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**A survey of music education programs for senior citizens in
Mecklenburg County, North Carolina**

Robertson, William Dwayne, Ed.D.

The University of North Carolina at Greensboro, 1992

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**300 N. Zeeb Rd.
Ann Arbor, MI 48106**



A SURVEY OF MUSIC EDUCATION PROGRAMS FOR
SENIOR CITIZENS IN MECKLENBURG COUNTY,
NORTH CAROLINA

by

William Dwayne Robertson

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1992

Approved by



Dissertation Advisor

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Dissertation Advisor Patricia E. Ish

Committee Members James W. Phyllis
Virginia L. Stegeland
Barbara B. Bai
Hilary Appelstadt

4-6-92
Date of Acceptance by Committee

3-26-92
Date of Final Oral Examination

ACKNOWLEDGMENTS

I wish to sincerely thank Dr. Patricia Elizabeth Sink for her many hours of commitment and energetic guidance in completing this project. As my committee chairman, she saw the project through, from its embryonic stages to its ultimate maturity--for this, I am grateful.

I thank Dr. James Sherbon for his fatherly leadership and advice in the world of research. He is the consummate researcher, a prototype I have many times sought to emulate in my endeavors.

I acknowledge the efforts of my remaining committee members--Mrs. Barbara Bair, Dr. Hilary Apfelstadt, and Dr. Virginia Stephens. I appreciate their guidance and devotion of time in reading draft after draft.

I thank my first piano teacher, Ms. Viola Gaither. I was merely seven at the time, but she was the one who initiated me into this long trek that reached its climax in the spring of '92.

I am in deep gratitude to Mrs. Mary Davis, Ms. Jane Kirby, Dr. Paul Stewart, and Dr. Barbara Hill. As my successive piano teachers, these persons provided me with control over a medium in which I could explore the world of music and make it more meaningful to me.

I appreciate the behind-the-scenes technical work and advice of Dr. Cheryl Tennant, Miss Astrid Hendricks, Mrs. Emily Finley, and Dr. Fred Wheeler.

Without these people, the insanity of this project and of life in general would have been overwhelming.

I appreciate my school principals and supervisors for understanding the sudden rushes to meet with my advisor or pick up data from my statisticians. I acknowledge the words of wisdom from Dr. Coite Sherrill in how to approach certain aspects of my dissertation, both technically and philosophically.

I deeply appreciate my mother, "Tootie" Goforth Robertson. She was the calming force many times through the years when music, education, research, or life just was not going right. She was always there to make me feel things would get better. She never let me down.

I thank my brother Dirk and my other relatives and in laws who have consistently demonstrated support and understanding through my complaints of this project. These people provided me with some fun times in which to temporarily escape the pressures of comprehensive examinations and oral finals.

I really appreciate a little three year old girl named Kirsten who many evenings wondered "where Daddy was" and "when Daddy was going to be home." She deserves ten times more attention than I could ever give a third degree in music. "Well, Kirsten--Daddy's home now, and he's here to stay!"

I could never express enough appreciation to my father, Bill. He has sweated and worried over the completion of this project even more than I have. He has made an untold number of sacrifices for me. He is, in my completely biased opinion, one of the greatest educators in North Carolina. I know of no

actor, athlete, musician, or other living person that is more of a hero to me than my father.

Finally, I wish to give my heartfelt appreciation and love to the one person who has been by my side through this whole project, a person who inspired me to keep trying when I was ready to give it all up. To my wife, Kim, I thank you for everything--the words, the hugs, the hot cup of chocolate in the morning, the professional advice. My wife and I literally sacrificed the first two or three years of our marriage to jobs and night classes, but the payoff is finally here. I am thankful that someone else in this world was ready to share such a sometimes rough ride with someone such as me.

Dwayne Robertson

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ROBERTSON, WILLIAM DWAYNE, ED.D. A Survey of Music Education Programs for Senior Citizens in Mecklenburg County, North Carolina. (1992) Directed by Dr. Patricia Sink. 140 pp.

The purpose of the research was: (1) to describe currently existing community music programs designed for persons 65 years of age and older in Mecklenburg County, North Carolina and (2) to examine the capacity in which these programs meet the needs of the participants. The study was intended to provide descriptive information needed to make informed choices about community music programs for senior citizens.

Twenty-seven community music programs designed specifically for senior citizens were identified in Mecklenburg County. The music leaders of the programs and the program participants served as subjects in the study. Two questionnaires were constructed to survey the populations: (1) Music Education Programs for Senior Citizens Questionnaire (MPSCQ) and (2) Program Participants Questionnaire (PPQ). The music leaders were administered the MPSCQ, and the program participants were administered the PPQ.

The SPSS Cross Tabulation Program was used to analyze the survey data. All possible categorizations and pairwise comparisons of questionnaire responses were made, providing a quantitative description of Mecklenburg County senior citizen community music programs.

Two variables were cited consistently in the literature as being indicators of successful community music programs for senior citizens: (1) senior citizens' attendance in the community music programs and (2) senior citizens' ratings of

music learning needs being met by community music programs. A series of independent chi-square tests was used to determine possible predictor variables of these two variables indicative of successful music programs for senior citizens.

Ratings for program conditions in Mecklenburg County occurred generally in the neutral to extremely adequate range with few responses in the extremely inadequate or negative range. Based on findings from the data, the researcher recommended that Mecklenburg County organizations and institutions examine program funding, program staffing, and training of personnel as conditions meriting attention. Recommendations were made concerning the need for new research and study replication in all aspects of music learning of senior citizens as well as in the planning, maintaining, and improving of programs and program conditions.

CHAPTER I

INTRODUCTION

As the senior citizen population in the United States continues to grow, there is a continuing need for research on the music education of senior citizens. The purpose of this research was: (1) to describe currently existing community music programs designed for persons 65 years of age and older in Mecklenburg County, North Carolina and (2) to examine the capacity in which these programs meet the needs of the participants. Ultimately, such information enables music educators to meet future music learning needs of participants in senior citizen music programs of Mecklenburg County.

Statement of the Problem

This study was designed to provide descriptive information needed to make educational decisions and informed choices about community music programs for senior citizens. To conduct the study, background information was investigated regarding music education for senior citizens by addressing several questions in this chapter. Is there a noticeable pattern of population growth among senior citizens? If so, does this growth precipitate a need for developing music programs for senior citizens? Is the music education profession interested in providing music education for senior citizens? Are music learning opportunities necessarily important for senior citizens?

The Population Growth of Senior Citizens

The conclusion of World War II in 1945 introduced an important sociological change in the United States of America. As indicated in Table 1 (U. S. Bureau of the Census, 1979), an increase of 553,000 births occurred in 1946; large in comparison to the birth rates of previous years.

Table 1

Estimates of Births in the United States from 1940 to 1979

<i>Year</i>	<i>Births</i>	<i>Year</i>	<i>Births</i>
1940	2,570,000	1960	4,307,000
1941	2,716,000	1961	4,317,000
1942	3,002,000	1962	4,213,000
1943	3,118,000	1963	4,142,000
1944	2,954,000	1964	4,070,000
1945	2,873,000	1965	3,801,000
1946	3,426,000	1966	3,642,000
1947	3,834,000	1967	3,555,000
1948	3,655,000	1968	3,535,000
1949	3,667,000	1969	3,630,000
1950	3,645,000	1970	3,739,000
1951	3,645,000	1971	3,556,000
1952	3,933,000	1972	3,258,000
1953	3,989,000	1973	3,137,000
1954	4,102,000	1974	2,160,000
1955	4,128,000	1975	3,144,000
1956	4,244,000	1976	3,168,000
1957	4,332,000	1977	3,313,000
1958	4,279,000	1978	3,328,000
1959	4,313,000	1979	3,473,000

The number of births per year following 1946 continued to demonstrate a general pattern of growth. This growth pattern peaked in 1957 with 4,332,000

births. In the years succeeding 1957, the birth rate began a declining pattern, but it was not until 1965 when a large decline of 269,000 births occurred. The significant increase of births from 1945 to 1946 and the significant decrease of births from 1964 to 1965 helped to isolate the period 1946-1964 as a unique trend of population growth in the United States.

This period of growth (1946-1964) produced a total of 76,441,000 infants, representing approximately one-third of the United States' current population. Using 65 as the age of senior citizenship, United States citizens born between 1946 and 1964 will be senior citizens between 2011 and 2029. Information regarding current senior citizens' music education programs should provide music educators and community leaders necessary knowledge for making future programming decisions.

According to Jones (1980), each day the United States' population of senior citizens increases by 1400; 5000 persons reach the age of 65 and 3600 senior citizens die. Around the year 1900, there were approximately 3,000,000 persons 65 years of age and older, nearly four percent of the United States population (i.e., one out of every twenty-five persons). In 1980, there were 24,900,000 senior citizens, nearly eleven percent of the population (i.e., one out of every nine persons). By the year 2030, approximately 55,000,000 persons will be 65 years of age and older, nearly eighteen percent of the population of the United States (i.e., one out of every six persons). These estimates of citizens 65 years of age and older are presented in Table 2 (U. S. Bureau of the Census, 1977).

Table 2
Estimates of the United States Population by
Age Groups from 1940 to 2030

(numbers in millions)

Year	Under 5	5-17	18-24	25-34	35-44	45-54	55-64	65+
1940	10.6	29.8	16.6	21.4	18.4	15.6	10.6	9.1
1950	<u>16.4</u>	30.9	16.1	24.0	21.6	17.5	13.4	12.4
1960	20.3	<u>44.2</u>	16.1	22.9	24.2	20.6	15.6	16.7
1970	17.1	<u>52.5</u>	<u>24.7</u>	25.3	23.1	23.3	18.7	20.0
1980	16.0	46.0	29.5	<u>36.2</u>	25.7	22.7	21.2	24.9
1990	19.4	45.3	25.2	41.1	<u>36.6</u>	25.3	20.8	29.8
2000	17.9	51.1	24.7	34.5	41.3	<u>35.6</u>	23.2	31.8
2010	19.2	48.5	28.4	36.3	34.7	40.6	<u>32.9</u>	34.8
2020	19.8	51.6	26.3	39.6	36.4	34.1	37.2	<u>45.1</u>
2030	19.6	52.9	28.6	37.4	36.7	35.9	31.4	55.0

Implications of Program Development

In addition to the projected growth of the senior citizen population, a contemporary trend of higher life expectancies past the age of 65 is indicated by Jones (1980). In 1920, the life expectancy of the average citizen was 54.1 years. In 1985, average life expectancy of citizens was 74.7 years, representing an increase of 20.6 years in life expectancy from 1920 to 1985. In eighty years, the number of people over the age of 75 has grown approximately ten times, from 900,000 in 1900 to 9,000,000 in 1980. The number of citizens over the age of 85 has grown seventeen times since 1900 and may become four times larger by 2050. The United States' citizenry is gradually becoming characterized with a population of citizens 65 years of age and older. Increased life expectancies,

early retirement options, and social security provisions are helping to restructure perceptions of senior citizenship and the role of leisure time.

The projected growth of the senior citizen population and increased leisure time indicate an expanded role of programs promoting lifelong learning, such as music education. The implied importance of lifelong learning programs is further strengthened by another logical possibility. An increase in the number of senior citizens also increases the senior citizens' social and political influences.

The Music Education Profession and Lifelong Learning

The Interest of Music Educators

Music educators are interested to lifelong learning and participation in music. Leonhard (1981) offers one of the strongest position statements supporting the music education profession's commitment to lifelong learning. He acknowledges an increase in the number of United States citizens beyond traditional school ages and maintains that this increase requires active attention by the music education profession.

The median age of the population of the United States is steadily increasing and, with the projected continuing decrease in the birthrate, an ongoing increase in median age appears certain for the foreseeable future. During the latter part of the twentieth century and beyond, the percentage of our population between the ages of 25 and 80 will continue to grow. People are living longer and spend a growing number of years in retirement. Senior citizens now constitute a significant percentage of the population with growing political influence, and they are making increased demands on the society for social and economic programs that benefit them. The simple truth is that the traditional clientele of music educators is diminishing rapidly, with no end in the reduction in sight. (p. 34)

Of what value is lifelong learning in music? Is it an effective use of leisure time for senior citizens?

Values of Lifelong Music Learning

According to Gaston (1968), music is human behavior. Music is a necessary function of human beings and came into existence because of the human need for expression and communication. Gaston states that aesthetic experiences, such as music experiences provide, may be one of the best devices to help humans adjust and adapt to the environment. To deprive senior citizens of this source of gratification would be a major oversight by society.

Many researchers support the contention that lifelong learning and music are important tools in assisting senior citizens to achieve a high quality of life. According to Davidson (1980), many senior citizens feel lonely. Social events, such as music experiences, can diminish lonely feelings by encouraging senior citizens to become a part of group activities, and thereby, meet other people and respond to music in their individual ways. As with other age groups, senior citizens seem to derive satisfaction from associating with one another; music serves as an important cultural and socializing agent. With this influence, music may also function as therapy for senior citizens in retirement centers and nursing homes (O'Briant & Tanner, 1980).

According to Gibbons (1977), music serves many purposes with senior citizens. As with most human beings, music provides senior citizens some

definite purpose in life along with opportunities for promoting higher self-esteem, aesthetic expression, and gratification.

The creation of successful, quality music experiences and products provides sensory and intellectual stimulations important to quality of life. Senior citizens often comment that learning new skills and knowledge increases their intellectual awareness (Gibbons, 1985). Other researchers agree that music provides senior citizens with constructive and positive learning experiences. Wilder (1985) contends that music can be an "aggressive" or extroverted experience, thereby promoting self-confidence. Music often involves active participation and enthusiasm. Music experiences may be challenging and inspiring for senior citizens (Melillo, 1985).

Coates (1984), an advocate of music in lifelong learning and leisure, maintains that a sense of personal worth, self-acceptance, and an enhancement of self-esteem are evoked when a person is comfortable with himself or herself. Self-awareness, essential to personal growth, is developed in the context of continuing experience. Meaningful experiences with music provide a foundation for an evolving self-concept.

Definition of Terms and Research Limitations

To enable readers to examine the study with an informed and uniform awareness of the researcher's purpose and procedures, several operational definitions are provided in this section, and specific criteria are provided which determined the qualifications of a music education program for senior citizens as

suitable for the study. The term **"lifelong learning"** refers to the continuation of knowledge throughout the entire span of one's existence in any one or combination of the academic and/or artistic disciplines. The terms **"music education programs"** and **"community music programs"** refer to organized instructional music programs designed to facilitate music learning or performing. The term **"community music program"** also indicates that a program of music learning experiences is available to a population of citizens within their sociological sphere. The term **"community music programs for senior citizens"** refers to music education programs designed specifically for senior citizens, exclusive of other age groups.

The term **"senior citizen"** is a multidimensional variable. Human beings demonstrate different stages of development at different ages, including physiological and psychological development. Retirement ages vary, as do designations for financial qualifications in certain areas, such as housing. To maintain a practical and controlled study, the researcher defined the senior citizen as a person who is 65 years of age and older. This definition is used by the federal government, as acknowledged by the Social Security Act of 1935 and supported by certain amendments of the Older Americans Act (Myles, 1989). Both state and local units incorporate the provisions of the Social Security Act of 1935 within their respective administrations. Sixty-five years of age is a point of discrimination for data collection purposes and is not intended as an absolute definition of senior citizen.

