸ Jack Lee, Modern Marching Band Techniques, (Winona, Minnesota: Hal Leonard Music, Inc., 1955), 267 pp.

¹⁹ A. R. Casavant, Untitled series of books dealing with precision drill in the marching band, 8 volumes, (San Antonio, Texas: Southern Music Company, 1961-).

²⁰ William C. Moffit, Patterns of Motion, (series) 6 volumes, (Winona, Minnesota: Hal Leonard Music, Inc., 1964-).

The 1972 Rose Bowl featured the "non-precision" drill of the Stanford University band. According to "Newsweek" magazine, the Stanford band never marches in step, and when they come on the field, they come from all directions at once.²¹ While this style is not popular among directors, it is still another case where we do not know what the fan thinks due to lack of research.

D. RESEARCH

As has been noted numerous times in the review of the literature, there has been little research to back the many statements that have been made.

Charles F. Campbell has conducted "An Evaluation of the Music and Drill Used by Eleven High School Marching Bands in Contests."²² Irving Dreibrodt did "A Study of Materials and Half-Time Formations for Marching Bands and Pep Squads."²³ Ray McCall wrote "A Critical Analysis of the Methods and Materials Used in Training Drum Majors and Majorettes in Secondary Schools in California."²⁴

²¹"The Rosenkavaliers," Newsweek, 79:1 (January 3, 1972), p. 46.

²²Charles F. Campbell, "An Evaluation of the Music and Drill Used by Eleven High School Marching Bands in Contests," (Unpublished Master's Thesis, Austin Peay State College, 1968).

²³Irving Dreibrodt, "A Study of Materials and Half-Time Formations for Marching Bands and Pep Squads," (Unpublished Master's Thesis, University of California at Los Angeles, 1952).

²⁴Raymond McCall, "A Critical Analysis of the Methods and Materials Used in Training Drum Majors and Majorettes in Secondary Schools in California", (Unpublished Master's Thesis, College of the Pacific, 1952).

While these few research projects into the marching band are good, they have little to do with the hypothesis and are presented only as the closest research available. These papers can do little more than provide a background to general marching band knowledge and can not be used to determine what the public at large thinks of the marching band. All they show are a few of the ideas that the people in the marching band field have about their area.

E. SUMMARY

After conducting a thorough research into the related literature, one wonders if anyone is truly interested in the marching band other than those people which depend on the marching band for their living. While many band directors have an attitude towards what does and what does not make good football half-time shows, no research has been conducted to see what the fans really think. It is this researcher's hope that in the near future someone will wake up and start to explore this previously untouched region.

CHAPTER III

METHODS AND PROCEDURES

Data gathered in descriptive research is only as valid as the means by which the data is gathered. In the case of this report, the means was a questionnaire.

THE QUESTIONNAIRE

The questionnaire used to gather the needed data, was designed by this researcher to be short and easy to answer, yet thorough enough to gather precise information. Most of the answers were "multiple choice" so the data would be easy to handle. There were, however, spaces left for other comments and opinions that did not conform to the choices. A copy of the questionnaire may be found in the appendix.

Personal Information

Since the hypothesis deals only with the subjects' high school musical-athletic backgrounds, this was the only personal information gathered. Any other information, such as age, sex, hometown, would have no bearing on the hypothesis and would only tend to confuse.

Football Game Attendance

It was first important to determine who did and who did not attend football games. As previously stated, if some of the students have not attended football games, it

would be difficult for them to make valid statements concerning football game activities. Any comments that they made concerning the game were therefore disregarded.

The students were double checked on their answers by questioning when they went for refreshments. If, for example, a student stated that his primary purpose for attending football games was to see the band and then stated that he usually went for refreshments at the beginning of half-time, there would be some question concerning the sincerity of his answers. These questionnaires were not, however, thrown out.

Preferences on Band Performances

The questions in this section were designed to determine what styles of half-time shows the students preferred. The questions were divided into trying to find how important the marching was in relation to the music, how important a theme was, and whether a student preferred pageantry or precision drill.

Types of Music Preferred

Six types or styles of music were listed and the students were asked to rank their preferences. All six styles listed have been commonly used on the football field.

Extra-Musical Band Groups

Band directors probably do not disagree more on any subject than the use of majorettes and flag girls. This section of the questionnaire was designed to determine how

the audience feels. Since Eastern Kentucky University does not use pom-pom girls, they were not included.

SUBJECTS

The students chosen to complete the questionnaire were all students at Eastern Kentucky University during the summer, 1972, semester. Their only qualification for answering the questionnaire was that they were enrolled in Music 271 (Music Appreciation) and present on the day the questionnaire was administered. As previously stated in the basic assumptions, these students were considered to be a true random sample of the entire Eastern Kentucky University student body.

PROCEDURES FOR THE COLLECTION AND TREATMENT OF DATA

The data was gathered under the researcher's supervision in each of the two classes. Careful consideration was given to make the conditions and instructions in each class as identical as possible. The students wrote their answers to each question as the researcher read the question. Although time was allotted for the students to add additional comments, few did so.

No consideration was allowed for differences in class sizes, meeting times, instructors, or absences, as this was considered immaterial. The questionnaire was administered with only a short explanation of purpose, and careful aim was taken not to influence the students.

Once gathered, the data was treated from about every possible angle. It was grouped in the body of this paper by subject or question (ie-TYPES OF MUSIC PREFERRED), and in the appendix by groups of students with similar backgrounds.

Students were first grouped by identical backgrounds. Some of these groups were then combined to give groups of similar backgrounds. While the combined groups provide enough information for the hypothesis, the individual groups provide a more detailed source of information.

Some groups had less than three people (or six per cent) of the total of fifty-one people. It is extremely doubtful if much can be based on the thoughts of such small groups, but they were included.

Since the groups fell into many different sizes, much of the information was converted to percentages and arithmetic means. The groups that had no members were not included except to mention which they were.

Although most of the data was covered systematically, some data escaped the system. Missed items of information that were felt by the researcher to be important were included at appropriate places.

As previously mentioned, the optional comments the students were allowed to make were not included in this paper. It is felt that they were too deficient in quantity and quality. This lack of concern on the students' part perhaps points to an indifference and possibly

shakes the very foundation of this paper. This is, however, only an opinion and there is no means of verification.

Every effort was made to treat the data thoroughly, yet present the results simply enough to be understood. The data was treated with an unbiased attitude with the hopes of answering some of the questions that face us.

CHAPTER IV

FINDINGS OF THE STUDY

The findings of this study are presented on the following pages in table form. While every effort has been made to make the tables thorough, yet easy to understand, some information is needed to make the use of the tables effective.

ORGANIZATION OF THE TABLES

Identical Groups-Combined Groups Defined

All of the tables fit into pairs. The first table of each pair gives information in terms of "identical groups." An "identical group" may be defined as a number of students that participated in exactly the same high school musical-athletic activities. All "identical groups" are odd numbered.

Immediately following each "identical group" table is a "combined group" table. A "combined group" may be defined as a number of students that participated in similar high school musical-athletic activities. All "combined groups" are even numbered.

Each group is assigned a letter name. This letter name serves no purpose except to order the groups and provide an easy reference point. Each name has two letters. The first letter provides order, while the second letter

defines the group as identical (I) or combined (C). To save confusion, no "I's" or "C's" were used as first letters. The two orders do not necessarily relate. In other words, "DI" is not necessarily related to "DC."

The combined groups fall into comparison pairs. Example: Group "AC" is all the students that were in their high school bands. The next group, "BC" is the opposite, all the students that were not in their high school bands. This holds true for all "C" tables except "QC" which is a total combination of all groups.

Definition of Terms Used in Tables

There are two terms used throughout the tables that possibly need to be defined. "Group Type" refers to the pattern of high school musical-athletic activities in which all members of an identical group participated. It is defined in full in Table I and abbreviated to "Y's" (for yes) and "N's" (for no) in the remaining odd numbered tables. The order of the "Y's" and "N's" follow the order of the four questions dealing with personal information.

The term "Revised Group Number" refers to the number of people in a group exclusive of the members that did not attend football games.

Topic Order

The tables cover the topics in the order in which the topics appeared on the questionnaire. The information sought from each table is provided at the beginning of each pair of tables.

TABLE I

ANALYSIS OF STUDENTS' HIGH SCHOOL
MUSICAL-ATHLETIC BACKGROUNDS BY IDENTICAL GROUPINGS

Questions- to be answered yes or no.

1. Did you participate in your high school band?
2. Did you participate in any other high school musical organization?
3. Did you participate in your high school football program as either a player or a cheerleader?
4. Did you participate in any other high school athletic programs as either a player or a cheerleader?

Group	Possible Answers				Total in Group	Percent of Total
	Question Numbers					
	1	2	3	4		
AI	Yes	Yes	Yes	Yes	3	6
BI	Yes	No	Yes	Yes	1	2
DI	Yes	Yes	No	Yes	3	6
EI	Yes	Yes	Yes	No	0	0
FI	Yes	Yes	No	No	0	0
GI	Yes	No	Yes	No	1	2
HI	Yes	No	No	Yes	1	2
JL	Yes	No	No	No	3	6
KL	No	Yes	Yes	Yes	2	4
LI	No	No	Yes	Yes	12	23
MI	No	Yes	No	Yes	3	6
NI	No	Yes	Yes	No	0	0
OI	No	Yes	No	No	10	20
PI	No	No	Yes	No	0	0
QI	No	No	No	Yes	5	10
RI	No	No	No	No	7	14
Totals					51	101*

*Total due to rounded percentages

TABLE II

ANALYSIS OF STUDENTS' HIGH SCHOOL
MUSICAL-ATHLETIC BACKGROUNDS BY COMBINED GROUPS

Questions- to be answered yes or no.

1. Did you participate in your high school band?
2. Did you participate in any other high school musical organization?
3. Did you participate in your high school football program as either a player or a cheerleader?
4. Did you participate in any other high school athletic programs as either a player or a cheerleader?

The answers are listed on the table yes answers above no answers. Example: $\frac{12}{0}$ means twelve yeses and zero noes.

(table on the following page)

Group	Identical Groups Combined	Description of New Group	Questions				Number in Group	Percent of Total
			1	2	3	4		
AC	AI, BI, DI, EI, FI, GI, HI, JI.	Students in Band	12	6	5	8	12	23
			0	6	7	4		
BC	KI, LI, MI, NI, OI, PI, QI, RI.	Students not in Band	0	15	14	22	39	76
			39	24	25	17		
DC	AI, BI, DI, EI, FI, GI, HI, JI, KI, MI, NI, OI.	Students in Music of some kind	12	21	7	13	27	53
			15	6	20	14		
EC	LI, PI, QI, RI.	Students not in any music	0	0	12	17	24	47
			24	24	12	7		
FC	AI, BI, EI, FI, KI, MI, NI, OI.	Students in Football	5	5	19	18	19	37
			14	14	0	1		
GC	BI, GI, HI, JI, LI, PI, QI, RI.	Students not in Football	7	16	0	12	32	63
			25	16	32	20		
HC	AI, BI, DI, EI, GI, HI, KI, LI, MI, NI, PI, QI.	Students in athletics of some kind	9	11	19	30	31	61
			22	20	12	1		
JC	FI, JI, OI, RI.	Students not in Athletics	3	10	0	0	20	39
			17	10	20	20		
KC	AI, BI, EI, GI.	In Both Band and Football	5	3	5	4	5	10
			0	2	0	1		
LC	DI, FI, HI, JI, KI, LI, MI, NI, OI, PI, QI, RI.	In Neither Band nor Football	0	13	0	8	25	49
			25	12	25	17		
MC	AI, DI, EI, FI.	In Band and other Music	6	6	3	6	6	12
			0	0	3	0		
NC	EI, GI, HI, JI, KI, LI, MI, NI, OI, PI, QI, RI.	Not in Band and other Music	6	15	16	24	45	88
			39	30	29	21		
OC	AI, BI, KI, LI.	In Football and other Athletics	4	5	18	18	18	35
			14	13	0	0		
PC	DI, EI, FI, GI, HI, JI, MI, NI, OI, PI, QI, RI.	Not in Football and other Athletics	11	16	1	12	33	65
			22	17	32	21		
QC	Total of All Groups	Total of all Groups	12	21	19	31	51	100
			39	30	32	20		

TABLE III
ANALYSIS OF STUDENTS' FOOTBALL GAME ATTENDENCE
BY IDENTICAL GROUPS

Problem- Please rank in order of importance the factors you consider when attending a football game. List 1 as most important, 2 as next important, and 3 as least important.

- Factors-
1. I go to watch the football team and game.
 2. I go to watch the band perform.
 3. I go to games socially. (Take a date or because everyone else goes.)

Note: "Group type" refers to the way the students answered the first four questions concerning their musical-athletic backgrounds. (See Table I)

(table on the following page)

Group	Group Type	Number in Group	Less non-Attend.	Revised Group Number	Factor	Rating			Arith. Mean
						1st	2nd	3rd	
AI	YYYY	3	0	3	1	3	0	0	1.0
					2	0	1	2	2.7
					3	0	2	1	2.3
BI	YNYN	1	0	1	1	1	0	0	1.0
					2	0	1	0	2.0
					3	0	0	1	3.0
DI	YNYN	3	0	3	1	1	1	1	2.0
					2	1	2	0	1.7
					3	1	0	2	2.3
EI	YYYN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
FI	YNNN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
GI	YNYN	1	0	1	1	0	1	0	2.0
					2	1	0	0	1.0
					3	0	0	1	3.0
HI	YNNY	1	1	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
JI	YNNN	3	1	2	1	1	0	1	2.0
					2	1	1	0	1.5
					3	0	1	1	2.5
KI	NYYY	2	0	2	1	1	1	0	1.5
					2	0	0	2	3.0
					3	1	1	0	1.5
LI	NNYY	12	0	12	1	10	2	0	1.1
					2	0	2	10	2.9
					3	2	8	2	2.0
MI	NYNY	3	0	3	1*	1	1	0	1.5
					2*	1	1	0	1.5
					3*	0	0	2	3.0
NI	NYYN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
OI	NYNN	10	2	8	1	7	0	1	1.2
					2	0	4	4	2.5
					3	1	4	3	2.2
PI	NNYN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
QI	NNNY	5	3	2	1	2	0	0	1.0
					2	0	1	1	2.5
					3	0	1	1	2.5
RI	NNNN	7	4	3	1	3	0	0	1.0
					2	0	2	1	2.3
					3	0	1	2	2.7

*Indicates a student did not respond

TABLE IV

ANALYSIS OF STUDENTS' FOOTBALL GAME ATTENDENCE
BY COMBINED GROUPS

The information on this table is drawn from Table III.