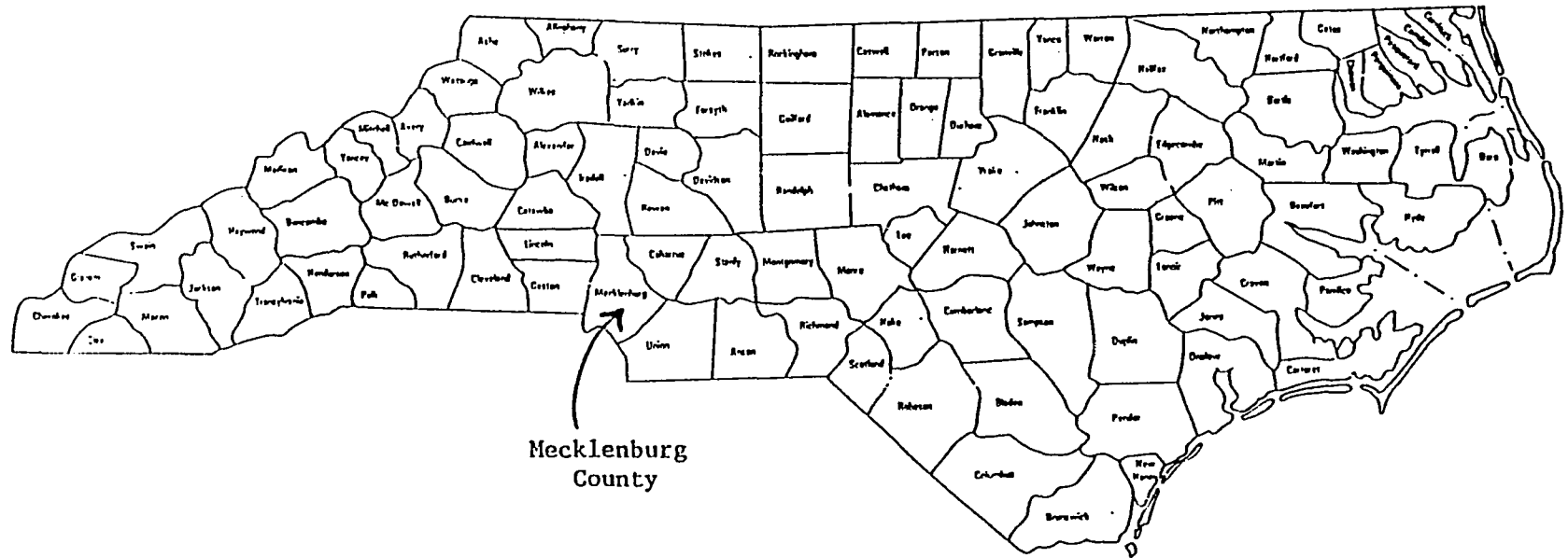
To participate in this study as a community music program for senior citizens, programs were required to meet the following criteria: (1) meet in Mecklenburg County; (2) function under the active leadership of a music teacher, director, or conductor; (3) occur on a regular basis; and (4) be designed specifically for senior citizens, exclusive of other age groups. To be included in the study, senior citizen community music programs had to be conducted within Mecklenburg County geographic borders (see Figure 1); however, the programs could involve participants residing in adjacent counties.

Examples of ineligible programs were programs existing without an appointed leader or programs occurring intermittently, not on a regular basis. Meetings or sessions of qualifying programs had to occur on a regular basis. Specific examples of disqualifying activities included non-structured "sing-alongs," regular community music experiences functioning without an appointed leader, single-occurrence events such as singing Christmas carols, or any other noncontinuous activities.

Qualifying programs had to be designed for senior citizens, exclusive of other age groups. For example, private lessons across the county offered in communities, churches, colleges, and other settings did not qualify as they were designed for the general population regardless of age. Performance study programs, however, exclusively designed for senior citizens were classified as qualifying programs by the researcher. Group music education programs included in the study had to be exclusively for senior citizens. Activities such as most community sing-alongs and church choirs were disqualified as long as they

Figure 1

Map Indicating the Location of Mecklenburg County
in the State of North Carolina



were designed for the general populace and were not age-specific for senior citizens.

Value of the Study

The objective of the researcher was to determine the current status of music learning opportunities for senior citizens in Mecklenburg County, North Carolina. With this information, future directions can be provided for meeting the music learning needs of these persons through a sufficient quantity and quality of community music programming. The researcher selected Mecklenburg County as the testing site because of the heterogeneity of its population. The county contains both rural and urban citizens with a possible variety of socioeconomic levels and occupation classifications.

Although regions may vary economically and/or culturally and Mecklenburg County is a region with its own specific characteristics, the researcher intended the study to be useful at local, state, and national levels. Additionally, the study provides an isolated model of community music programming for senior citizens as well as specific knowledge regarding quantities and qualities of music learning experiences for senior citizens.

Surveying the heterogenous population of Mecklenburg County senior citizens produced data that can perhaps be related to heterogenous populations in other areas of the state and across the nation. The researcher intends that the findings can serve as possible resource material regarding senior citizen lifelong learning for local, state, and national legislators, educators, and citizens. The

material from the study may be useful in formulating, implementing, and sustaining community music programs for senior citizens and in providing better opportunities for music learning for senior citizens. On a national level, communities in other states may use the study as a model for conducting research on music education programs for senior citizens.

CHAPTER II

RELATED LITERATURE

Research on music education for senior citizens has been selected to describe existing senior citizen music programs and to examine the extent to which these programs meet the needs of the participants. The review of literature provides both specific and general information concerning senior citizen music program models, philosophies, and needs as well as information about specific conditions in current programs. Research studies have also been included which describe senior citizens' musical behaviors and preferences. Literature concerning senior citizen music learning was identified mostly in professional journals. The selected literature serves as a foundation for understanding the nature of both senior citizen music learning and music program needs. To address the objectives of this research study, the research literature is grouped into four topics: (1) the importance of lifelong learning and the music education profession; (2) senior citizens' musical abilities and performance; (3) descriptions of music learning programs for senior citizens; and (4) special requirements of the senior citizen music learning program.

The Importance of Lifelong Learning and the Music Education Profession

The continued learning of music is essential to the lives of senior citizens. Programs are needed to accommodate the music learning needs of both present

and future senior citizens. Numerous music educators support the need for music programs specifically designed for senior citizens. Beazley (1981) stated that by the year 2020 one-fifth of the population of the United States will be over sixty years old. According to Beazley, as senior citizens increase in number, a greater portion of human services will be required to meet their needs. Senior citizens may seek enrichment through cultural arts services offered outside traditional educational institutions.

Leonhard (1981) supported the development of music learning programs for senior citizens. He emphasized that educating the predicted population of senior citizens provides an opportunity to broaden the music education clientele. Leonhard stated that persons of all ages may benefit from such programming, from young adults to the retired and the domiciled populations. Those benefitting from the programs may include people who once developed music skills and interests that were placed into disuse, people who never had the opportunity of participating in a school music program, and people with sophisticated music tastes as well as those barely exposed to music.

Is music learning a crucial element in senior citizens' lives? Is it a valid, constructive use of leisure time as well as a medium for continuous learning? According to Gibbons (1985), participation in developmental music programs enabled senior citizens to meet people and interact socially and musically in structured, educational situations. As music skills helped develop performance confidence and also increased independence, senior citizens performed with and for other persons in a wide variety of contexts. Senior citizens may therefore use

music to provide opportunities to mix socially with people of different ages and musical backgrounds within various social frameworks.

Bright (1972) agreed with Gibbon's contention that music is a socializing agent for senior citizens. Bright claimed music to have an associative quality, power for socialization. She stated that music may encourage social activities, such as stimulating discussion or relating memories to particular time periods. Bright also indicated that music improves motivation and acts as a type of "preventive medicine." Bright contended that a strong interest in music could prevent senior citizens from adopting the mental role of a sick person, with depression being the primary feature. Disuse of abilities are not as likely to occur, according to Bright, when a person retains a vital interest in a hobby. In this case, music helps maintain alertness and spontaneous movement.

Gibbons (1985) also cited other ways in which music is important to senior citizens in an individual sense. Gibbons declared music as valuable in providing a sense of belonging and feeling needed by others, as illustrated in music ensembles where everyone's effort and skill are required for success. According to Gibbons, music is used by senior citizens for emotional expression and aesthetic response which helps them to play or sing out their feelings, whether these feelings are positive or negative. Boxberger (1968) stated that music is important in providing a relaxing atmosphere for senior citizens. According to Boxberger, there was less noticeable aggressiveness between patients in nursing homes where music is frequently played.

Senior Citizens' Musical Abilities and Preferences

Lifelong learning of music is supported by the music education profession, but do senior citizens demonstrate tendencies or abilities to learn music? Do senior citizens demonstrate certain music preferences and attitudes? Reviewed research findings provided answers to these questions and insights into senior citizens' music abilities and characteristics.

Lipman (1972) examined senior citizens' music learning capacities; he found music abilities continued to develop past the sixth decade of a person's life. Lipman contended that there is no reason for senior citizens not becoming involved in music processes such as composition and improvisation. Buffer (1982) compared learning rates and styles of fifth-grade and senior citizen choir members. When comparing the younger and older learners by their performance in pitch retention, results indicated that the older adults mentally retained pitches more frequently than the younger students.

Accurate memory is also a prominent characteristic in senior citizens. In an experiment concerned with long term memory, Bartlett and Snelus (1980) found that accurate memory for popular songs does exist with the senior population. According to the researchers, senior citizens' cued recall of lyrics was higher in response to melodies than in response to titles.

In a study concerning lateralization of linguistic and melodic processing with age, Borod (1980) examined the effect of aging on hemispheric specialization for verbal and melodic materials. Although overall scores on hearing acuity gradually declined with age, there was no interaction between age

and the degree of right ear advantage for verbal material and left ear advantage for melodies. According to Borod, these data indicate a stability in some psychological processes although the process of aging may lessen the sensory process of hearing.

Liederman (1967) examined rhythm with the senior citizen clientele and acknowledged the importance of rhythm in working with the senior population. He stated that bodily rhythms are natural forms of expression in the human being and, as such, are instinctive responses to music requiring less conscious intellectual effort than other forms of expression such as singing or speaking. Liederman claimed that through the medium of music and rhythm the senior citizen is stimulated into a greater degree of environmental awareness, with the music thus serving as an energizer.

Gibbons (1982) conducted a study of the self-evaluation of music skill level by a non-institutionalized senior citizen population. The research showed that some senior citizens desired music education because they were not satisfied with their current music skills and wanted to improve them. According to Gibbons, 52 percent of the subjects said they needed to improve singing skills, 84 percent said they needed to improve overall musical skills, and 90 percent with musical instrument skills said they wanted to improve instrumental performance skills.

Gibbons (1981) indicated that little is known about characteristics of senior citizens' music learning. The researcher stated that musical ability is an integral part of music development, and assessment of ability is essential for effective program design and implementation. Gibbons (1979) examined factors related to

musical ability in older individuals. She reported that age was not correlated significantly with scores on the Musical Aptitude Profile (Gordon, 1965), but that persons in independent housing situations tended to score better than those living in dependent situations, such as nursing homes. Gibbons (1982) indicated that the aging of senior citizens was not an important factor in musical development and that senior citizens have innate capacities for music learning and development which are maintained with age (according to the Musical Aptitude Profile scores in the 1979 study).

Gibbons (1981) also reported results from the administration of the Primary Measures of Music Audiation (PMMA), (Gordon, 1979) to a group of 180 institutionalized senior citizens. The purpose of the study was twofold: (1) to contribute descriptive information concerning the types of correct or incorrect responses senior institutionalized persons will likely make on a musical task and (2) to contribute additional data concerning implementation of the PMMA test in a senior citizen population. With the population consisting primarily of Caucasian, female, senior care home residents, results showed that incorrect responses were often due to difficulties in discriminating small interval changes, small duration changes, or complex rhythm patterns. These data imply that music activities which incorporate music with simple rhythm patterns should facilitate successful experiences while activities which use music with subtle changes in pitch or duration and complex rhythm patterns may result in failure.

Music preferences also have been examined by music researchers. Latham (1982) noted a tendency for senior citizens to prefer patriotic, big band, and

religious music as compared to symphonic, operatic, and folk music. The preferences were related to educational level and previous music experience. Beal and Gilbert (1982) also studied senior citizens' music preferences. Senior citizens in the Beal & Gilbert study preferred observational activities over experiences involving more active participation. The study also showed that a strong preference existed for tunes from young adulthood, and a relationship existed between preference and availability of activities to persons in different communities.

Ives (1980) reported that senior citizens preferred singing and Orff-Schulwerk activities foremost, with dancing activities least preferred. Gibbons (1977) demonstrated that senior citizens strongly preferred popular music of their young adult years to popular music of later life periods. There was also a tendency for senior citizens to prefer stimulative music to sedative music that was popular in all life periods.

Descriptions of Music Learning Programs for Senior Citizens

To describe specific conditions of music learning programs for senior citizens, the researcher examined research on conditions of existing programs of music for senior citizens in other areas. According to the literature, music learning programs for senior citizens occur generally in one of three places: (1) in educational institutions extending programs to the community; (2) institutions or organizations in which senior citizens gather in communal living; and (3) organizations in which senior citizens gather for recreational

purposes. O'Briant & Tanner (1980) stated that colleges and universities, as well as other community organizations, were reaching out to the senior segment of the population with adult music education programs.

Davidson (1978) found a wide variety of music learning programs for senior citizens implemented in sheltered housing, nursing homes, and domiciliary care homes in Maryland. The researcher also noted that community colleges belonging to the Maryland Consortium of Gerontology Departments offered a variety of music courses for senior citizens.

A specific example of a senior citizen organization offering music learning activities was detailed by Fowler (1972). Fowler observed that the Presser Home for Retired Music Teachers in Germantown, Pennsylvania. The Presser Home was modelled after the Casa di Riposo per Musicati in Milan, Italy and offered weekly concerts via guest soloists and groups. Fowler noted that people in residence also drew on their own resources and performed for each other.

Brown (1981) reviewed the education program known as Elderhostel for senior citizens. He stated that colleges and universities across the country offered one week sessions composed of a variety of activities, including music education. According to Brown, the cost was very low and the senior citizens lived in the campus dormitories during the Elderhostel. Music programs included courses on opera, American music, rock, music appreciation, Russian traditional music, composition, piano, music theater, and choral music performance.

Types of music learning activities for senior citizens are represented in both performance-oriented activities, as described in the previously mentioned Presser Home for Retired Music Teachers, and guided practice or lecture activities, as is the case in the Elderhostel program. The most prevalent type of learning activity for senior citizens in music was choral singing activities in the form of guided sing-alongs and rehearsals with occasional performances for audiences.

According to Davidson (1978), programs of singing, such as hymn singing and sing-alongs, dominated institutions surveyed in Maryland. The researcher stated that orchestral playing and instrumental classes were offered by only a small percentage of the institutions. Although music listening programs were provided by a majority of the institutions surveyed in Maryland, Davidson noted that nearly two-thirds of the institutions surveyed offered no music appreciation classes.