Grp.	Descrip.	Number in Group	Less non- Attend.	Revised Group Number	Fac- tor	Rating			Arith. Mean
						1st	2nd	3rd	
AC	Student in Band'	12	2	10	1	6	2	2	1.6
					2	3	5	2	1.9
					3	1	3	6	2.5
BC	Student not in Band	39	9	30	1*	24	4	1	1.2
					2*	1	10	18	2.5
					3*	4	15	10	2.1
DC	Student in Mus. or Band	27	4	23	1*	15	4	3	1.5
					2*	4	10	8	2.2
					3*	3	8	11	2.4
EC	Student not in Music	24	7	17	1	15	2	0	1.1
					2	0	5	12	2.7
					3	2	10	5	1.2
FC	Student in F'tball	19	0	19	1	15	4	0	1.2
					2	1	4	14	2.6
					3	3	11	5	2.2
GC	Student not in F'tball	32	11	21	1*	15	2	3	1.4
					2*	3	11	6	2.1
					3*	2	7	11	2.5
HC	Student in any athlet.	31	4	27	1*	19	6	1	1.3
					2*	3	8	15	2.4
					3*	4	12	10	2.2
JC	Student not in athlet.	20	7	13	1	11	0	2	1.3
					2	1	7	5	2.3
					3	1	6	6	2.4
KC	In Band and F'tball	5	0	5	1	4	1	0	1.2
					2	1	2	2	2.2
					3	0	2	3	2.6
LC	Not in Band or F'tball	46	11	35	1*	26	5	4	1.5
					2*	3	13	19	2.4
					3*	6	17	12	2.1
MC	In Band and Music	6	0	6	1	4	1	1	1.5
					2	1	3	2	2.1
					3	1	2	3	2.3
NC	Not in both Musics	45	11	34	1*	26	5	2	1.3
					2*	3	12	18	2.4
					3*	4	16	14	2.3
OC	In F't- ball and athlet.	18	0	18	1	15	3	0	1.2
					2	0	4	14	2.6
					3	3	11	4	2.2
PC	Not in Both Ath'ics	33	11	22	1*	15	3	3	1.4
					2*	4	11	6	2.1
					3*	2	7	12	2.5
QC	Total	51	11	40	1*	30	6	3	1.3
					2*	4	15	20	2.4
					3*	5	18	16	2.2

*one not answering

TABLE V

ANALYSIS OF STUDENT'S CONCERN WITH HALF-TIME
ACTIVITIES BY IDENTICAL GROUPS

In order to determine the students' concern with half-time activities, they were questioned concerning when they went for refreshments.

Problem- Rank in order of importance the factors you consider when getting refreshments. Use 1 as most important, 2 as next important, and 3 as least important.

- Factors-
1. I get refreshments when I feel the need.
 2. I go at the beginning of half-time.
 3. I go after the band has performed at half-time.

Group	Group Type	Number in Group	Less non-attend.	Revised Group Number	Factor	Rating			Arith Mean
						1st	2nd	3rd	
AI	YYYY	3	0	3	1	1	2	0	1.7
					2	1	0	2	2.3
					3	0	2	1	2.3
BI	YNYN	1	0	1	1	1	0	0	1.0
					2	0	1	0	2.0
					3	0	0	1	3.0
DI	YNYN	3	0	3	1	1	2	0	1.7
					2	0	0	3	3.0
					3	2	1	0	1.3
EI	YYYN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
FI	YNNN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
GI	YNYN	1	0	1	1	0	1	0	2.0
					2	1	0	0	1.0
					3	0	0	1	3.0
HI	YNNY	1	1	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
JI	YNNN	3	1	2	1	2	0	0	1.0
					2	0	0	2	3.0
					3	0	2	0	2.0
KI	NYYY	2	0	2	1	2	0	0	1.0
					2	0	2	0	2.0
					3	0	0	3	3.0
LI	NNYY	12	0	12	1	6	6	0	1.5
					2	5	5	2	1.6
					3	1	1	10	2.9
MI	NYNY	3	0	3	1*	1	0	1	2.0
					2*	0	1	1	2.5
					3*	1	1	0	1.5
NI	NYYN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
OI	NYNN	10	2	8	1	7	0	1	1.2
					2	0	4	4	2.5
					3	1	4	3	2.3
PI	NNYN	0	0	0	1	0	0	0	0.0
					2	0	0	0	0.0
					3	0	0	0	0.0
QI	NNNY	5	3	2	1	0	2	0	2.0
					2	1	0	1	2.0
					3	1	0	1	2.0
RI	NNNN	7	4	3	1	2	0	1	1.7
					2	0	1	2	2.7
					3	1	2	0	1.7

*Indicates one student did not respond



TABLE VI

ANALYSIS OF STUDENTS' CONCERN WITH HALF-TIME
ACTIVITIES BY COMBINED GROUPS

The information on this table is drawn from Table V.

Grp.	Descrip.	Number in Group	Less non- attend.	Revised Group Number	Fac- tor	Rating			Arith. Mean
						1st	2nd	3rd	
AC	Students in Band	12	2	10	1	5	5	0	1.5
					2	2	1	7	2.5
					3	3	4	3	2.0
BC	Students Not in Band	39	9	30	1*	18	8	3	1.4
					2*	6	13	10	2.1
					3*	5	8	16	2.3
DC	Students in Music or Band	27	4	23	1*	15	5	2	1.4
					2*	2	8	12	2.4
					3*	5	9	8	2.2
EC	Students Not in Any Mus.	24	7	17 ^o	1	8	8	1	1.6
					2	6	6	5	2.0
					3	3	3	11	2.4
FC	Students in Football	19	0	19	1	10	9	0	1.5
					2	7	8	4	1.7
					3	2	2	15	2.7
GC	Students Not in Football	32	11	21	1*	13	4	3	1.5
					2*	1	6	13	2.6
					3*	6	10	4	1.9
HC	Students in any Ath'ics	31	4	27	1*	12	13	1	1.6
					2*	8	9	9	2.0
					3*	6	4	16	2.4
JC	Students not in Athletic	20	7	13	1	11	0	2	1.3
					2	0	5	8	2.6
					3	2	8	3	2.1
KC	Stud. in Band and Football	5	0	5	1	2	3	0	1.6
					2	2	1	2	2.0
					3	1	1	3	2.4
LC	Stud. not Band and Football	46	11	35	1*	21	10	3	1.5
					2*	6	13	15	2.3
					3*	7	11	16	2.3
MC	In Band and Music	6	0	6	1	2	4	0	1.7
					2	1	0	5	2.7
					3	3	2	1	1.7
NC	Not in Both Musics	45	11	34	1*	21	9	3	1.7
					2*	7	14	12	2.5
					3*	5	10	18	2.8
OC	In both Athlet- ics	18	0	18	1	10	8	0	1.4
					2	6	8	4	1.9
					3	2	2	14	2.7
PC	Not in Both Ath'ics	33	11	22	1*	1	7	13	2.5
					2*	2	6	13	2.4
					3*	6	10	5	1.9
QC	Total	51	11	40	1*	23	13	3	1.6
					2*	8	14	17	2.2
					3*	8	12	19	2.2

*Indicates a student did not respond

TABLE VII

ANALYSIS OF STUDENTS' OPINIONS CONCERNING
PLAYING VERSUS MARCHING BY IDENTICAL GROUPS

Question 1- Which do you feel is more important in a marching band, the marching style or the music?