O'Briant & Tanner (1980) provided further examples of music learning activities for senior citizens. According to the authors, retired music educators in the greater Phoenix area and the Rio Grande Valley in Texas organized and directed music programs for senior citizens, including choruses, accordion groups, and music appreciation groups.

Wilder (1985) described the occurrence of intergenerational music learning activity. In this instance, a local senior citizen chorus combined with community school children to perform a concert. Wilder stated that the choruses practiced separately, and the resulting concert was well-received by the public.

In contemporary music learning programs for senior citizens mentioned in the literature, what variables appear to contribute to successful programs? According to Davidson (1980), proper funding was essential to maintaining a music program for senior citizens. Davidson also noted the importance of adequate equipment and materials, regarding both quantity and quality. Davidson indicated that the type of personnel organizing and/or directing music programs for senior citizens was a prominent variable in contributing to a program's success. She stated that music programs organized and directed by music teachers, retired professional musicians, or volunteers with music backgrounds appeared to have a higher rate of success than programs developed by non-musicians. Davidson emphasized that the importance of the previously mentioned variables occurring simultaneously within the same program by stating, for example, that instrumental programs, when properly funded, staffed, and equipped, were successful. Davidson also maintained that general attitude toward the program by administrators, owners, recreation and social directors, and all other staff members was important to the music program. According to Davidson, negative or apathetic atmospheres could destroy or limit a program of music education.

Funding of senior music programs is often inadequate. According to Beazley (1981), sources of funding for senior music programs tended to be of two types: (1) public funds, such as state or federal monies, colleges and universities, official county or city arts commissions and other local government commissions, and (2) funds from private donors, charity organizations and civic

groups, private non-profit arts councils, corporations or businesses, and, of course, the senior participants in the music programs.

Brown (1981) verified that senior citizens often bore the costs of their programs. The Elderhostel program was invitational, according to Brown, and senior participants were asked to pay their own fees. According to Davidson (1978), insufficient funding appeared to be a reason for the failure of many programs, regarding either the creation or sustaining of organized music learning activity. For example, Davidson stated that many institutions reported budgets inadequate for funding the purchase of instruments.

The type and availability of personnel varies in contemporary music learning programs for senior citizens. Frequently, volunteer or part-time personnel are enlisted to implement leadership in senior music programs. For example, instructors for the Elderhostel program described by Brown were faculty and local community volunteers.

Davidson (1978) noted that music programs in Maryland institutions were organized by activities directors, administrators, therapists, music teachers, community volunteers, and residents. According to Davidson, lack of sufficiently trained personnel was a major factor in the failure of programs. Davidson stated that only one-sixth of the institutions in the Maryland study implemented choruses rehearsed by leaders with music training. Most of the music programs were organized by community volunteers. Music teachers (some without a music degree) organized singing and listening programs in only one-seventh of the sample and programs involving the playing of instruments to a lesser degree.

Three-fourths of the Maryland institutions indicated that no retired professional musicians were in residence.

No mention is made in the surveyed literature of the status of materials and equipment available in music learning programs for senior citizens, except for Davidson's Maryland survey. According to Davidson, pianos were available in four-fifths of the institutions and organs in one-third. Beginning group instruments, such as percussion instruments, handbells, and recorders, were supplied by a large number of the facilities, but few other instruments were made available to any great extent. As previously mentioned, many institutions reported inadequate funding as the reason for not purchasing instruments. Davidson stated that hymnals, records, tapes, phonographs, tape recorders, and song books were supplied by most facilities, but few institutions provided orchestra music.

With the major variables contributing to successful music learning programs for senior citizens now identified, what variables seem to be indicative of a successful senior music program? How can one measure the success of a music program?

According to the literature, attendance appears to be the most identified indicator of a successful music learning program for senior citizens. Most writers agree that if participants demonstrate enough interest to appear at a meeting and sustain this interest by appearing at subsequent meetings, the program must be of some degree of merit and quality.

Gibbons (1985) emphasized the need of program directors to aim for involvement and good attendance. She stated that a program of music for senior citizens must be of good quality--if not, this creates a lack of interest or involvement. Conversely, this statement implied that if people do not attend sessions of a program and do not seem interested, the program may not be successful.

Gibbons further analyzed senior citizens' commitment to music learning on a participatory basis and its relationship to the success of a music program. In music programs, according to Gibbons, absence detracts markedly from the whole, particularly in smaller groups. Gibbons implied that a successful music program provides senior citizens with enough sense of contribution and belonging to motivate high attendance.

Davidson (1980) offered similar implications concerning the number of senior citizens involved in music programs and the success of the music programs. Davidson suggested that the number of senior citizens participating in music programs continues to grow--if the conditions or variables contributing to successful programs (adequate funding, personnel, and equipment) are present, the programs will continue to be successful or well-attended. Davidson (1978) mentioned lack of involvement or attendance as the sign of an unsuccessful program. The researcher stated that certain institutions in the Maryland study with less successful programs reported low numbers of attendance.

Perceptions of senior citizens that the music program is meeting their needs in music learning is another variable prevalent in the literature as an indicator of

a successful senior citizen music program. Although not as consistently identified in the literature as attendance, positive perceptions of the senior citizens is regarded by some writers as an important outcome of a senior music program.

Kellmann (1986) identified positive perceptions of senior participants in a music program as being an indicator of a successful program. The writer stated that feelings of accomplishments or meeting music learning needs was an important aspect of the senior citizen music program. Kellman further suggested that positive perceptions of the senior citizens could be useful in the evaluation or assessment of a music program, particularly in the first stages of the program.

Coates (1984) stated that senior citizens in a music learning program want to continue to grow and increase their knowledge. If the senior citizens feel that this increase of knowledge is being accomplished and their music learning needs are being met, according to Coates, the music program has been successful in its meaningfulness to the participants.

As with any age group, Gibbons (1985) suggested that senior citizens insist on their music learning needs being met in a music program. Gibbons maintained that unsuccessful music programs and experiences can be detected by senior participants perceiving that their music learning needs have not been met.

Special Requirements of the Senior Citizen Music Learning Program

To describe music programs for senior citizens, the specialized nature of senior music programs is important to examine. What special needs, if any, do senior citizens have in learning music? What special skills and knowledge, if any,

are needed by the educators of these programs? Does the literature contain any planning suggestions for senior citizen music programs?

Coates (1984) suggested that music education programs, priorities, and methods for older adults should be different from programs developed for school-aged children. According to Coates, the interests, abilities, and life experiences of senior citizens are distinct from the needs of children. The researcher stated that formal music education programs presented in an environment or manner meant for children may embarrass senior citizens, who may subsequently avoid taking part in such programs.

Although Coates implied that music educators should consider the mental and psychological differences in senior citizens as compared to those of children, O'Briant & Tanner (1980) stated that music programs of both senior citizens and children should contain high expectations and challenges. The researchers contended that as children are not patronized in a quality school music program, senior citizens should not be patronized in their music learning program. O'Briant & Tanner claimed that although educators may need to make minor physical adjustments for senior music programs, good mental health requires a challenging stimulation of mental activity rather than a reduced, sedate environment.

Coates (1984) maintained that developmental changes in senior citizens must be recognized in planning music learning experiences for the population. The researcher claimed that hearing becomes less acute with advancing age, with about nineteen percent of people between ages 45 and 54 experiencing hearing

difficulties. Coates stated that this figure increases to 75 percent of all people in the 75 to 79 year age group.

According to Coates, senior citizens also experience a decline in accuracy of movement, with speed and agility decreasing for tasks requiring controlled complex movement. These developmental characteristics of aging affect the virtuosic performance of music. Coates stated that while the study of an instrument or voice is appropriate at any age, the performing expectations for the senior citizen would have to be readjusted and this may be offset by emphasizing other elements of the music program.

In contrast to Buffer (1982), Coates noted that the ability to learn may also be affected somewhat by age, with senior citizens experiencing more difficulty in mastering new material. Coates suggested that perhaps senior citizens sometimes experience lack of motivation along with cautious behavior due to lack of motor movement accuracy. She contended that the music program for senior citizens needs to be meaningful, interesting, and with personally relevant material to stimulate and motivate participants; this may perhaps help the senior citizens with problems in motor accuracy and music learning to consciously ignore their difficulties.

Gibbons (1985) stated that the lack of music development opportunities for senior citizens in some areas may have been predicted on several assumptions which must be overcome to create successful programs. According to Gibbons, the assumptions were: (1) senior persons are frail, progressively degenerating and malfunctioning individuals who lack capacities for musical development;

(2) even if they have some capacities, senior citizens do not desire to learn or relearn music skills; (3) senior citizens like music but the majority prefer passive music activities that require little involvement and minimal skills over more active music participation; (4) many senior citizens prefer religious music to all other types; (5) those who do not prefer religious music prefer popular music from the late 1800's and early 1900's to popular music of other times; (6) senior citizens prefer quiet, sedate music to lively, stimulative music; and (7) senior citizens do not strive for quality musical products and are satisfied with mediocre performance requiring little skill. Programs designed for senior citizens must appropriately suit specific individuals' needs and strengths that are identified, assessed, and made the focus of the learning process. Gibbons suggested that the learning process may be facilitated through adaptation in media or methodologies when necessary, but age appropriateness remains of the utmost importance.

Gibbons contended that if the preceding social assumptions are ignored and the learning process is facilitated appropriately by the program director(s), senior citizens will be more willing to participate than if they were patronized. According to Gibbons, if senior citizens are perceived as capable adults, they are more likely to make stronger commitments to music development. The researcher warned against the sing-along, rhythm band, and kitchen band activities that sometimes dominate the curricula of some programs for senior citizens, activities were often conducted in environments of scarce alternatives and minimal expectations, but possibilities to better these situations were individual applied performance, choral and instrumental ensemble work,

composition and theory, and music history. Although Gibbons observed that popular music from the turn of the century was not the generally preferred music, music was still commonly selected along that vein for use in programs for senior citizens. The researcher made the recommendation that music selections be determined on the basis of individuals' young adult years to get them involved, and later a broader range of music may be implemented as the work progresses and they become more educated.

Kellman (1986) supported Gibbons' contentions concerning music learning programs for senior citizens. As indicated by Kellman, the programs should not be restricted to sing-alongs, but should contain a wide variety of creative music learning activities based on the senior citizens' needs, capabilities, and desires.

Davidson (1980) was in agreement with previously cited authors that the curriculum of senior citizen music programs should be comprehensive, noting that the interests, tastes, and abilities of the senior population varied as much as with younger populations. The complete music curriculum, according to Davidson, should include the teaching of basic music reading and theory, preferably by the use of enlarged notes and staff. For instrumentalists, fingering, blowing, breath control, and other basic techniques are essential and should be adjusted to the level of the various students. Davidson stated that basic vocal instruction should be available, covering breath control, diction, placement, interpretation, and skills in both unison and part singing.

Davidson exemplified a simple choral curriculum as starting with basic unison songs and progressing to uncomplicated part work. Davidson noted that if

a group has a background in part work, a more extensive repertoire could be developed. The researcher stated that, initially, folk songs, selections from musicals, religious literature, and popular songs of the twenties, thirties, forties, and fifties would probably be of interest. From this point, according to Davidson, a program could be expanded according to the capabilities of the participants. The author suggested songfests as one way to involve a large number of individuals, and further enthusiasm could be added by recruiting a good pianist, percussionist, and bass or guitar player as accompanist.

Like Coates, Davidson stressed clearly that adaptations must be made for the physical, mental, and social problems of senior citizens both in and out of institutions. The researcher suggested small wooden racks be placed on tables to hold music. A lap board that attaches to the sides of a wheelchair also may be useful for holding music books, and lap boards may even be useful for bed-confined patients who can sit up. Davidson recommended that instruments be secured to the sides of a wheelchair or bed, when necessary, and music may be focused on the ceiling with an overhead projector for patients who must remain prone. Davidson claimed that music published specifically for senior citizens was needed (such as music with large notes and staves), but availability was limited at the present time.

Kellman (1986) addressed the topic of the type of leadership needed in senior citizen music programs. According to Kellmann, program planners should be alert, being able to quickly determine which activities are or are not appropriate. The researcher claimed that the leader of a senior program must be

flexible, creative, enthusiastic, and knowledgeable due to a variety of possible program formats. Along with the needs and capabilities of the participants, the amount and quality of materials and the suitability of facilities may vary extensively. Kellmann claimed program development may also be somewhat of an evolutionary process, and he warned the program planner against entering situations with premature highly developed or specific plans projected over a long period of time.

Davidson (1980) suggested that all staff members involved in the music program for senior citizens should complete a semester course in teaching music to senior citizens as minimal training. Idealistically, Davidson (1978) recommended increasing the number of courses offered for prospective teachers of music in higher education institutions including curriculum development, programming, and methods and materials for music programs for senior citizens in institutional settings. The author suggested short courses provided for recreation directors, activities directors, administrators, and therapists in the use and teaching of music to the senior population. Davidson also recommended in-service training for music teachers employed in the field of school music, concerning music for senior citizens.

Bright (1972) also supported specialized training for prospective teachers in music learning programs of senior citizens. Bright contended that the senior population is representative of a variety of physical conditions, some more uncommon, of which a music teacher of senior citizens must be knowledgeable and prepared to handle. For example, according to Bright, there is a rare

condition known as "musicogenic epilepsy" in which a specific frequency can trigger a brain electrical pattern which causes an epileptic seizure. The researcher stated that exclusion from most music sessions for these individuals is essential. If the music educator is not familiar with this conditions, the results can be hazardous. Also, Bright claimed that music educators must be trained in working with a variety of hearing abilities and thresholds. She stated that some individuals are overly sensitive to music of normal intensity, and the educator must be prepared to seat these participants at a distance from the music.

Beazley (1981) supported the specialized training of prospective music teachers of senior citizens, as well as program administrators. According to Beazley, colleges should offer appropriate courses/workshops during the summer. Experts in the areas of aging, recreation, aesthetic education, and community-based education, as well as persons connected with model adult education programs, should be used to enrich the university environment of future professionals.

Beazley also recommended changes in the college music programs to prepare the graduates of music education programs to participate in lifelong learning situations for senior citizens. Beazley contended that since students majoring in music education would probably be the primary source of teachers for lifelong learning programs as opposed to performance studies music majors, changes of performance studies music requirements of music education majors are warranted. Beazley supported his view with the following example:

1. Require a maximum of four semesters (or the equivalent) of performance study in the student's performing medium.
2. Require a minimum of four semesters (or the equivalent) of group instruction to include the following:
 - a. keyboard
 - b. voice
 - c. guitar
 - d. other recreational/ethnic instruments.

Summary

According to the literature, music education programs are a constructive use of leisure time for senior citizens, and the music education profession is committed to serving the senior population. Music learning faculties can continue to be developed past the sixth decade of a person's life, and senior citizens indicate the desire to improve their musical abilities and knowledge of music.

There are currently many types of institutions offering a variety of music learning opportunities for senior citizens. Community music programs for senior citizens occur generally in one of three places: (1) in educational institutions extending programs to the community; (2) institutions or organizations in which senior citizens gather in communal living; and (3) organizations in which senior citizens gather for recreational purposes. Music learning activities for senior citizens generally exist as either performance-oriented or guided practice/lecture activities. The most prevalent specific learning activity appears to be choral singing activity in the form of guided sing-alongs and rehearsals, with occasional performances for audiences by some of the senior groups.

The literature supports attendance and senior citizens' perceptions of their music learning needs being met as variables indicative of successful senior music programs. Variables contributing to successful programs are proper funding, adequacy of equipment and materials, the type of personnel leading the programs (programs directed by personnel with music backgrounds having a higher rate of success than programs developed by non-musicians), and the general attitude toward the program by the leaders.

According to the literature, funding is provided from public or private sources, with senior citizens often bearing the costs themselves. Often, funding is inadequate, contributing to unsuccessful programs. The type and availability of personnel varies in contemporary senior music programs, but often there is a lack of personnel in both number and quality of training. The status of materials and equipment in current programs for senior citizens is discussed least in the literature, but institutions did report pianos, percussion instruments, recorders, hymnals, records, tapes, phonographs, tape recorders, and song books as being readily available, whereas other instruments and orchestra music were not readily available.

The literature indicates that senior citizens and their programs do merit special consideration in the planning of programs and often adaptations must be made in physical as well as other areas. Music educators must be prepared to work in accordance with these adaptations.

With the above information derived from the literature, the researcher was able to quantify and qualify music learning experiences for senior citizens in

Mecklenburg County. The study, in turn, contributed to the literature a body of descriptive knowledge concerning a specific location which enlarges the sum of descriptive information currently available concerning senior music programs.

There is currently no identified study available concerning community music programs for senior citizens in Mecklenburg County. Beazley (1981) stated that descriptive research is needed on teaching the arts using a population of senior citizens. Davidson (1978) maintained that there is a need for a survey to determine the status of music programs for the institutionalized senior population.

Restatement of Purpose

The purpose of the research was: (1) to describe currently existing community music programs designed for persons 65 years of age and older in Mecklenburg County, North Carolina, and (2) to examine the capacity in which these programs meet the needs of the participants. Using the reviewed research as a knowledge base, the researcher designed two questionnaires that assessed the current status of senior citizen community music programs in Mecklenburg County, North Carolina. The two questionnaires (Appendices A and B) were: (1) Music Programs for Senior Citizens Questionnaire (MPSCQ) and (2) Program Participants Questionnaire (PPQ).

Research Questions

Six research questions were addressed to comprehensively assess and describe the current status of the senior citizen community music programs in Mecklenburg County, which were:

1. How many senior citizen community music programs exist in Mecklenburg County, North Carolina?
2. What types of experiences are provided for senior citizens in Mecklenburg County community music programs?
3. In what institutions are senior citizen community music programs offered in Mecklenburg County?
4. What are the funding sources for senior citizen community music programs offered in Mecklenburg County?
5. Under what conditions do Mecklenburg County senior citizen community music programs exist as related to funding, equipment, materials, and personnel?
6. Which community music program experiences do senior citizens perceive as least worthwhile and most worthwhile?

The reviewed research supports that two criterion variables are indicators of successful community music programs for senior citizens variables, which are: (1) senior citizens' ratings of music learning needs being met by community music programs and (2) senior citizens' attendance in the community music programs. Table 3 indicates variables tested for significance as possible predictor variables of the two criterion variables (learning needs and attendance satisfaction), predictor variables being variables whose existence in an environment indicate the likelihood of other variables occurring. In Table 3, an abbreviated questionnaire name and item number are parenthetically included indicating the source of data for each variable. Two additional research questions were addressed to determine possible predictor variables of the two criterion variables:

7. Among the variables indicated in Table 3, which function as significant predictors ($p \leq .05$) of music learning needs satisfaction?
8. Among the variables indicated in Table 3, which function as significant predictors ($p \leq .05$) of the number of senior citizens attending community music programs?

Table 3

**Variables Tested for Significance as Predictor Variables
of Senior Citizens' Music Learning Needs Satisfaction
and Program Attendance**

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1. Frequency of community music program meetings (MPSCQ, Item 4)
 2. Ratings of community music program leader's job effectiveness (PPQ, Item 1)
 3. Types of community music programs in which senior citizens are involved (MPSCQ, Item 1)
 4. Types of institutions in which senior citizens participate in community music programs (Determined by telephone interview)
 5. Leaders' ratings of community music program facilities (MPSCQ, Item 17)
 6. Participants' ratings of community music program facilities (PPQ, Item 16)
 7. Leaders' ratings of community music program equipment (MPSCQ, Item 19)
 8. Participants' ratings of community music program equipment (PPQ, Item 17)
 9. Leaders' ratings of materials used in community music programs (MPSCQ, Item 20)
 10. Participants' ratings of materials used in community music programs (PPQ, Item 18)
 11. Level of music training senior citizens have received (PPQ, Item 10)
 12. Level of music training community music program leaders have received (MPSCQ, Item 12)
 13. Training and/or experience community music program leaders have in working with senior citizens (MPSCQ, Item 13)
 14. Training and/or experience community music program leaders have in specifically teaching music to senior citizens (MPSCQ, Item 14)
 15. Ratings of funding received by community music program (MPSCQ, Item 22)
 16. Sources of funding received by community music program (MPSCQ, Item 11)
 17. Leader's ratings of community music program environment (MPSCQ, Item 23)
 18. Participants' ratings of community music program environment (PPQ, Item 19)
 19. Ratings of the importance of music in senior citizens' lives (PPQ, Item 12)
 20. Amount of time per day senior citizens spend in music experiences (PPQ, Item 13)
 21. Amount of time per day senior citizens spend improving their music knowledge and skills (PPQ, Item 14)
 22. Categorization of music program leaders' positions as part-time or full-time (MPSCQ, Item 15)
 23. Categorization of music program leaders' services as paid or voluntary (MPSCQ, Item 16)
 24. Degree of difficulty indicated by senior citizens in accomplishing music learning tasks (PPQ, Item 21)
 25. Categorization of community music program membership as auditioned or non-auditioned (MPSCQ, Item 6)
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CHAPTER III

PROCEDURE

Procedures used in this study enabled the researcher to: (1) describe currently existing community music programs designed for persons 65 years of age or older in Mecklenburg County, North Carolina and (2) examine the capacity of these programs to meet the needs of the participants. A survey of community music programs for senior citizens was conducted to collect data to describe the status of senior community music program conditions and needs.

The survey of community music programs for senior citizens in Mecklenburg County was conducted via two questionnaires, the Music Programs for Senior Citizens Questionnaire and the Program Participants Questionnaire. Oppenheim's (1966) description of valid and reliable survey techniques was followed during construction of the questionnaires and completion of the survey. The survey procedure included pilot testing the two questionnaires, asking filter questions in a presurvey telephone interview to all potential qualifying institutions and organizations in the study, and mailing the two principal questionnaires to all qualifying institutions and organizations in the study. Specific procedures used for selecting the populations, collecting the data, and analyzing the data are presented in this chapter.

Subjects

Populations consisted of music leaders of community music programs designed for senior citizens in Mecklenburg County, North Carolina and the senior participants in these programs. To be included in the survey, senior citizen community music programs had to be conducted within Mecklenburg County geographic borders; however, the programs could involve participants residing in adjacent counties.

The researcher selected Mecklenburg County as the testing site for several reasons. Mecklenburg County contains Charlotte, the most populous city in the state of North Carolina. In addition to its highly concentrated urban population, Mecklenburg County also contains rural areas. Cultural differences exist between the eastern portion (the coastal plains) and western portion (the mountains) of North Carolina. Mecklenburg County is located in the south-central portion of the state. Mecklenburg County was an appropriate selection for the test site because the geographic location minimizes possible cultural and educational differences between the eastern and western regions of North Carolina, and the county contains both rural and urban citizens with possible variety of socioeconomic levels and occupation classifications.

The researcher identified the location of qualifying community music programs for senior citizens in Mecklenburg after the pilot phase of the study. As specified in Chapter I, the following criteria were required for the programs to be included in the study: (1) meet in Mecklenburg County; (2) function under the active leadership of a music teacher, conductor, or director; (3) occur on a

regular basis; and (4) be designed specifically for senior citizens, exclusive of other age groups. To identify qualifying community music programs for senior citizens, a presurvey telephone interview (Appendix C) was conducted with all organizations and institutions where community music programs for senior citizens might exist in Mecklenburg County.

Institutions and organizations in Mecklenburg County that were interviewed included schools, recreation centers, senior care facilities, and senior housing projects. These were selected from the Mecklenburg County 1990-1991 Southern Bell telephone listings under the following headings: Chambers of Commerce; Universities and Colleges; Senior Citizens Service Organizations; Adult Daycare Centers; Nursing Homes; Rest Homes; Retirement Apartments and Hotels; Retirement and Life Care Communities and Homes; and Parks and Recreation Centers/Other Organizations (Appendix D).

The presurvey telephone interview contained a filter question serving as a screening process for locating community music programs for senior citizens. To provide a more thorough collection of data in identifying existing programs according to the criteria specified, the researcher mailed a postcard presurvey to any organizations or institutions in which contact by telephone was unsuccessful. The postcard presurvey was in the same format as the telephone interview (see Appendix C). Respondents were asked to circle the appropriate information on the postcards (self-addressed, postage paid) and mail them to the researcher. Should problems and/or questions have occurred, activities directors in each

organization or institution served as contact personnel for which the researcher could call. If there was not an activities director at an institution, the music leader served as contact personnel.

Collection of Data

Design of Questionnaires

Two questionnaires were designed by the researcher to obtain data describing the status of senior citizen community music programs. The Music Programs for Senior Citizens Questionnaire (Appendix A) was designed specifically for leaders of community music programs for senior citizens and the Program Participants Questionnaire (Appendix B) was designed specifically for participants in senior community music programs. The questionnaires were composed of questions requiring respondents to provide information concerning items based on relevance to conditions and needs of community music programs for senior citizens as demonstrated by the related literature. All closed questions (Oppenheim, 1966) were presented in the form of a Likert scale, and the respondents were asked to circle applicable alternatives.

Information was collected via the questionnaires that provided data regarding the variables listed in Table 3 as well as data containing descriptive information relating to research questions 1-6. Specific information collected via the Music Programs for Senior Citizens Questionnaire (MPSCQ) was:

1. types of community music programs available for Mecklenburg County senior citizens,
2. types of institutions in which senior citizens participate in Mecklenburg

- County community music programs,
3. categorization of instruction as group or individual,
 4. categorization of community music program membership as auditioned or non-auditioned,
 5. frequency of community music program meetings,
 6. duration of community music programs,
 7. types of music learning activities within the community music programs,
 8. estimated average attendance at program meetings,
 9. participants' fees (if any) in the community music programs,
 10. sources of funding received by community music programs,
 11. leaders' ratings of funding received by community music programs,
 12. level of music training of community music program leaders,
 13. leaders' training and/or experience in working with senior citizens,
 14. leaders' training and/or experience in specifically teaching music to senior citizens,
 15. categorization of music program leaders' positions as full-time or part-time,
 16. payment (if any) to leaders for services provided to the participants,
 17. leaders' ratings of community music program facilities,
 18. types of equipment and materials implemented in community music programs,
 19. leaders' ratings of community music program equipment,
 20. leaders' ratings of community music program materials,
 21. leaders' ratings of community music program environment, and
 22. leaders' ratings of the effectiveness of the music program learning experiences in meeting senior citizens' learning needs.

Specific information collected via the Program Participants Questionnaire (PPQ)

was:

1. types of community music programs Mecklenburg County senior citizens are participating in,
2. types of music programs the participants would like made available for them,
3. types of music learning activities the participants engage in, including participants' indications of least and most worthwhile,
4. frequency of community music program meetings,
5. participants' opinions regarding the meeting frequencies of community music programs,
6. participants' attendance habits at program meetings,
7. participants' fees (if any) in the community music programs and their opinions regarding the fees,
8. level of music training of community music program participants,

9. indications by participants if the music profession once served as a money-earning profession for them,
10. participants' ratings of the importance of music in their lives,
11. amount of time per day spent by participants in music experiences,
12. amount of time per day spent by participants trying to improve their music knowledge and skills,
13. participants' ratings of community music program leader's job effectiveness,
14. participants' ratings of community music program facilities,
15. participants' ratings of community music program equipment,
16. participants' ratings of community music program materials,
17. participants' ratings of community music program environment,
18. participants' ratings of the effectiveness of the music program learning experiences in meeting their music learning needs, and
19. indicated difficulties in accomplishing music learning tasks.

The MPSCQ and the PPQ were submitted in written form to a panel of experts for inspection, as recommended by Oppenheim (1966). The experts were selected from the music education faculty and the social work faculty at the University of North Carolina at Greensboro. This inspection served as a check for face validity. The experts were asked if questionnaire items were pertinent to the objectives of the study. Content validity was confirmed by the researcher upon comparative analysis with the reviewed literature. The questionnaire items were examined to ensure that information would be yielded pertaining to variables and characteristics of senior music learning programs, program leaders, and program participants.

Pilot Testing the Questionnaires

The two questionnaires were pilot tested in District 5 of the North Carolina Music Educators Association, which includes Iredell and Davie Counties (see Figure 2). Iredell and Davie counties were used to pilot test the questionnaires because of close proximity to District 6 (in which the research was conducted).

Figure 2

Map Indicating the Location of Iredell and Davie Counties (Pilot Test Centers) in the State of North Carolina



1 indicates Iredell County
2 indicates Davie County

This location provided uniformity by surveying citizens with characteristics similar to those found in the adjacent county of Mecklenburg.

Ten community music programs for senior citizens were identified in the counties of Iredell and Davie and included three senior centers, five churches, one rest home, and one nursing home. The MPSCQ was pilot tested with the leaders of the ten identified music programs for senior citizens in Iredell and Davie Counties ($n = 10$). Thirty participants in the music program for senior citizens at one of the three senior centers specified above, the Iredell County Council on Aging, were used to pilot test the PPQ ($n = 30$).

The pilot questionnaires were assessed for reliability using the test/retest procedure (Hopkins & Stanley, 1981). The questionnaires were administered twice to Iredell and Davie County participants, with a four week interim period between administration. Face validity was verified as appropriate by the university panel of experts and content validity was established by the review of literature, using the procedure described on page 45.

Data from the pilot tests and retests were analyzed statistically via item comparison for percent of agreement (Fleiss, 1973). Due to the items of the questionnaires being composed of both open-ended and closed questions, there was not a method of estimating reliability which yielded a single reliability coefficient for each of the surveys in their entirety. Therefore, both test and retest responses for each closed item of the questionnaires were compared, and a percent of agreement was designated for each item allowing the researcher to

screen an individual item for any unique percentages in relation to the other items. Table 4 indicates the percents of agreement between test and retest responses to items in the MPSCQ.

Out of 52 items measured in the MPSCQ, 34 of the items demonstrated an agreement of 100% between test and retest data. Eight of the items demonstrated an agreement of 90%, while five of the items demonstrated an agreement of 80%. Percents of agreement with values of 80 or above were generally considered to be indicative of reliable questions (Fleiss, 1973). Five of the items yielded agreement percentages lower than 80%. Three of the items yielded an agreement of 70% (items 17, 18I, and 20E). One item yielded an agreement of 60% (item 24), and another item yielded an agreement of 50% (item 23).