- Choices 1. Marching style
2. Music

Question 2- Do you prefer that the band play while standing in a formation, or play while marching?

Group	Group Type	Revised Group Number	Question 1		Ratio in Per- cents	Question 2		Ratio in Per- cents
			Choices			Choices		
			1.	2.	1.	2.		
AI	YYYY	3	3	0	100:0	0	3	0:100
BI	YNYN	1	1	0	100:0	0	1	0:100
DI	YNYN	3	0	3	0:100	0	3	0:100
EI	YYYN	0	0	0	0:0	0	0	0:0
FI	YNNN	0	0	0	0:0	0	0	0:0
GI	YNYN	1	1	0	100:0	0	1	0:100
HI	YNNY	0	0	0	0:0	0	0	0:0
JI	YNNN	2	1	1	50:50	1	1	50:50
KI	NYYY	2	1	1	50:50	0	2	0:100
LI	NNYY	12	7	5	58:42	1	11	8:92
MI	NYNY	3	1	2	33:67	2	1	67:33
NI	NYYN	0	0	0	0:0	0	0	0:0
OI	NYNN	8	2	6	25:75	3	5	37:63
PI	NNYN	0	0	0	0:0	0	0	0:0
QI	NNNY	2	0	2	0:100	1	1	50:50
RI	NNNN	3	1	2	33:67	2	1	67:33

TABLE VIII

ANALYSIS OF STUDENTS' OPINIONS CONCERNING
PLAYING VERSUS MARCHING BY COMBINED GROUPS

The information on this table is drawn from Table VII.

Grp.	Descrip.	Revised Group Number	Question 1 Choices		Ratio in Per- cents	Question 2 Choices		Ratio in Per- cents
			1.	2.		1.	2.	
AC	Students in Band	10	6	4	60:40	1	9	10:90
BC	Students Not in Band	30	12	18	40:60	9	21	30:70
DC	Students in Music or Band	23	10	13	57:43	6	17	26:74
EC	Students Not in Any Mus.	17	8	9	47:53	4	13	24:76
FC	Students in Football	19	13	6	68:32	1	18	5:95
GC	Students Not in Football	21	5	16	24:76	9	13	43:57
HC	Students in any Athletic	27	14	13	52:48	4	23	15:85
JC	Students Not in Athletic	13	4	9	31:69	6	7	46:54
KC	Students in B'd'n' Football	5	5	0	100:0	0	5	0:100
LC	Stud. not Band and Football	35	13	22	27:63	10	25	29:71
MC	In Band and Music	6	3	3	50:50	0	6	0:100
NC	Not in Both Musics	34	15	19	44:56	10	24	29:71
OC	In Both Athlet- ics	18	12	6	67:33	1	17	6:94
PC	Not in Both Ath'ics	22	6	16	22:78	9	13	41:59
QC	Total	40	18	22	45:55	10	30	25:75

TABLE IX

ANALYSIS OF STUDENTS' KNOWLEDGE CONCERNING
HALF-TIME SHOW THEMES BY IDENTICAL GROUPS

Question 1-Are you aware that most half-time shows are centered around a theme?

Question 2-If someone were to ask you after a football game what the theme of the band's half-time show was, could you tell theme?

Group	Group Type	Revised Group Number	Question 1 Answer		Ratio in Percents	Question 2 Answer		Ratio in Percents
			Yes	No		Yes	No	
AI	YYYY	3	3	0	100:0	3	0	100:0
BI	YNYN	1	1	0	100:0	0	1	0:100
DI	YNYN	3	3	0	100:0	3	0	100:0
EI	YYYN	0	0	0	0:0	0	0	0:0
FI	YNNN	0	0	0	0:0	0	0	0:0
GI	YNYN	1	1	0	100:0	0	1	0:100
HI	YNNY	0	0	0	0:0	0	0	0:0
JI	YNNN	2	2	0	100:0	1	1	50:50
KI	NYYY	2	2	0	100:0	2	0	100:0
LI	NNYY	12	10	2	83:17	2	10	17:83
MI	NYYN	3	2	1	67:33	2	1	67:33
NI	NYYN	0	0	0	0:0	0	0	0:0
OI	NYYN	8	8	0	100:0	6	2	75:25
PI	NNYN	0	0	0	0:0	0	0	0:0
QI	NNNY	2	2	0	100:0	2	0	100:0
RI	NNNN	3	1	2	33:67	0	3	0:100

TABLE X

ANALYSIS OF STUDENTS' KNOWLEDGE CONCERNING
 HALF-TIME SHOW THEMES BY COMBINED GROUPS

The information on this table is drawn from table X.

Group	Descrip.	Revised Group Number	Question 1		Ratio in Per- cents	Question 2		Ratio in Per- cents
			Answers			Answers		
			1.	2.	1.	2.		
AC	Students in Band	10	10	0	100:0	7	3	70:30
BC	Students Not in Band	30	25	5	83:17	14	16	47:53
DC	Students in Music or Band	23	22	1	96:4	17	6	73:27
EC	Students Not in Any Mus.	17	13	4	76:24	4	13	24:76
FC	Students in Football	19	17	2	89:11	7	12	37:63
GC	Students Not in Football	21	18	3	86:14	14	7	67:33
HC	Students in any Ath'ics	27	24	3	89:11	14	13	51:49
JC	Students Not in Ath'ics	13	11	2	85:15	7	6	54:46
KC	Students in B'd h' Football	5	5	0	100:0	3	2	60:40
LC	Stud. not Band and Football	35	30	5	86:14	18	17	51:49
MC	In Band and Music	6	6	0	100:0	6	0	100:0
NC	Not in Both Musics	34	29	5	85:15	15	19	42:53
OC	In Both Athlet- ics	18	16	2	89:11	7	11	39:61
PC	Not in Both Ath'ics	22	19	3	87:13	14	8	63:37
QC	Total	40	35	5	88:12	21	19	53:47

TABLE XI

ANALYSIS OF STUDENTS' PREFERENCES CONCERNING
THE USE OF PROPS BY IDENTICAL GROUPS

Question- Do you prefer half-time shows that use props?