Items 17, 23, and 24 concerned the leaders' ratings of the programs' facilities, environment, and success in meeting participants' learning needs, respectively. The 30% disagreement in item 17 occurred when the leaders marked the facilities as "adequate" on one test and "very adequate" on the other. This demonstrated that the leaders did understand the question, but possible outside factors such as mood slightly affected the degree of adequacy in which the leaders perceived the facilities at the moment. In items 23 and 24, responses similar to item 17 yielded disagreements of 50% and 60%, respectively, again due to the degree of adequacy or success indicated. In only one response comparison (item 23) did a single subject cross polar ends of the item's Likert scale; that is, indicating "adequate" environment on one test and "inadequate"

Table 4
Percent of Agreement for Each Item
in the MPSCQ

Item Match	Percent of Agreement	Percent of Disagreement
1A	100.0	0.0
1B	100.0	0.0
1C	100.0	0.0
2	100.0	0.0
3	100.0	0.0
4	100.0	0.0
5	90.0	10.0
6	100.0	0.0
7	100.0	0.0
8A	90.0	10.0
8B	100.0	0.0
8C	80.0	20.0
8D	100.0	0.0
8E	90.0	10.0
8F	100.0	0.0
9	100.0	0.0
10	100.0	0.0
11A	100.0	0.0
11B	100.0	0.0
11C	100.0	0.0
11D	100.0	0.0
11E	100.0	0.0
11F	100.0	0.0
11G	100.0	0.0
11H	100.0	0.0
11I	100.0	0.0
11J	100.0	0.0
12	80.0	20.0
13	90.0	10.0
14	90.0	10.0
15	80.0	20.0
16	90.0	10.0
17	70.0	30.0
18A	100.0	0.0
18B	100.0	0.0
18C	100.0	0.0
18D	100.0	0.0
18E	80.0	20.0
18F	100.0	0.0
18G	100.0	0.0
18H	90.0	10.0
18I	70.0	30.0
19	80.0	20.0
20A	100.0	0.0
20B	100.0	0.0
20C	100.0	0.0
20D	100.0	0.0
20E	70.0	30.0
21	100.0	0.0
22	90.0	10.0
23	50.0	50.0
24	60.0	40.0

environment on the other. Reasons for this subject's change in perception remain unknown.

For items 18I and 20E (inventory of materials and equipment), the respondents were asked to mark the category "other" if applicable. The amount of "other" responses differed between the two tests depending on how thorough an inventory of the materials and equipment the leaders were willing to give at the moment. The discrepancy in the "other" category caused the two items to yield 30% disagreement each, but the researcher was confident about the clarity of the items.

Overall, the researcher considered the MPSCQ a reliable survey due to the consistently high percents of agreement demonstrated between test and retest responses. The researcher noted reasons the values were lower and concluded that these reasons did not merit the elimination or restructuring of the items. Similar results indicating high reliability were achieved by the percents of agreement between test and retest responses to items in the PPQ (Table 5).

Out of the 25 items measured in the PPQ, seven of the items demonstrated an agreement of 100% between test and retest data. Two items yielded an agreement of 96.7% between responses. Other yields included 93.3% for seven items, 90% for three items, 86.7% for two items, 80% for three items, and 66.7% for one item. Item 13 (66.7%) concerned estimations by the senior citizens of the amount of time spent per day in music experiences. In ten of the thirty cases, subjects' responses varied between test and retest by indicating only

Table 5
Percent of Agreement for Each Item
in the PPQ

Item Match	Percent of Agreement	Percent of Disagreement
1	93.3	6.7
2	90.0	10.0
3A	100.0	0.0
3B	100.0	0.0
3C	93.3	6.7
3D	86.7	13.3
3E	100.0	0.0
3F	100.0	0.0
6	93.3	6.7
7	93.3	6.7
8	93.3	6.7
9A	100.0	0.0
9B	100.0	0.0
10	100.0	0.0
11	96.7	3.3
12	90.0	10.0
13	66.7	33.3
14	96.7	3.3
15	93.3	6.7
16	93.3	6.7
17	80.0	20.0
18	80.0	20.0
19	80.0	20.0
20	86.7	13.3
21	90.0	10.0

one level of estimated time higher or lower. For example, a subject indicated spending 30 minutes or less per day in music experiences on the initial test and indicated spending more than 30 minutes to one hour per day in music experiences on the retest. However, a subject never varied by more than one level of estimated time, such as changing responses from 30 minutes or less to more than one hour to two hours. As with the MPSCQ item disagreements, the 33.3% disagreement in item 13 was due to slight changes in perception of degree or amount rather than indicating two extremes of a variable. The researcher considered the PPQ a reliable survey and was confident about the clarity of the instrument. Both the MPSCQ and PPQ were considered free of obstructing factors.

After pilot testing the questionnaires, the MPSCQ was mailed to the directors of music in the institutions and organizations that qualified to participate by the telephone interview. Upon receipt of the MPSCQ from the music leaders of the senior citizen programs, the researcher mailed a sufficient number of copies of the PPQ to all institutions and organizations. The number of persons participating in each surveyed institution or organization was ascertained by Item 9 of the MPSCQ (see Appendix A).

All questionnaires were accompanied by a cover letter (Appendix E) explaining the nature of the study. In this letter, the respondent was guaranteed anonymity. A self-addressed, stamped envelope was provided to facilitate the process. To expedite the return of surveys, the researcher called the contact

person at each institution or organization not returning questionnaires. A return rate of 50% or more (Hawkins, 1977) was acknowledged by the researcher as acceptable. The return rate in the Mecklenburg study was 61%.

In summary, the following schedule was implemented in the data collection process. The questionnaires were pilot tested in July, 1991. The presurvey telephone interviews were conducted in August, 1991, and the MPSCQs were mailed in September and October. Grouping and analysis of data proceeded upon return of the questionnaires in November, 1991 through January, 1992.

Analysis of Data

Questionnaires yielded data enabling research questions of the study to be answered. The researcher described the current status of community music programs for senior citizens in Mecklenburg County, North Carolina. Additionally, the capacities of these programs to meet the music learning needs of the participating senior citizens were determined.

Initially, data were treated statistically via frequency counts and percentages, measures of central tendency, and measures of variability across item responses to questionnaires completed by community music program directors and senior citizens. To complete these analyses, the researcher used the SPSS Cross Tabulation Program (SPSS, Inc., 1986). All possible categorizations and pairwise comparisons were made via the cross tabulation program using type of senior citizen community program and type of institutions by other questionnaire responses (see Appendices A and B). Additionally a pairwise

comparison of type of senior citizens community music program by type of institution was conducted via the cross tabulation program. Results of the cross tabulation program provided a general quantitative description of the current status of the senior citizen community music programs in Mecklenburg County, North Carolina. These analyses were used to answer the following research questions:

1. How many senior citizen community music programs exist in Mecklenburg County, North Carolina?
2. What types of experiences are provided for senior citizens in Mecklenburg County community music programs?
3. In what institutions are senior citizen community music programs offered in Mecklenburg County?
4. What are the funding sources for senior citizen community music programs in Mecklenburg County?
5. Under what conditions do Mecklenburg County senior citizen community music programs exist as related to funding, equipment, materials, facilities, and personnel?
6. Which community music program experiences do senior citizens in Mecklenburg County perceive as least worthwhile and most worthwhile?

Two variables or observable behaviors were cited consistently in the reviewed literature as indicators of successful community music programs for senior citizens, which were: (1) senior citizens' ratings of music learning needs being met by community music programs and (2) senior citizens' attendance in the community music programs. A series of independent chi-square tests (Glass & Hopkins, 1984) was used to determine possible predictor variables

(Table 3) of these two criterion variables, respectively comprising research questions 7 and 8.

A variable was defined as a significant predictor variable if it achieved a significance level of less than or equal to .05. Due to the list of predictor variables (25) having possible influences on the two criterion variables, the level of significance required was less than or equal to .001. The significance level .001 was selected by dividing the desired theoretical level of significance (.05) by the number of variables (25 predictor variables x 2 criterion variables) having possible influences within the parameters of the study. This method is known as controlling for experiment-wise error rate (Glass & Hopkins, 1984). The series of independent chi-square tests showed the significance of any of the predictor variables as possible predictor variables of senior citizens' perceived learning needs satisfaction and attendance. Results of the independent series of chi-square tests were used to answer research questions 7 and 8 and provided the researcher with evidence of the extent to which the predictor variables contribute to senior citizen community music program learning needs satisfaction and attendance.

CHAPTER IV

RESULTS

Data were compiled and analyzed initially via the SPSS Cross Tabulation Program. Categorizations and pairwise comparisons were made via the cross tabulation program using type of senior citizen community music program and type of institution by other questionnaire responses. Also a pairwise comparison of type of senior citizen community music program by type of institution was conducted via the cross tabulation program. Results provided the researcher with a general quantitative description of the current status of the senior citizen community music programs in Mecklenburg County, North Carolina and were used to answer research questions 1 through 6.

A series of independent chi-square tests was used to determine possible predictor variables of the two criterion variables indicating successful community music programs for senior citizens (satisfaction of learning needs and attendance). Results of the independent series of chi-square tests were used to answer research questions 7 and 8. A variable was identified as a significant predictor if it achieved a significance level of less than or equal to .05. As indicated in Chapter III, the method known as controlling for experiment-wise error rate was implemented. Using this method, chi-square tests that were significant at or beyond .001 level of significance were indicative of the desired theoretical level of significance ($p \leq .05$), and were considered significant.

Results are discussed in seven sections: (1) programs identified and participating in the study; (2) characteristics of programs; (3) music program leaders' responses; (4) senior citizens' responses; (5) significant predictor variables of participants' music learning needs satisfaction; (6) significant predictor variables of attendance; and (7) summary of results.

Programs Identified and Participating in the Survey

The Identification of Programs

Thirty music programs for senior citizens in Mecklenburg were identified by the researcher. The programs comprised twenty-four choral programs, four instrumental programs (one recorder and three handbell ensembles), one general music program, and one music appreciation course. Of these thirty identified programs, twenty-seven program leaders participated in the survey (90%). Two choral music program leaders (one nursing home and one retirement community) chose not to participate for undisclosed reasons despite followup by the researcher. The music appreciation course participants and leader were eliminated because the course is offered during summers of alternating years at a Mecklenburg County college, and both instructors and participants were unavailable.

Twenty-seven senior citizen music programs that were surveyed occurred in twenty-two individual institutions. The institutions comprised one senior center, five adult daycare facilities (two of the facilities containing two

programs), one rest home, seven churches (two of the churches containing two programs), four nursing homes (one nursing home containing two programs), one retirement apartment complex, and three retirement communities.

Participation in the Survey

By means of combined input of telephone conversations with contact personnel and estimated attendance figures cited in item 9 of the MPSCQ (Appendix A), the researcher estimated approximately 520 senior citizens participating in Mecklenburg County senior citizen music programs during the testing period. Of these 520 senior citizens, 318 senior citizens participated in the survey. This represents a return rate of 61%. With the return rate of the senior citizens approximating 61% and the return rate of the program leaders being 90%, the minimally acceptable rate of 50% established for the research was exceeded.

Further examination of figures concerning Mecklenburg senior citizens' participation in the survey revealed completion of the PPQ by 60% of the senior citizens in music programs in senior centers, 54.1% in adult daycare music programs, 62.5% in rest home music programs, 68.2% in church music programs, 51.1% in nursing home music programs, 61.4% in retirement apartment complex music programs, and 60.5% in retirement community music programs.

All organizations and institutions where community music programs for senior citizens might exist were presurveyed by the researcher as selected from

the Mecklenburg County 1990-1991 Southern Bell telephone listings. The researcher found that: (1) one out of ten colleges and universities (10%) offered a program or course of music for senior citizens; (2) one out of seven senior service organizations (14.3%) offered a music program for senior citizens; (3) five out of eighteen nursing homes (27.7%) offered a music program for senior citizens; (4) five out of five adult daycare facilities (100%) offered a music program for senior citizens; (5) one out of fourteen (7.1%) rest homes offered a music program for senior citizens; (6) one out of four retirement apartment complexes (25%) offered a music program for senior citizens; (7) four out of twelve retirement communities (33.3%) offered a music program for senior citizens; and (8) no parks and recreation departments offered music programs for senior citizens. Out of 88 possible institutions and organizations where senior citizen music programs might have existed, eighteen organizations and institutions (20.5%) offered music programs for senior citizens. These figures exclude the seven participating churches--the church music programs were found via an open-ended question in the presurvey telephone interview, not through the comprehensive telephone listing process.

Characteristics of Programs

Programs, Institutions, and Learning Activities

Choral programs comprised 81.48% of all music programs for senior citizens in Mecklenburg County. Instrumental programs comprised 14.81% of the programs surveyed. The other programs (one general music program)

comprised 3.70% of the programs. The facilities comprising the highest percentage of the twenty-seven surveyed music programs were churches and adult daycare facilities, with 33.33% and 25.93% respectively. Other institutions included a senior center (3.70%), a rest home (3.70%), a retirement apartment complex (3.70%), nursing homes (18.52%), and retirement communities (11.11%). As depicted in Table 6, choral programs were found most often in

Table 6
Percentage of Type of Program
by Type of Institution

INSTITUTION	PROGRAM		
	Choral	Instrumental	Other
Senior Center	4.55	0.00	0.00
Adult Daycare Facility	22.73	25.00	100.00
Rest Home	4.55	75.00	0.00
Church	27.27	0.00	0.00
Nursing Home	22.73	0.00	0.00
Retirement Apartments	4.55	0.00	0.00
Retirement Community	13.64	0.00	0.00

churches (27.27%), nursing homes (22.73%), and adult daycare facilities (22.73%). Instrumental programs were found most often in churches, comprising 75.00% of the instrumental programs surveyed. The remaining

25.00% (one instrumental program) was located in an adult daycare facility. The program indicated in Table 6 in the "other" category consisted of a general music program in an adult daycare facility.

Concerning specific learning activities, rehearsal of music was the most commonly practiced activity, occurring in 96.30% of all programs surveyed. Lectures were implemented least frequently, occurring in 11.11% of all programs. Other learning activities included performing music (70.37%), listening sessions (40.74%), and attending concerts (25.93%). Specific percentages of types of programs and types of institutions implementing specified learning activities are provided in Table 7.

Funding, Meeting Frequencies, and Attendance Data

The most common source of funding for the twenty-seven surveyed music programs for senior citizens was private donors, funding 74.07% of the programs. The next highest sources of funding were philanthropic/civic groups and the participants themselves, each source comprising 18.52% of the programs surveyed. As shown in Table 8, private donors accounted for funding 81.82% of surveyed choral programs and 50.00% of surveyed instrumental programs. Regarding institutions, private donors contributed funding to 100% of retirement apartment complex and retirement community programs, 88.89% of church programs, 80.00% of nursing home programs, and 57.14% of adult daycare programs.