Group	Group Type	Revised Group Number	Answers		Ratio in Percentages
			Yes	No	
AI	YYYY	3	2	1	67:33
BI	YNYN	1	1	0	100:0
DI	YNYN	3	1	2	33:67
EI	YYN	0	0	0	0:0
FI	YNN	0	0	0	0:0
GI	YNYN	1	1	0	100:0
HI	YNNY	0	0	0	0:0
JI	YNNN	2	1	1	50:50
KI	NYYY	2	0	2	0:100
LI	NNYY	12	9	3	75:25
MI	NYNY	3	1	2	33:67
NI	NYYN	0	0	0	0:0
OI	NYYN	8	4	4	50:50
PI	NNYN	0	0	0	0:0
QI	NNNY	2	2	0	100:0
RI	NNNN	3	0	3	0:100

TABLE XII

ANALYSIS OF STUDENTS' PREFERENCES CONCERNING
THE USE OF PROPS BY COMBINED GROUPS

The information on this table is drawn from Table XI.

Group	Description	Revised Group Number	Answers		Ratio in Percentages
			Yes	No	
AC	Students in Band	10	6	4	60:40
BC	Students Not in Band	30	16	14	53:47
DC	Students in Music or Band	23	11	12	52:48
EC	Students Not in Any Music	17	11	6	65:35
FC	Students in Football	19	13	6	68:32
GC	Students Not in Football	21	9	12	43:57
HC	Students in any Athletics	27	17	10	63:37
JC	Students Not in Athletics	13	5	8	38:62
KC	Students in Band and Football	5	4	1	80:20
LC	Students not in Band and Football	35	18	17	51:49
MC	Students in Band and Music	6	3	3	50:50
NC	Students not in Both Musics	34	19	15	56:44
OC	Students in Both Athletics	18	12	6	67:33
PC	Students not in Both Athletics	22	10	12	45:55
QC	Total	40	22	18	55:45

TABLE XIII

ANALYSIS OF STUDENTS' PREFERENCES CONCERNING
TYPES OF HALF-TIME SHOWS BY IDENTICAL GROUPS

Problem- Rank in order the type of half-time shows you prefer. Use 1 as most preferred, 2 as next preferred, and 3 as least preferred.

Types of half-time shows:

1. Pageantry
2. Precision Drill
3. Combination of above two types
(table on following page)

Group	Group Type	Revised Group Number	Factor	Rating			Arithmetic Mean
				1st	2nd	3rd	
AI	YYYY	3	1	0	3	0	2.0
			2	1	0	2	2.3
			3	2	0	1	1.7
BI	YNY	1	1	0	0	1	3.0
			2	0	1	0	2.0
			3	1	0	0	1.0
DI	YNY	3	1	0	0	3	3.0
			2	2	1	0	1.3
			3	1	2	0	1.7
EI	YYN	0	1	0	0	0	0.0
			2	0	0	0	0.0
			3	0	0	0	0.0
FI	YNN	0	1	0	0	0	0.0
			2	0	0	0	0.0
			3	0	0	0	0.0
GI	YNY	1	1	0	0	1	3.0
			2	1	0	0	1.0
			3	0	1	0	2.0
HI	YNN	0	1	0	0	0	0.0
			2	0	0	0	0.0
			3	0	0	0	0.0
JI	YNN	2	1	0	1	1	2.5
			2	2	0	0	1.0
			3	0	1	1	2.5
KI	NY	2	1	0	0	2	3.0
			2	2	0	0	1.0
			3	0	2	0	2.0
LI	NNY	12	1	5	4	3	1.8
			2	4	2	6	2.2
			3	3	6	3	2.0
MI	NY	3	1	1	1	1	2.0
			2	1	1	1	2.0
			3	1	1	1	2.0
NI	NY	0	1	0	0	0	0.0
			2	0	0	0	0.0
			3	0	0	0	0.0
OI	NY	8	1	1	5	2	2.1
			2	4	0	4	2.0
			3	3	3	2	1.9
PI	NNY	0	1	0	0	0	0.0
			2	0	0	0	0.0
			3	0	0	0	0.0
QI	NNY	2	1	1	1	0	1.5
			2	0	1	1	2.5
			3	1	0	1	2.0
RI	NNN	3	1	2	1	0	1.3
			2	0	2	1	2.3
			3	1	0	2	2.4

TABLE XIV

ANALYSIS OF STUDENTS' PREFERENCES CONCERNING
TYPES OF HALF-TIME SHOWS BY COMBINED GROUPS

The information on this table is drawn from table XIII.

Group	Description	Revised Group Number	Factor	Rating			Arith. Mean
				1st	2nd	3rd	
AC	Students in Band	10	1	0	4	6	2.6
			2	6	2	2	1.6
			3	4	4	2	1.8
BC	Students Not in Band	30	1	10	12	8	1.9
			2	11	6	13	2.1
			3	9	12	9	2.0
DC	Students in Music or Band	23	1	2	10	11	2.4
			2	13	3	7	1.7
			3	8	10	5	1.9
EC	Students Not in Any music	17	1	8	6	3	1.7
			2	4	5	8	2.2
			3	5	6	7	2.1
FC	Students in Football	19	1	5	7	7	2.1
			2	8	3	8	2.0
			3	6	9	4	1.9
GC	Students Not in Football	21	1	5	9	7	2.1
			2	9	5	7	1.9
			3	7	7	7	2.0
HC	Students in any Athletics	27	1	7	9	11	2.1
			2	11	6	10	2.2
			3	9	12	6	1.7
JC	Students Not in Athletics	13	1	3	7	3	2.0
			2	6	2	5	1.9
			3	4	4	5	2.1
KC	Students in Band & Football	5	1	0	3	2	2.3
			2	2	1	2	2.0
			3	3	1	1	1.7
LC	Stud's not in Band & Football	35	1	10	13	12	2.1
			2	15	7	13	1.9
			3	10	15	10	2.0
MC	Students in Band and Music	6	1	0	3	3	2.5
			2	3	1	2	1.8
			3	3	2	1	1.7
NC	Stud's not in Both Musics	34	1	10	13	11	2.1
			2	14	7	13	1.9
			3	10	14	10	2.0
OC	Students in Both Athletics	18	1	5	7	6	2.1
			2	7	3	8	2.1
			3	6	8	4	1.8
PC	Stud's not in Both Athletics	22	1	5	9	8	2.2
			2	10	5	7	1.8
			3	7	8	7	2.0
QC	Total	40	1	10	16	14	2.4
			2	17	8	15	1.9
			3	13	16	11	1.7

TABLE XV.

ANALYSIS OF STUDENTS' PREFERENCES CONCERNING
TYPES OF HALF-TIME MUSIC BY IDENTICAL GROUPS

Problem-Rank in order the styles of music you prefer a band use in its half-time shows. Use 1 as most preferred, 2 as next preferred, and 3 as least preferred.

Types of Music

1. Rock
2. Jazz
3. Popular (Any Williams, Henry Mancini, Burt Bacharach)
4. Broadway Showtunes
5. Marches
6. Non-popular serious music (so-called "classical")

Group	Group Type	Revised Group Number	Types of Music	Rating						Arith. Mean
				1st	2nd	3rd	4th	5th	6th	
AI	YYYY	3	1	2	1	0	0	0	0	1.3
			2	0	0	1	1	1	0	4.0
			3	1	1	0	0	1	0	2.7
			4	0	1	2	0	0	0	2.7
			5	0	0	0	2	1	0	4.3
			6	0	0	0	0	0	3	6.0
BI	YNYN	1	1	0	0	0	0	1	0	5.0
			2	0	0	0	1	0	0	4.0
			3	0	0	1	0	0	0	3.0
			4	0	1	0	0	0	0	2.0
			5	1	0	0	0	0	0	1.0
			6	0	0	0	0	0	1	6.0
DI	YNYN	3	1	1	1	0	0	1	0	2.7
			2	0	2	0	1	0	0	2.7
			3	1	0	0	2	0	0	3.0
			4	0	0	2	0	1	0	3.7
			5	1	0	1	0	1	0	3.0
			6	0	0	0	0	0	3	6.0
EI	YYYN	0	-	No Ratings						-
FI	YYNN	0	-	No Ratings						-
GI	YNYN	1	1	0	0	0	1	0	0	4.0
			2	1	0	0	0	0	0	1.0
			3	0	0	1	0	0	0	3.0
			4	0	1	0	0	0	0	2.0
			5	0	0	0	0	1	0	5.0
			6	0	0	0	0	0	1	6.0
HI	YNNY	0	-	No Ratings						-

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(Continued)

Group	Group Type	Revised Group Number	Types of Music	Rating						Arith.
				1st	2nd	3rd	4th	5th	6th	Mean
JI	YNNN	2	1	0	0	0	1	1	0	4.5
			2	1	0	1	0	0	0	2.0
			3	0	0	0	1	1	0	4.5
			4	0	1	1	0	0	0	2.5
			5	1	1	0	0	0	0	1.5
			6	0	0	0	0	0	2	6.0
KI	NYYY	2	1	0	0	1	0	1	0	4.0
			2	0	0	1	1	0	0	3.5
			3	0	0	0	1	1	0	4.5
			4	0	2	0	0	0	0	2.0
			5	2	0	0	0	0	0	1.0
			6	0	0	0	0	0	2	6.0
LI	NNYY	12	1	5	2	1	4	0	0	2.2
			2	0	2	5	3	2	0	3.4
			3	6	4	0	1	1	0	2.0
			4	0	2	3	4	2	1	3.8
			5	1	1	2	0	6	2	4.3
			6	0	1	1	0	1	9	5.3
MI	NYYN	3	1	1	0	0	1	1	0	3.3
			2	0	1	1	1	0	0	3.0
			3	2	0	0	1	0	0	2.0
			4	0	2	0	0	0	1	3.3
			5	0	0	1	0	1	1	4.7
			6	0	0	1	0	1	1	4.7
NI	NYYN	0	-	No Ratings						-
OI	NYYN	8	1	0	2	1	2	1	2	4.0
			2	3	0	2	1	2	0	2.9
			3	2	2	3	1	0	0	2.4
			4	0	3	1	2	2	0	3.4
			5	3	1	0	1	3	0	3.0
			6	0	0	1	1	0	6	5.4
PI	NNYN	0	-	No Ratings						-
QI	NNNY	2	1	1	0	0	1	0	0	2.5
			2	0	0	1	0	1	0	4.0
			3	1	0	0	0	1	0	3.0
			4	0	2	0	0	0	0	2.0
			5	0	0	1	1	0	0	3.5
			6	0	0	0	0	0	2	6.0
RI	NNNN	3	1	0	0	0	1	1	1	5.0
			2	0	1	0	2	0	0	4.0
			3	2	1	0	0	0	0	1.3
			4	1	1	0	0	1	0	2.7
			5	0	0	3	0	0	0	3.0
			6	0	0	0	0	1	2	5.7

TABLE XVI

ANALYSIS OF STUDENTS' PREFERENCES CONCERNING
TYPES OF HALF-TIME MUSIC BY COMBINED GROUPS

The information on this table is drawn from table XV.

Group	Description	Revised Group Number	Types of Music	Rating						Arith. Mean
				1st	2nd	3rd	4th	5th	6th	
AC	Students in Band	10	1	3	2	0	2	3	0	3.0
			2	2	2	2	3	1	0	2.9
			3	2	1	2	3	2	0	3.2
			4	0	4	5	0	1	0	2.8
			5	3	1	1	2	3	0	3.1
			6	0	0	0	0	0	10	6.0
BC	Students not in Band	30	1	7	4	3	9	4	3	3.3
			2	3	4	10	8	5	0	3.3
			3	13	7	3	4	3	0	2.2
			4	1	11	4	5	7	2	3.4
			5	6	3	7	3	8	3	3.4
			6	0	1	3	1	3	22	5.4
DC	Students in Band or Music	23	1	4	4	2	5	6	2	3.5
			2	5	0	9	8	1	0	3.0
			3	6	3	5	6	3	0	2.9
			4	0	10	6	1	5	1	3.2
			5	8	3	1	4	5	1	2.8
			6	0	0	2	1	1	19	5.6
EC	Students not in any Music	17	1	6	2	1	6	1	1	2.8
			2	0	6	3	3	5	0	3.1
			3	9	5	0	1	2	0	2.1
			4	1	5	3	4	3	1	3.4
			5	1	1	7	1	6	2	4.1
			6	0	1	1	0	2	13	5.4
FC	Students in Football	19	1	7	3	2	5	2	0	2.6
			2	1	5	4	6	3	0	3.3
			3	7	5	2	2	3	0	2.4
			4	0	4	8	4	2	1	3.4
			5	4	1	2	2	8	2	3.8
			6	0	1	1	0	1	16	5.6
GC	Students not in Football	21	1	3	3	1	6	5	3	3.6
			2	4	1	8	5	3	0	3.1
			3	8	3	3	5	2	0	2.5
			4	1	11	1	1	6	1	3.1
			5	5	3	6	3	3	1	3.0
			6	0	0	2	1	2	16	5.5
HC	Students in any Athletics	27	1	10	4	2	7	4	0	2.7
			2	1	8	6	8	4	0	3.2
			3	11	5	2	5	4	0	2.5
			4	0	8	10	4	3	2	3.3
			5	5	1	5	3	10	3	3.8
			6	0	1	2	0	2	22	5.5

(Continued on following page)

(Continued)