Table 7
Percentage of Programs and Institutions Implementing
Specific Learning Activities

PROGRAM	LEARNING ACTIVITY				
	Rehearsal	Performing	Listening	Lecture	Concerts
Choral	100.00	68.18	45.45	9.09	22.73
Instrumental	100.00	100.00	0.00	0.00	50.00
Other	0.00	0.00	100.00	100.00	0.00
INSTITUTION					
Senior Center	100.00	100.00	0.00	0.00	0.00
Adult Daycare Facility	85.71	57.14	85.71	42.86	57.14
Rest Home	100.00	100.00	100.00	0.00	0.00
Church	100.00	100.00	11.11	0.00	33.33
Nursing Home	100.00	40.00	40.00	0.00	0.00
Retirement Apartments	100.00	0.00	100.00	0.00	0.00
Retirement Community	100.00	66.67	0.00	0.00	0.00

The most common meeting frequency in the twenty-seven programs was weekly (85.19%). Programs meeting on a daily basis yielded a percentage of 7.41%, as did programs meeting on a monthly basis. As demonstrated in Table 9, 81.82% of all surveyed choral programs and 100% of the instrumental programs met on a weekly basis. Churches, the retirement apartment complex,

Table 8

Percentage of Programs and Institutions
Funded by Specific Sources

PROGRAM	SOURCE								
	Participants	Private Donors	Local Arts Guilds	College & University	Charity & Civic	Local Government	State Government	Federal Government	Corporation & Business
Choral	13.64	81.82	0.00	4.55	22.73	4.55	9.09	0.00	13.64
Instrumental	50.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00	100.00
INSTITUTION									
Senior Center	100.00	0.00	0.00	100.00	0.00	100.00	0.00	0.00	0.00
Adult Daycare Facility	42.86	57.14	0.00	0.00	57.14	0.00	0.00	14.29	57.14
Rest Home	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
Church	11.11	88.89	11.11	0.00	0.00	0.00	0.00	0.00	0.00
Nursing Home	0.00	80.00	0.00	0.00	20.00	0.00	20.00	0.00	0.00
Retirement Apartments	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Retirement Communities	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Table 9
 Percentage of Programs and Institutions
 By Specified Meeting Frequencies

PROGRAM	FREQUENCY		
	Daily	Weekly	Monthly
Choral	81.82	9.09	9.09
Instrumental	0.00	100.00	0.00
Other	0.00	100.00	0.00
INSTITUTION			
Senior Center	0.00	100.00	0.00
Adult Daycare Facility	14.29	85.71	0.00
Rest Home	100.00	0.00	0.00
Church	0.00	100.00	0.00
Nursing Home	0.00	80.00	20.00
Retirement Apartments	0.00	100.00	0.00
Retirement Community	0.00	66.67	33.33

and the senior center each yielded 100% of their programs meeting on a weekly basis.

Attendance data supported that 62.96% of the programs surveyed had an average attendance from 11 to 25 persons, while 14.81% had from 0 to 10 persons and 22.22% had from 26 to 50 persons. No program averaged over 50 persons in attendance. As shown in Table 10, 63.64% of all choral programs had an average attendance from 11 to 25, while 22.73% of choral programs had

Table 10
 Percentage of Programs and Institutions
 By Estimated Average Attendance Figures

PROGRAM	AVERAGE ATTENDANCE FIGURES		
	0 to 10	11 to 25	26 to 50
Choral	13.64	63.64	22.73
Instrumental	25.00	50.00	25.00
Other	0.00	100.00	0.00
INSTITUTION			
Senior Center	0.00	100.00	0.00
Adult Daycare Facility	42.86	57.14	0.00
Rest Home	0.00	100.00	0.00
Nursing Home	20.00	80.00	0.00
Retirement Apartments	0.00	0.00	100.00
Retirement Community	0.00	33.33	66.67

from 25 to 50 attending and 13.64% of choral programs had less than 11 persons. In the instrumental programs, 50.00% had 11 to 25 attending, while attendance figures of 0 to 10 and 26 to 50 each comprised 25.00% of the instrumental programs.

Music Program Leaders' Responses

Leaders' Training and Employment Status

Concerning the training of music program leaders, 55.56% of the leaders had formal music training without acquiring a degree in music, and 33.33%

reported no formal music training. Only 7.41% reported having a Bachelor Degree in Music and only 3.70% reported having a graduate degree in music. As depicted in Table 11, all Bachelor and graduate degrees in music were held by leaders of choral programs, although choral programs simultaneously reported the highest percentage of personnel with no formal training in music (36.36%). The personnel representing 3.70% of all leaders with a graduate degree in music was in a senior center. The personnel representing 7.41% of all leaders with a Bachelor Degree in music worked in church programs for senior citizens. Nursing home personnel appeared to have the least amount of music training, having four personnel without any formal music training (80.00%). No music leaders reported having any training specifically in teaching music to senior citizens. However, 59.26% reported having previous training in working with seniors, while 40.74% reported no previous training.

The employment status of the twenty-seven music leaders was 66.67% on a part-time basis and 33.33% on a full-time basis. As demonstrated in Table 12, choral music personnel were 72.73% part-time while instrumental music personnel were 75.00% full-time. Of the 33.33% personnel working full-time (out of 27 surveyed employees), all were working in a church music program for senior citizens.

In payment for services, 74.07% of the 27 personnel were salaried, while 25.93% of the employees worked on a voluntary basis. As illustrated in Table 12, 72.73% of choral music personnel were salaried as was 75.00% of

Table 11

Percentage of Programs and Institutions
By Music Leaders' Training

PROGRAM	TRAINING					
	No Formal Music Training	Some Formal Music Training	Bachelor Degree in Music	Graduate Degree in Music	Previous Senior Training	No Previous Senior Training
Choral	36.36	50.00	9.09	4.55	59.09	40.91
Instrumental	25.00	75.00	0.00	0.00	50.00	50.00
Other	0.00	100.00	0.00	0.00	100.00	0.00
INSTITUTION						
Senior Center	0.00	0.00	0.00	100.00	0.00	100.00
Adult Daycare Facility	42.86	57.14	0.00	0.00	57.14	42.86
Rest Home	0.00	100.00	0.00	0.00	100.00	0.00
Church	11.11	66.67	22.22	0.00	55.56	44.44
Nursing Home	80.00	20.00	0.00	0.00	100.00	0.00
Retirement Apartments	100.00	0.00	0.00	0.00	0.00	100.00
Retirement Community	0.00	100.00	0.00	0.00	33.33	66.67

Table 12
Percentage of Programs and Institutions
By Employment Status

PROGRAM	HOURS WORKED		WAGES EARNED	
	Full-Time	Part-Time	Salaried	Voluntary
Choral	27.27	72.73	72.73	27.27
Instrumental	75.00	25.00	75.00	25.00
Other	0.00	100.00	100.00	0.00
INSTITUTION				
Senior Center	0.00	100.00	100.00	0.00
Adult Daycare Facility	0.00	100.00	71.43	28.57
Rest Home	0.00	100.00	100.00	0.00
Church	100.00	0.00	100.00	0.00
Nursing Home	0.00	100.00	40.00	60.00
Retirement Apartments	0.00	100.00	0.00	100.00
Retirement Community	0.00	100.00	66.67	33.33

instrumental music personnel. Excluding the one retirement apartment complex music leader who was voluntary, the highest rate of volunteerism occurred in nursing home music programs (60.00%).

Leaders' Ratings

Leaders' ratings of the facilities appeared to be positive, with 74.07% of the leaders indicating that their facilities were adequate. Extreme adequacy of facilities was reported by 22.22% of the leaders, while 3.70% rated facilities as

neutral. Leaders' ratings of equipment also appeared to be positive. Adequacy was cited by 81.48% of the leaders, while 11.11% thought the equipment was extremely adequate. Neutral conditions of equipment were reported by 7.41% of the personnel. Concerning adequacy of materials, leaders rated the materials adequate in 80.77% of the twenty-seven programs, and 7.69% of the leaders rated the materials extremely adequate. Leaders rated materials in 11.54% of the programs as neutral.

Program leaders were more critical of funding of their programs. Leaders in 11.54% of the programs rated the funding as extremely adequate while 53.85% of the leaders claimed the funds to be adequate. But 11.54% of the leaders marked the funds as neutral, and 23.08% of the leaders indicated the funding as inadequate. Instrumental leaders found the funds to be adequate in 100% of the programs, while 27.27% and 13.64% of the choral music leaders rated the funds inadequate and neutral, respectively. Of institutions, 40.00% of nursing home personnel, 50.00% of adult daycare personnel, and 100.00% of senior center personnel (one leader) rated the funds inadequate (see Table 13).

Concerning equipment inventory, all institutions reported having a piano. Other items listed in the twenty-seven programs included chalkboards (59.26%), televisions and video cassette recorders (55.56%), record players (40.74%), instruments (33.33%), music stands (11.11%), and film projectors (7.41%). No leader reported having an overhead projector. When reporting inventory of materials used in the programs, the leaders reported pencils and folders as the

Table 13

Percentage of Programs and Institutions By Leaders' Ratings
of Facilities, Equipment, Materials, and Funding

PROGRAM	FACILITIES					EQUIPMENT					MATERIALS					FUNDING				
	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate
Choral	22.73	72.73	4.55	0.00	0.00	13.64	81.82	4.55	0.00	0.00	9.09	77.27	13.64	0.00	0.00	13.64	45.45	13.64	27.27	0.00
Instrumental	25.00	75.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
Other	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	-----	-----	-----	-----	-----
INSTITUTION																				
Senior Center	0.00	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	16.67	100.00	0.00
Adult Daycare Facility	14.29	85.71	0.00	0.00	0.00	0.00	85.71	14.29	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	33.33	100.00	50.00	0.00
Rest Home	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Church	44.44	55.56	0.00	0.00	0.00	11.11	88.89	0.00	0.00	0.00	12.50	87.50	0.00	0.00	0.00	22.22	77.78	0.00	0.00	0.00
Nursing Home	0.00	100.00	0.00	0.00	0.00	0.00	80.00	20.00	0.00	0.00	20.00	40.00	40.00	0.00	0.00	20.00	40.00	0.00	40.00	0.00
Retirement Apartments	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
Retirement Community	33.33	66.67	0.00	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	66.67	33.33	0.00	0.00

most common materials. Other materials listed included records and staff paper. Table 14 itemizes leaders' ratings of equipment and materials by types of programs and institutions.

Regarding program environment, 44.44% of all program leaders rated their environment as positive, while 40.74% rated the environment extremely positive. Neutral ratings for program environment were reported for 14.81% of the programs. Music leaders reported 48.15% of the programs as successful in meeting the music learning needs of the participants, while 33.33% regarded program efforts as extremely successful. Neutral ratings were 18.52% concerning success of the programs in meeting participants' music learning needs. Table 15 shows specific ratings types of programs and institutions.

Senior Citizens' Responses

Participants' Training and Professional Background in Music

Of the 318 senior citizens surveyed, 51.27% had formal training in music without obtaining a music degree, and 46.84% had no formal music training. Only 1.90% (six persons) had a Bachelor Degree in music. As shown in Table 16, instrumental program participants demonstrated more training in music, only 23.91% having no formal training in music. Choral participants responded with 50.95% having no formal training in music. Rest homes and nursing homes had the least musically trained participants, with 70.00% and 81.25% respectively. Churches, however, had the most participants with a music degree (four persons)

Table 14
Percentage of Programs and Institutions
Having Specified Materials and Equipment

PROGRAM	EQUIPMENT							
	Piano	Music Stands	Chalk- Board	TV & VCR	Overhead Projector	Instruments	Film Projector	Record Players
Choral	100.00	9.09	59.09	54.55	0.00	18.18	4.55	40.91
Instrumental	100.00	25.00	50.00	50.00	0.00	100.00	0.00	25.00
Other	100.00	0.00	100.00	100.00	0.00	100.00	100.00	100.00
INSTITUTION								
Senior Center	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
Adult Daycare Facility	100.00	0.00	71.43	85.71	0.00	71.43	14.29	100.00
Rest Home	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Church	100.00	22.22	88.89	55.56	0.00	33.33	0.00	11.11
Nursing Home	100.00	20.00	40.00	60.00	0.00	20.00	20.00	40.00
Retirement Apartments	100.00	0.00	100.00	100.00	0.00	0.00	0.00	0.00
Retirement Community	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MATERIALS								
PROGRAM	Records	Staff Paper	Pencils	Folders				
Choral	63.64	45.46	86.36	86.36				
Instrumental	50.00	50.00	100.00	100.00				
Other	100.00	0.00	100.00	100.00				
INSTITUTION								
Senior Center	0.00	0.00	100.00	100.00				
Adult Daycare Facility	100.00	66.67	100.00	83.33				
Rest Home	100.00	0.00	100.00	100.00				
Church	62.50	62.50	100.00	100.00				
Nursing Home	60.00	20.00	40.00	60.00				
Retirement Apartments	100.00	0.00	100.00	100.00				
Retirement Community	0.00	33.33	100.00	100.00				

although the retirement apartment complex music program had the highest percentage (4.76%) with a music degree.

Of all senior citizens surveyed, 96.85% had never had music serve as a vocation, while 3.15% of the participants reported music serving as a compensated vocation previously in their life. As demonstrated in Table 16, the highest percentage of former professional musicians occurred in instrumental programs (4.26%). The two institutions including participants who used music as a vocation were adult daycare facilities (7.14%) and churches (4.55%).

Music Learning and Activities

Learning music was rated as important by 49.68% of the senior participants while 42.41% rated music learning as very important; 7.91% were neutral concerning the importance of music learning. As illustrated in Table 17, the highest percentage of participants rating music learning as very important involved in instrumental programs (68.09%). The highest percentage of persons rating music as very important were involved in church music programs (61.04%).

When reporting the amount of time spent in any music experiences per day, participants responded as follows: 34.82% of all participants reported spending 30 minutes or less per day; 39.94% reported more than 30 minutes to one hour; 21.73% reported more than one hour to two hours; and 3.19% reported more than two hours to three hours. Only .32% (one participant) reported spending more than three hours per day in various music experiences.

Table 15

Percentage of Programs and Institutions By Leaders' Ratings of Program
Environment and Success of Program in Meeting Music
Learning Needs

PROGRAM	ENVIRONMENT					SUCCESS				
	Extremely Positive	Positive	Neutral	Negative	Extremely Negative	Extremely Successful	Successful	Neutral	Unsuccessful	Extremely Unsuccessful
Choral	40.91	40.91	18.18	0.00	0.00	36.36	40.91	22.73	0.00	0.00
Instrumental	50.00	50.00	0.00	0.00	0.00	25.00	75.00	0.00	0.00	0.00
Other	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
INSTITUTION										
Senior Center	0.00	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
Adult Daycare Facility	57.14	28.75	14.29	0.00	0.00	0.00	100.00	0.00	0.00	0.00
Rest Home	0.00	100.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
Church	55.56	44.44	0.00	0.00	0.00	66.67	33.33	0.00	0.00	0.00
Nursing Home	0.00	80.00	20.00	0.00	0.00	0.00	40.00	60.00	0.00	0.00
Retirement Apartments	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
Retirement Community	66.67	0.00	33.33	0.00	0.00	66.67	0.00	33.33	0.00	0.00

In time spent per day trying to improve knowledge of or skills with music, 86.77% of all participants spent 30 minutes or less; 11.94% spent more than 30 minutes to one hour; .97% spent more than one hour to two hours; and .32% spent more than two hours to three hours improving music skills and knowledge.