Group	Description	Revised Group Number	Types of Music	Rating						Arith. Mean
				1st	2nd	3rd	4th	5th	6th	
JC	Students not in athletics	13	1	0	2	1	4	3	3	4.3
			2	4	1	3	3	2	0	2.8
			3	4	3	3	2	1	0	2.5
			4	1	5	2	2	3	0	3.1
			5	4	2	3	1	3	0	2.7
			6	0	0	1	1	1	10	5.5
KC	Students in Band and Football	5	1	2	1	0	1	1	0	2.6
			2	1	0	1	2	1	0	3.4
			3	1	1	2	0	1	0	2.8
			4	0	3	2	0	0	0	2.4
			5	1	0	0	2	2	0	3.8
			6	0	0	0	0	0	5	6.0
LC	Stud's not in Band and Football	35	1	8	5	3	10	6	3	3.3
			2	4	6	11	9	5	0	3.2
			3	14	7	3	7	4	0	2.4
			4	1	12	7	5	8	2	3.5
			5	8	4	8	3	9	3	3.3
			6	0	1	3	1	3	27	5.5
MC	Students in Band and Music	6	1	3	2	0	0	1	0	2.0
			2	0	2	1	2	1	0	3.3
			3	2	1	0	2	1	0	2.9
			4	0	1	4	0	1	0	3.1
			5	1	0	1	2	2	0	3.7
			6	0	0	0	0	0	6	6.0
NC	Students not in both Musics	34	1	7	4	3	11	6	3	3.4
			2	5	4	11	9	4	0	3.0
			3	13	7	5	5	4	0	2.4
			4	1	14	5	5	7	2	3.4
			5	8	4	7	3	9	3	3.4
			6	0	1	3	1	3	26	5.5
OC	Students in both Athletics	18	1	7	3	2	4	2	0	2.5
			2	0	2	7	6	3	0	3.6
			3	7	2	1	2	3	0	2.4
			4	0	6	5	4	2	1	3.2
			5	4	1	2	2	7	2	3.7
			6	0	1	1	0	1	15	5.5
PC	Students not in both Athletics	22	1	3	3	1	7	5	3	3.8
			2	5	4	5	5	3	0	2.9
			3	8	3	4	5	2	0	2.7
			4	1	9	4	1	6	1	3.2
			5	5	3	6	3	4	1	3.0
			6	0	0	2	1	2	17	5.5
QC	Total	40	1	10	6	3	11	7	3	3.2
			2	5	6	12	11	6	0	3.0
			3	15	8	5	7	5	0	2.5
			4	1	15	9	5	8	2	3.2
			5	9	4	8	5	11	3	3.8
			6	0	1	3	1	3	32	5.5

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TABLE XVII

ANALYSIS OF STUDENTS' OPINIONS CONCERNING
EXTRA-MUSICAL BAND SQUADS BY IDENTICAL GROUPS

Questions-1. Do you feel that majorettes add to or detract from the band?

Answers-A. Add
D. Detract
N. Neither

2. Do you feel that flag-carriers add to or detract from the band?

A. Add
D. Detract
N. Neither

3. Do you watch the majorettes' routines closely?

Y. Yes
N. No

4. Do you watch the flag-carriers closely?

Y. Yes
N. No

(table on following page)

Grp	Group Type	Rev Grp Num	Answers													
			Question 1		Question 2		Question 3		Question 4							
			A	D N	Ratio	A	D N	Ratio	Y	N	Ratio	Y	N	Ratio		
AI	YYYY	3	2	1	0	67:33:0	2	1	0	67:33:0	1	2	33:67	1	2	33:67
BI	YNYN	1	1	0	0	100:0:0	1	0	0	100:0:0	1	0	100:0	0	1	0:100
DI	YNYN	3	2	0	1	67:0:33	1	1	1	33:33:33	2	1	67:33	1	2	33:67
EI	YYN	0	0	0	0	0:0:0	0	0	0	0:0:0	0	0	0:0	0	0	0:0
FI	YNN	0	0	0	0	0:0:0	0	0	0	0:0:0	0	0	0:0	0	0	0:0
GI	YNYN	1	1	0	0	100:0:0	1	0	0	100:0:0	0	1	0:100	1	0	100:0
HI	YNNY	0	0	0	0	0:0:0	0	0	0	0:0:0	0	0	0:0	0	0	0:0
JI	YNNN	2	2	0	0	100:0:0	1	0	1	50:0:50	2	0	100:0	0	2	0:100
KI	NYYY	2	1	1	0	50:50:0	1	0	1	50:0:50	2	0	100:0	0	2	0:100
LI	NNYY	12	11	1	0	92:8:0	4	1	7	34:8:58	10	2	83:17	2	10	17:83
MI	NYNY	3	1	1	1	33:33:33	1	2	0	33:67:0	1	2	33:67	1	2	33:67
NI	NYYN	0	0	0	0	0:0:0	0	0	0	0:0:0	0	0	0:0	0	0	0:0
OI	NYNN	8	7	0	1	88:0:12	7	0	1	88:0:12	7	1	88:12	2	6	25:75
PI	NNYN	0	0	0	0	0:0:0	0	0	0	0:0:0	0	0	0:0	0	0	0:0
QI	NNNY	2	2	0	0	100:0:0	1	0	1	50:0:50	2	0	100:0	1	1	50:50
RI	NNNN	3	1	1	1	33:33:33	2	1	0	67:33:0	1	2	33:67	0	3	0:100

TABLE XVIII

ANALYSIS OF STUDENTS' OPINIONS CONCERNING
EXTRA-MUSICAL BAND SQUADS BY COMBINED GROUPS

The information on this table is drawn from table XVII.

Grp	De- scrip- tion	Rev Grp Num	Answers													
			Question 1		Question 2		Question 3		Question 4							
			A	D N	Ratio	A	D N	Ratio	Y	N	Ratio	Y	N	Ratio		
AC	Stu. in Band	10	9	1	0	90:10:0	6	2	2	60:20:20	6	4	60:40	3	7	30:70
BC	Stu. N. in Band	30	23	4	3	77:13:10	16	4	10	53:13:34	23	7	77:23	6	24	20:80
DC	Stu. in any music	23	17	3	3	74:18:8	15	4	4	66:17:17	16	7	70:30	6	17	26:74
EC	Not. in Mus	17	14	2	1	82:12:6	7	2	8	41:12:47	13	4	76:24	3	14	18:82
FC	in Foot- ball	19	16	3	0	84:16:0	9	2	8	48:10:42	14	5	74:26	4	15	21:79
GC	No Foot- ball	21	15	2	4	71:9:20	13	4	4	62:19:19	15	6	71:29	5	16	24:76
HC	in any sport	27	21	4	2	78:15:7	13	5	9	48:15:37	19	8	70:30	7	20	23:77
JC	Not any sport	13	10	1	2	77:8:15	9	1	3	69:8:23	10	3	77:23	2	11	15:85
KC	In B'd and F'ball	5	4	1	0	80:20:0	4	1	0	80:20:0	2	3	40:60	2	3	40:60
LC	No B'd and F'ball	35	27	4	4	76:12:12	18	5	12	51:13:36	27	8	77:23	7	28	20:80
MC	In Both Mus's	6	4	1	1	67:16:16	3	2	1	50:33:16	3	3	50:50	2	4	33:67
NC	No in Both Mus's	34	27	4	3	79:12:9	19	4	9	62:12:26	26	8	77:23	7	27	21:79
OC	In Both Sp'ts	18	15	3	0	83:17:0	8	2	8	44:11:44	14	4	78:22	3	15	17:83
PC	Not in Both Sp'ts	22	16	2	4	73:9:18	14	4	4	64:18:18	15	7	68:32	6	16	27:73
QC	Total	40	31	5	4	78:12:10	22	6	12	55:15:30	29	11	73:27	9	31	23:77

CHAPTER V.

CONCLUSIONS AND RECOMMENDATIONS

The conclusions reached from this study are presented by topics in the order in which the topics appeared on the questionnaire. While some of the conclusions are drawn from the identical group tables, most are from the combined group tables.

CONCLUSIONS

Personal Information

The vast majority of the students (eighty-four per cent) had some sort of musical and/or athletic background. Slightly more people (eight per cent) participated in athletics than music. While twenty-three percent of the people participated in at least two sports but no music, there were no people with two musics and no sports. There was only one student out of nineteen that played football but did not play in other sports. Twenty percent of the students listed only non-band music as their musical-athletic background. Seventy-five percent of the band students also participated in some sort of athletics.

In general, athletics seemed to have the edge over music except with the people that participated only in non-band music. Those people in athletics seemed to be more devoted to their area, than the music people were to theirs.

Football Game Attendance

Only in two of the identical groups did watching the band perform achieve primary goal status. In both cases the groups contained former band members. In contrasting the combined groups it is found that almost without exception people with musical backgrounds list their secondary goal as to watch the band and their third goal as social purposes. People with athletic backgrounds reverse this and list social purposes as their secondary goal and the band as the least of their concerns.

Half-Time Activities

An analysis of the students' half-time activities confirms the above conclusion. Students with a musical background generally wait until after the band has performed to get half-time refreshments, while students with athletic backgrounds tend to get refreshments at the beginning of half-time (while the band is performing).

Playing vs. Marching

The first group of each combined group comparison pair felt that marching style is more important in a marching band than music. The second group of each combined group comparison pair felt that the music was more important than the marching. This might be stated as, the musical-athletic participators favor marching style while the musical-athletic non-participators favor the music. This relationship is clear.

All agreed that bands should march while they play.

Half-Time Show Themes

The majority of the students in all the groups except group RI (no musical-athletic background) knew that most half-time shows were based on a theme.

A conclusion can be drawn from the charts that students with musical backgrounds are more likely to be able to tell you what a half-time show theme was than the students with athletic backgrounds. The converse of this statement also holds true. Students without musical backgrounds are less likely to know what the half-time show theme was than the students without athletic backgrounds.

Props

All students favored the use of props except those people without athletic backgrounds. It should be noted, however, that most groups were fairly evenly divided. Only three groups passed a two-to-one ratio and all of these groups contained athletes.

Types of Half-Time Shows

People were divided on what types of half-time shows they preferred. The only clear loser of the group would have to be the pageantry show. More often than not it came in third. The only two groups that preferred pageantry shows were those people that were not in band and those people that were not in music.

While it is hard to draw many conclusions because the results are close, it can be generally stated that the participators preferred combination shows and the

non-participants precision drill shows. This is just the opposite, however for the people that participated in either band or music. They preferred the precision drill over the combination show.

Types of Music

The groups were unanimous in their rejection of the use of non-popular serious music on the football field. It remained a constant last choice. With the exception of people with musical backgrounds, everyone seemed to prefer popular music as the type to use on the field. Only one group, people with band and music backgrounds, preferred rock. Interestingly, the people with band or music backgrounds chose rock as their fifth choice. People that were not in athletics also showed a strong dislike for rock. Only people with band or music backgrounds preferred marches as their first choice. Marches were rejected by almost everyone else.

While there does appear to be some relationship between the students' musical-athletic backgrounds and the types of music they prefer, it is too complex to be stated in terms of a formula.

Extra-Musical Band Squads

All groups felt that majorettes add to a band and all groups claim they watch the majorettes' routines closely.

Although the ratios were not as favorable to the flag-carriers, the groups still felt that the flags added to the band. It is interesting to note, however, that

when it came to watching the flag routines, the opposite was true. No groups claimed that they watched the flag routines closely.

Final Conclusions

Although it has been shown that in a few cases all people agree on some facets of the Eastern Kentucky University Marching Band's half-time shows, there are enough cases where they do not agree that we are able to state that the knowledge, preferences, and opinions possessed by selected non-music major Eastern Kentucky University students do vary according to their high school musical-athletic backgrounds. The hypothesis is confirmed.

RECOMMENDATIONS FOR FURTHER STUDY

The need for further research in this field is endless. So little research has been performed on the marching band-audience relationship that the researcher can choose almost any subject. The person that can determine exactly what does please a football crowd would have a wide open market.

Other aspects of the marching band that need researched include: the effect of marching band on the student's health; the effect of the marching band on the student's grades; the use of band uniforms on a marching band; the cost of producing marching band shows; the use of all brass marching bands versus brass-woodwind marching bands; the all-male marching band versus the co-ed marching band; Casavant versus Moffitt style of precision drill.

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APPENDIX

SAMPLE QUESTIONNAIRE

INSTRUCTIONS: Please fill this out to the best of your ability. All questions should be self-explanatory.

PERSONAL INFORMATION

Yes _____ No _____ Did you participate in your high school band?

Yes _____ No _____ Did you participate in any other high school musical organization?

Yes _____ No _____ Did you participate in your high school football program as either a player or a cheerleader?

Yes _____ No _____ Did you participate in any other high school athletic program as either a player or a cheerleader?

FOOTBALL GAME ATTENDENCE

Please rank in order of importance the factors you consider when attending a football game. List 1 as most important, 2 next important, etc.

_____ I go to watch the football team and game.

_____ I go to watch the band perform.

_____ I go to the games socially. (Take a date or because everyone else goes)

_____ Other (Specify) _____

_____ I do not attend football games. (Check if this applies)

Rank in order of importance the factors you consider when getting refreshments. Use 1 as most important, 2 as next important, etc.

_____ I get refreshments when I feel the need.

_____ I go at the beginning of half-time.

_____ I go after the band has performed at half-time.

_____ Other (Specify) _____

PREFERENCES ON BAND PERFORMANCES

Which do you feel is more important in a marching band, the marching style or the music?

_____ Marching Style _____ Music

Do you prefer that the band play while standing in a formation or play while marching?

_____ Play while in formation _____ Play while marching.

Yes _____ No _____ Are you aware that most half-time shows are centered around a theme?

Yes _____ No _____ If someone were to ask you after a football game what the theme of the band's half-time show was, could you tell them?

Yes _____ No _____ Do you prefer half-time shows that use props? (Examples: balloons, streamers, smoke, etc.)

Rank in order the type of half-time shows you prefer. Use 1 as most preferred, 2 as next preferred, etc.

_____ Pageantry

_____ Precision Drill

_____ Combination of the above two types.

Definitions: PAGEANTRY: Usually based on a theme. Band makes formations, such as trains or cars, uses props, occasionally stands in formation and plays.

PRECISION DRILL: Constant marching by the band. Formations are constantly changing and are generally geometric designs. Props are rarely used and there may or may not be a theme.

TYPES OF MUSIC PREFERRED

Rank in order the styles of music you prefer a band use in its half-time shows. Use 1 as prefer the most, 2 as prefer second, etc.

- _____ Rock
- _____ Jazz
- _____ Popular (Andy Williams, Burt Bacharach, Henry Mancini)
- _____ Broadway showtunes
- _____ Marches
- _____ Non-popular serious music (so-called "classical")

EXTRA-MUSICAL BAND GROUPS

Do you feel that majorettes add to or detract from the band?

Add _____ Detract _____ Neither _____

Do you feel that flag-carriers add to or detract from the band?

Add _____ Detract _____ Neither _____

Yes _____ No _____ Do you watch the majorettes routines closely?

Yes _____ No _____ Do you watch the flag-carriers routines closely?

Please feel free to add any suggestions or comments you might have concerning the EKU marching band.