Participants Ratings

Of all surveyed senior participants, 43.67% rated the leadership of the programs as extremely adequate, while 48.42% rated the programs as adequate.

Table 16

Percentage of Programs and Institutions by Participants' Training
and Professional Background in Music

PROGRAM	TRAINING				PROFESSIONAL BACKGROUND	
	No Formal Music Training	Some Formal Music Training	Bachelor Degree in Music	Graduate Degree in Music	Yes	No
Choral	50.95	47.53	1.52	0.00	3.04	96.96
Instrumental	23.91	71.74	4.35	0.00	4.26	95.74
Other	42.86	57.14	0.00	0.00	0.00	100.00
INSTITUTION						
Senior Center	50.00	50.00	0.00	0.00	0.00	100.00
Adult Daycare Facility	60.98	36.59	2.44	0.00	7.14	92.86
Rest Home	70.00	30.00	0.00	0.00	0.00	100.00
Church	30.07	67.32	2.61	0.00	4.55	95.45
Nursing Home	81.25	18.75	0.00	0.00	0.00	100.00
Retirement Apartments	57.14	38.10	4.76	0.00	0.00	100.00
Retirement Community	54.90	45.10	0.00	0.00	0.00	100.00

Table 17

Percentage of Programs and Institutions By Senior Citizens' Ratings of the Importance of Music Learning and Estimated Time Per Day Spent in Music Experiences and Music Improvement

PROGRAM	IMPORTANCE OF MUSIC LEARNING					ESTIMATED DAILY TIME IN MUSIC EXPERIENCES					ESTIMATED DAILY TIME IN MUSIC IMPROVEMENT				
	Very Important	Important	Neutral	Unimportant	Very Unimportant	30 Minutes or Less	More Than 30 Minutes To 1 Hour	More Than One Hour to Two Hours	More Than Two Hours to Three Hours	More Than Three Hours	30 Minutes or Less	More Than 30 Minutes to 1 Hour	More Than 1 Hour to Two Hours	More Than 2 Hours to Three Hours	More Than Three Hours
Choral	37.64	53.61	8.75	0.00	0.00	38.46	38.46	19.62	3.08	.38	91.05	7.78	.78	.39	0.00
Instrumental	68.09	27.66	4.26	0.00	0.00	17.39	47.83	20.43	4.35	0.00	63.04	34.78	2.17	0.00	0.00
Other	50.00	50.00	0.00	0.00	0.00	14.29	42.86	42.86	0.00	0.00	85.71	14.29	0.00	0.00	0.00
INSTITUTION															
Senior Center	25.00	50.00	25.00	0.00	0.00	25.00	25.00	25.00	25.00	0.00	85.71	14.29	0.00	0.00	0.00
Adult Daycare Facility	41.46	46.34	12.20	0.00	0.00	33.33	30.95	30.95	4.76	0.00	95.12	4.88	0.00	0.00	0.00
Rest Home	30.00	70.00	0.00	0.00	0.00	66.67	22.22	11.11	0.00	0.00	90.00	10.00	0.00	0.00	0.00
Church	61.04	35.71	3.25	0.00	0.00	18.95	47.71	29.41	3.27	.65	78.15	19.87	1.32	.66	0.00
Nursing Home	3.13	68.75	28.13	0.00	0.00	62.07	34.48	3.45	0.00	0.00	96.67	3.33	0.00	0.00	0.00
Retirement Apts.	19.05	71.43	9.52	0.00	0.00	76.19	19.05	4.76	0.00	0.00	95.00	5.00	0.00	0.00	0.00
Retirement Comm.	26.00	70.00	4.00	0.00	0.00	47.06	41.18	9.80	1.96	0.00	96.08	1.96	1.92	0.00	0.00

Only .63% (two persons) rated the leadership of their programs inadequate. As detailed in Table 18, church music program participants appeared to be the most satisfied with their leadership, with 61.04% reporting ratings of extremely adequate.

The majority of participants rated facilities in which music programs occurred as adequate (67.19%) or extremely adequate (25.87%). Only .63% indicated facilities inadequate. Regarding equipment, 73.40% indicated the equipment adequate, and 11.22% rated the equipment extremely inadequate. Only 1.28% rated the equipment inadequate and less (.96%) indicated the equipment extremely inadequate. Materials appeared to be adequate for music learning according to program participants. Senior citizens rated 78.48% of the program materials adequate, while 6.96% indicated materials extremely adequate. Only .32% rated the materials inadequate. Table 18 displays participants' ratings of materials, facilities, equipment, and leadership by percentages within individual types of programs and institutions.

When asked to rate the frequency of their program meetings, 88.67% of the senior participants indicated that they met often enough. Participants totalling 8.33% felt they did not meet often enough, and 3.00% indicated they met too often. The senior citizens indicating that they met too often were all in choral programs (see Table 19).

Ratings of participants' own attendance habits resulted in the majority of participants attending all or most of the meetings, with 53.31% of participants

Table 18

Percentage of Programs and Institutions By Senior Citizens' Ratings of Facilities, Equipment, Materials, and Leadership

PROGRAM	FACILITIES					EQUIPMENT					MATERIALS					LEADERSHIP				
	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate	Extremely Adequate	Adequate	Neutral	Inadequate	Extremely Inadequate
Choral	22.43	69.96	6.84	.76	0.00	8.53	75.19	13.57	1.55	1.16	3.04	80.99	15.97	0.00	0.00	43.51	47.71	8.02	.07	0.00
Instrumental	48.94	48.94	2.13	0.00	0.00	27.66	63.83	8.51	0.00	0.00	30.43	65.22	4.35	0.00	0.00	48.94	46.81	4.26	0.00	0.00
Other	0.00	85.71	14.29	0.00	0.00	0.00	71.43	28.57	0.00	0.00	0.00	71.43	14.29	14.29	0.00	.72	3.92	0.00	0.00	0.00
INSTITUTION																				
Senior Center	12.50	50.00	37.50	0.00	0.00	25.00	37.50	37.50	0.00	0.00	12.50	50.00	37.50	0.00	0.00	50.00	25.00	25.00	0.00	0.00
Adult Daycare Facility	9.52	78.57	11.90	0.00	0.00	7.14	73.81	19.05	0.00	0.00	4.76	73.81	19.05	2.38	0.00	17.07	73.17	9.76	0.00	0.00
Res. Home	0.00	80.00	20.00	0.00	0.00	0.00	60.00	40.00	0.00	0.00	0.00	70.00	30.00	0.00	0.00	10.00	80.00	10.00	0.00	0.00
Church	46.10	51.30	1.95	.65	0.00	18.83	72.08	7.79	0.00	1.30	12.50	78.29	9.21	0.00	0.00	61.04	37.01	1.95	0.00	0.00
Nursing Home	3.23	83.87	9.68	3.23	0.00	0.00	57.69	26.92	11.54	3.85	0.00	71.88	28.13	0.00	0.00	6.45	64.52	25.81	3.23	0.00
Retirement Apartments	0.00	90.48	9.52	0.00	0.00	0.00	95.24	4.76	0.00	0.00	0.00	90.48	9.52	0.00	0.00	57.14	92.86	0.00	0.00	0.00
Retirement Community	9.80	86.27	3.92	0.00	0.00	1.96	84.31	11.76	1.96	0.00	0.00	88.24	11.76	0.00	0.00	35.29	57.94	9.80	1.96	0.00

Table 19

Percentage of Programs and Institutions By Senior Citizens' Ratings of
Program Meeting Frequencies and Their Attendance Habits

PROGRAM	MEETING FREQUENCY			ATTENDANCE HABIT		
	Too Often	Often Enough	Not Often Enough	Attend All Meetings	Attend Most Meetings	Attend a Few Meetings
Choral	3.49	89.15	7.36	42.59	53.61	3.80
Instrumental	0.00	85.71	14.29	48.94	51.06	0.00
Other	0.00	85.71	14.29	42.86	57.14	0.00
INSTITUTION						
Senior Center	0.00	75.00	25.00	37.50	50.00	12.50
Adult Daycare Facility	0.00	92.68	7.32	45.24	54.76	0.00
Rest Home	30.00	70.00	0.00	40.00	50.00	10.00
Church	3.52	90.14	6.34	57.79	40.91	1.30
Nursing Home	3.45	82.76	13.79	18.75	62.50	18.75
Retirement Apartments	0.00	85.71	14.29	19.05	80.95	0.00
Retirement Community	0.00	91.84	8.16	26.00	74.00	0.00

indicating that they attended most of the meetings, while 43.53% reported that they attended all meetings. Only 3.15% indicated that they attended only a few of the meetings, the respondents all participating in choral programs (see Table 19).

The majority of participants rated their program environments as positive (62.89%) or extremely positive (28.62%). Neutral ratings of program environment were reported by 8.49% of the respondents. As demonstrated in Table 20, the institution indicating the highest percentage of extremely positive ratings was in churches (44.81%). Participants' ratings of the overall success of music programs in meeting music learning needs were high, with 56.60% rating the programs to be successful, and another 35.22% rating the programs as extremely successful. Neutral ratings of program success were reported by 8.18% of the senior citizens. Church music programs remained prominent in the extremely positive range with 61.69% (Table 20).

Musical Difficulties

The majority of senior citizens reported little, if any, trouble in accomplishing music learning tasks (80.63%). Of the remaining participants, 17.46% indicated some difficulties in accomplishing music learning tasks and 1.90% indicated much trouble completing music learning tasks. The six participants indicating much trouble in accomplishing music learning tasks were all in choral programs and occurred in the institutions of senior centers, rest homes, nursing homes, and churches (Table 21).

Table 20

Percentage of Programs and Institutions By Senior Citizens' Ratings of Program Environment and Success in Meeting Music Learning Needs

PROGRAM	ENVIRONMENT					SUCCESS				
	Extremely Positive	Positive	Neutral	Negative	Extremely Negative	Extremely Successful	Successful	Neutral	Unsuccessful	Extremely Unsuccessful
Choral	23.86	67.42	8.71	0.00	0.00	31.44	59.47	9.09	0.00	0.00
Instrumental	57.45	36.17	6.38	0.00	0.00	59.57	36.17	4.26	0.00	0.00
Other	14.29	71.43	14.29	0.00	0.00	14.29	85.71	0.00	0.00	0.00
INSTITUTION										
Senior Center	0.00	62.50	37.50	0.00	0.00	0.00	75.00	25.00	0.00	0.00
Adult Daycare Facility	16.67	69.05	14.29	0.00	0.00	14.29	80.95	4.76	0.00	0.00
Rest Home	10.00	70.00	20.00	0.00	0.00	20.00	70.00	10.00	0.00	0.00
Church	44.81	51.95	3.25	0.00	0.00	61.69	37.01	1.30	0.00	0.00
Nursing Home	0.00	68.75	31.25	0.00	0.00	0.0	43.75	56.25	0.00	0.00
Retirement Apartments	19.05	80.95	0.00	0.00	0.00	14.29	85.71	0.00	0.00	0.00
Retirement Community	19.61	78.43	1.96	0.00	0.00	11.76	86.27	1.96	0.00	0.00

Table 21

**Percentage of Programs and Institutions By Indications of
Difficulty in Accomplishing Music Learning Tasks**

PROGRAM	INDICATIONS OF DIFFICULTY		
	Much Trouble	Some Trouble	Very Little Trouble
Choral	2.30	18.39	79.31
Instrumental	0.00	12.77	87.23
Other	0.00	14.29	85.71
INSTITUTION			
Senior Center	12.50	50.00	37.50
Adult Daycare Facility	0.00	21.95	78.05
Rest Home	10.00	30.00	60.00
Church	1.32	10.53	88.16
Nursing Home	6.25	50.00	43.75
Retirement Apartments	0.00	14.29	85.71
Retirement Community	0.00	7.84	92.16

Two qualifiers merited attention in this chapter. Of the 318 participants in the senior citizen music programs, 40.25% specified music learning activities they considered most and least worthwhile music learning activities. Of the 40.25% providing information, 84.15% considered music rehearsals to be the most worthwhile learning activity and 98.6% considered lecture to be the least

worthwhile learning activity. Of the 19.36% of the 318 survey participants who indicated "some trouble" or "much trouble" in accomplishing music learning tasks, 31.15% completed the qualifier. Of the 31.15% completing the qualifier, 82.60% indicated that they have trouble seeing the music. Other troubles included not hearing the words to the music (10.40%) and not being able to "read" the music (5.02%). There was no clarification as to whether "read" the music meant being able to visually focus on the music or being able to comprehend the music in the literate sense.

Significant Predictor Variables of Participants' Music Learning Needs Satisfaction

Research reviewed supported that senior citizens' perceptions of their music learning needs being satisfied was a variable indicative of the success of music learning programs for senior citizens. A series of chi-square tests was conducted to determine if the variables in Table 3 were significant predictor variables of music learning needs satisfaction ($p \leq .05$). To control for experiment-wise error rate, the theoretically desired significance level was adjusted to a significance level of less than or equal to .001. Table 22 includes variables which were significant predictors of senior citizens' ratings of music learning needs satisfaction ($p \leq .001$). Fourteen variables were significant predictors of senior citizens' music learning needs satisfaction. In Tables 22-25, numbers are parenthetically included after the variables corresponding to the list of variables in Table 3.

Table 22

**Significant Predictor Variables of Senior Citizens' Music
Learning Needs Satisfaction**

Variable	Chi-Square	Significance
Type of Music Program (3)	18.507	p = .001
Type of Institution (4)	183.590	p < .001
Music Leaders' Music Training (12)	57.087	p < .001
Employment Status of Leaders as Part-Time or as Full-Time (22)	102.872	p < .001
Leaders' Payment for Services as Salaried or Voluntary (23)	22.764	p < .001
Participants' Ratings of the Importance of Music Learning (19)	44.861	p < .001
Estimated Time Participants Spend in Music Experiences Per Day (20)	27.228	p < .001
Participants' Ratings of Facilities (6)	88.224	p < .001
Participants' Ratings of Leaders (2)	90.500	p < .001
Participants' Ratings of Equipment (8)	76.337	p < .001
Participants Ratings of Materials (10)	43.275	p < .001
Participants' Ratings of Environment (18)	109.910	p < .001
Leaders' Ratings of Funds (15)	56.328	p < .001
Indicated Troubles in Music Participation (24)	40.805	p < .001

Table 23 includes variables which were not significant predictor variables of senior citizens' ratings of music learning needs satisfaction ($p \leq .001$). Nine variables were insignificant predictors of senior citizens' music learning needs satisfaction. The variables of music program membership as auditioned or non-auditioned and the leaders' training in teaching music specifically to senior citizens did not permit chi-square tests because no program out of the twenty-seven programs surveyed contained audition requirements and no program leader had previous training in teaching music specifically to senior citizens. The significance of these two variables as predictor variables of senior citizens' music learning needs satisfaction remains unknown.

The Significance of Leadership, Institution, and Program

Senior citizens' ratings of program leadership demonstrated significance as a predictor of music learning needs satisfaction. Participants rating programs as successful in meeting their music learning needs tended to rate the leadership of the programs as adequate. For example, 51.15% of all participants rating programs as extremely successful in providing music learning satisfaction also rated their leaders as extremely adequate.

Type of institution was significant as a predictor of perceived music learning needs satisfaction. Churches had the most satisfied music participants with 61.69% of program participants rating the church programs extremely successful and only one participant rating his or her program as neutral. Nursing homes were the least successful in satisfying music participants' learning needs as

Table 23

Variables Not Significant As Predictor Variables of
Senior Citizens' Music Learning Needs Satisfaction

Variable	Chi-Square	Significance
Frequency of Program Meetings (1)	6.071	p = .194
Participants' Music Training (11)	14.153	p = .007
Leaders' Experience in Working with Senior Citizens (13)	8.355	p = .016
Estimated Time Participants Spend Improving Music Knowledge and Skills Per Day (21)	12.449	p = .014
Leaders' Ratings of Facilities (5)	.355	p = .551
Leaders' Ratings of Equipment (7)	.430	p = .512
Leaders' Ratings of Materials (9)	.355	p = .551
Leaders' Ratings of Environment (17)	3.398	p = .183
Sources of Funding (16)	5.051	p = .079

56.25% of nursing home music participants rated their programs neutral in meeting their music learning needs. No nursing home participants rated their programs extremely successful.

Type of program was a significant predictor variable of music learning needs satisfaction ($p \leq .001$). Instrumental programs tended to be rated as

extremely successful in meeting learning needs of the participants (59.57%); more in comparison to choral programs (31.44%).

The Significance of Training and Music Learning

Level of music training functioned as a significant predictor of participants' music learning needs satisfaction. Participants in a program led by a leader with a Bachelor Degree in music rated the program extremely successful 60.42% of the time. However, only 8.20% of the participants in programs led by leaders with no music training found their programs extremely successful.

The importance of music learning was a predictor of learning needs satisfaction. Participants who rated their program successful or extremely successful constituted 100% of the participants who considered music important as a learning activity. However, 60.00% of the participants who considered music unimportant considered their program neutral in meeting their music learning needs.

Time spent per day in music experiences was a predictor of perceived learning needs satisfaction. Of those spending 30 minutes or less per day in music experiences, only 20.00% rated their program extremely successful. However, 50.00% of participants spending more than two hours to three hours per day in music experiences rated their program extremely successful.

The Significance of Employment Categorizations

The employment status of the program leaders functioned as a significant predictor of participants' music learning needs satisfaction. Of the participants in

a program with a full-time leader, 64.54% rated the program as extremely successful, while only 10.37% of the citizens in a program with a part-time leader rated the program as extremely successful.

The categorization of leaders' services being salaried or voluntary was a predictor variable of music learning needs satisfaction. Only 8.62% of the participants in programs led by volunteers felt their program was extremely successful, but 41.70% of the participants in music programs with a salaried leader found the programs to be extremely successful.

The Significance of Ratings Concerning Facilities, Equipment, Materials, Environment, and Funding

The participants' ratings of program facilities functioned as a significant predictor variable of music learning needs satisfaction. Participants in programs with facilities they felt were extremely adequate tended to rate their programs as extremely successful (67.07%). Only 4.17% of the participants in programs with facilities rated neutral perceived their programs as extremely successful.

Participants' perception of equipment adequacy was a predictor of music learning needs satisfaction, as was participants' perception of materials adequacy. Participants in programs rated as having extremely adequate equipment were 62.86% in agreement that the program was extremely successful, but 11.11% of senior citizens in programs rated with neutral equipment adequacy considered their programs extremely successful. Of the participants who found their program materials to be extremely adequate, 80.00% also reported their program to be extremely successful while 20.83% of all participants who found their

materials to be neutral considered their program extremely successful. Fifty percent of all participants who rated their materials as neutral also rated their program's success as neutral.

Participants' ratings of the environments of the programs were a significant predictor of learning needs satisfaction. Of program participants who rated their environment as extremely positive, 66.67% also rated their program as extremely successful in meeting their music learning needs. However, only 13.04% of program participants rating their environment as neutral rated their program as extremely successful.

Leaders' ratings of program funding were significant predictors of learning needs satisfaction. Only 7.69% of the programs rated by the leaders as adequately funded were rated by the participants as extremely successful, while 70.83% of the programs in which leaders felt the funding was extremely adequate were rated by the participants as extremely successful.

The Significance of Lack of Difficulty in Music Learning

Whether the participants had difficulty in accomplishing the music learning tasks functioned as a significant predictor of music learning needs satisfaction. Of participants who had very little trouble in achieving music learning tasks, 94.65% rated their programs as extremely successful. Only 33.34% of the participants who indicated having much trouble felt their program was extremely successful or successful.

Significant Predictor Variables of Attendance

Attendance was supported by reviewed research as a variable indicative of the success of music learning programs for senior citizens. A series of chi-square tests was conducted to determine if the variables in Table 3 were significant predictor variables of attendance ($p \leq .05$). To control for experiment-wise error rate, the theoretically desired significance level of less than or equal to .05 was adjusted to less than or equal to .001. Table 24 includes the significant predictor variables of attendance ($p \leq .001$) by participants in music learning programs. Thirteen variables were significant predictors of attendance.

Table 25 includes the variables that were not significant predictor variables of attendance. Ten variables were indicated to be insignificant predictors of attendance. The variables of music program membership as auditioned or non-auditioned and the leaders' training in teaching music specifically to senior citizens again were not permitted in the chi-square tests.

The Significance of Meeting Frequencies and Institutions

Frequency of program meetings functioned as a predictor variable of attendance. Weekly meetings produced higher percentages of participants occurring in larger groups than monthly or daily meetings, with 96.67% of participants in weekly meetings gathering in groups of 11 to 25 or 26 to 50 while 3.33% of participants in weekly meetings grouped in numbers of 0 to 10.

Type of institution appeared to function as a predictor variable of attendance, with 6.67% of all church music program participants gathering in

Table 24
Significant Predictor Variables
of Attendance

Variable	Chi-Square	Significance
Frequency of Program Meetings (1)	41.759	p < .001
Type of Institution (4)	166.786	p < .001
Music Leaders' Training (12)	34.929	p < .001
Participants' Ratings of the Importance of Music Learning (19)	47.971	p < .001
Participants' Music Training (11)	19.764	p = .001
Indicated Troubles in Music Participation (24)	23.997	p < .001
Participants' Ratings of Leaders (2)	19.242	p = .001
Participants' Ratings of Environment (18)	19.517	p < .001
Leaders' Ratings of Funds (15)	73.545	p < .001
Leaders' Ratings of Facilities (5)	47.327	p < .001
Leaders' Ratings of Materials (9)	53.482	p < .001
Leaders' Ratings of Equipment (7)	34.303	p < .001
Leaders' Ratings of Environment (17)	85.468	p < .001

Table 25
Variables Not Significant as Predictor Variables of Attendance

Variable	Chi-Square	Significance
Type of Program (3)	13.515	p = .009
Leaders' Experience in Working With Senior Citizens (13)	3.843	p = .146
Estimated Time Participants Spend in Music Experiences Per Day (20)	3.421	p = .179
Estimated Time Per Day Spent By Participants Improving Music Knowledge or Skills (21)	1.688	p = .793
Employment Status of Leaders as Full-Time or Part-Time (22)	12.812	p = .002
Leaders' Payment for Services Salaried or Voluntary (23)	4.986	p = .256
Participants' Ratings of Facilities (6)	9.826	p = .097
Participants' Ratings of Equipment (8)	12.471	p = .132
Participants' Ratings of Materials (10)	10.622	p = .174
Sources of Funding (16)	13.641	p = .015

groups of 11 to 25 and 33.33% being in groups of 26 to 50. Churches reported no groups with 0 to 10 members.

The Significance of Training

The level of the leader's music training was significant in determining the size of the groups. Of all program participants under the leadership of a leader with a Bachelor Degree, 62.50% gathered in groups of 25 to 50. No leader with a Bachelor Degree had a group with 0 to 10 members.

The participants' level of music training functioned as a significant predictor of attendance. Of all participants with some formal training in music, 64.10% attended programs with 26 to 50 members, while 78.20% of all participants with Bachelor Degrees in music attended programs with 26 to 50 members.

The Significance of Ratings Concerning Leadership, Funds, Environment, Facilities, and Equipment

Participants' ratings of leadership were significant in predicting attendance. Of all participants rating leadership as extremely adequate, 50.38% occurred in groups of 26 to 50, but only 12.50% of those rating leadership neutral occurred in groups of 26 to 50.

Also important as a predictor variable of attendance was the participants' ratings of program environment, with 52.10% of participants who rated program environment as extremely positive occurring in groups of 26 to 50. Of the participants who rated program environment as negative, 58.00% occurred in groups of 0 to 10.

Programs in which the leaders rated funds as extremely adequate generally tended to be larger, with 62.50% of all participants in extremely adequately funded programs being in groups of 26 to 50. There were no programs in which leaders rated funds as inadequate having 26 to 50 members. This signified adequacy of funds as a predictor variable of attendance.

Leaders' ratings of facilities, equipment, materials, and overall environment each functioned as a significant predictor of attendance. Of all participants in programs whose facilities leaders rated adequate, 63.16% met in groups of 26 to 50 members, while 60.10% of participants meeting in programs rated with neutral facilities met in groups of 0 to 10. In programs where leaders rated the materials as adequate, 57.75% of the participants could be found in groups of 26 to 50 while 55.50% of participants in programs with materials rated neutral by the leaders could be found in groups of 0 to 10. Of all participants in programs with equipment rated as adequate by the leaders, 66.67% met in groups of 26 to 50, and 56.90% of the participants in programs with equipment rated as neutral met in groups of 0 to 10. Of all participants in programs with environments rated extremely positive by the leaders, 71.90% attended groups of 26 to 50.

The Significance of Lack of Difficulty in Music Learning

Of all participants indicating little trouble in accomplishing music learning tasks, 59.60% were in groups of 26 to 50. Only 4.60% were in groups of 0 to 10. Therefore, difficulty in accomplishing music learning tasks functioned as a

predictor of attendance. The participants' ratings of the importance of learning music was also a significant predictor of attendance, with 66.67% of participants who rated learning music as very important occurring in programs of 26 to 50 members.

Summary of Results

Thirty music programs for senior citizens were identified in Mecklenburg County. There were twenty-four choral programs, four instrumental programs (one recorder and three handbell ensembles), one general music program, and one music appreciation course. Twenty-seven music programs were surveyed; two choral programs and one music appreciation course did not participate. The twenty-seven programs occurred in twenty-two institutions, including one senior center, five adult daycare facilities, one rest home, seven churches, four nursing homes, one retirement complex, and three retirement communities.

There were more choral programs for senior citizens than instrumental programs. Music programs for senior citizens were found most often in churches and adult daycare facilities. Choral programs specifically were found most often in churches, nursing homes, and adult daycare facilities--instrumental programs were found most often in churches.

Rehearsal of music was the most commonly utilized learning activity in senior music programs, whereas lecture activity was implemented least frequently. Rehearsal of music was the most commonly preferred music learning activity of senior citizens, while lecture activities were least preferred. Funding

for the music programs was most prominently provided by private donors, with philanthropic/civic groups and the participants themselves equally the second largest source of funding. The most common meeting frequency in senior citizen music programs was on a weekly basis. The majority of the programs surveyed had an average attendance from 11 to 25 persons.

There were 55.56% of the music program leaders with some formal training in music without acquiring a degree, and 33.33% of the leaders had no music training at all. Only 11.11% of the leaders reported having a Bachelor and/or graduate degree in music. While 59.26% of the leaders had previous training and/or experience working with senior citizens, no music leader had any training and/or experience in teaching music specifically to senior citizens. Of the music program leaders, 66.67% worked on a part-time basis, and 33.33% worked on a full-time basis. Salaries were paid to 74.07% of the leaders, but 25.93% worked on a volunteer basis. Nursing home music programs implemented the highest rate of volunteerism (60.00%).

Both the majority of program leaders and participants characterized their programs and program conditions positively. Leaders in 74.07% of the programs reported adequate facilities, while 67.19% of the participants rated the facilities as adequate.

Leaders in 81.48% of the programs indicated equipment as adequate, while 11.11% reported the equipment extremely adequate. Senior participants totalling 73.40% rated the equipment as adequate, while 11.22% rated the equipment as

extremely adequate. Concerning inventory, all institutions had a piano. No leader reported having an overhead projector. Leaders in 80.77% of the programs rated materials as adequate, while 7.69% rated the materials as extremely adequate. Over 78.48% of the program participants rated the materials as adequate, while 6.96% rated the materials as extremely adequate. Program leaders were more critical of funding. Over half (53.85%) rated funds as adequate and 11.54% reported extremely adequate funding, but 11.54% rated the funds as neutral and 27.27% reported inadequate funding. Inadequate funding was reported by 50.00% of adult daycare music leaders and 40.00% of nursing home music leaders.

Positive environments were reported by 44.44% of the program leaders, and 44.74% reported extremely positive environments. A majority of participants reported positive environments (62.89%), and 28.62% rated their environments extremely positive. Almost half of senior music participants in church music programs (44.81%) rated their environments as extremely positive. Leaders rated their programs as successful in meeting the participants' needs in 48.15% of the programs, and 33.33% rated the programs as extremely successful. Reports of programs successful in meeting participants' needs originated from 56.60% of the participants, while 35.22% of the senior citizens reported the programs as extremely successful. Participants in church programs rated their programs as extremely successful in 61.69% of the surveys.

Senior citizens totalling 51.27% had some formal music training without acquiring a degree and 46.84% had no formal training. Only six persons had a degree in music. Instrumental program participants had more training in music than choral, and rest homes and nursing homes had the least trained participants musically. Only 3.15% of program participants had once utilized music as a money-earning profession. Approximately half (49.68%) of the senior citizens rated music learning as important and 42.41% rated music learning as very important. The highest percentage of persons rating music as very important occurred in instrumental programs and in churches.

Leaders were rated as extremely adequate by 43.67% of the senior participants, while 48.42% reported adequacy of leadership. Church participants were the most satisfied with their leadership. Most participants (88.67%) felt that their music program met often enough. Most of the meetings were reportedly attended by 53.31% of the participants while all of the meetings were reportedly attended by 43.53% of the participants. Participants totalling 80.63% indicated very little difficulty in music learning activities. Twenty percent of the participants reported some difficulty in accomplishing music learning tasks. The most commonly reported problem was seeing the music.

The following variables were significant predictor variables of senior citizens' perceived music learning satisfaction: (1) type of music program; (2) participants' ratings of leaders; (3) type of institution; (4) music leaders' music training; (5) the importance of music learning as perceived by senior citizens;

(6) the employment status of the leaders as full-time or part-time; (7) categorization of leaders' services as salaried or voluntary; (8) participants' ratings of facilities; (9) participants' ratings of equipment; (10) participants' ratings of materials; (11) participants' ratings of program environment; (12) time spent per day in music experiences; (13) leaders' ratings of funds; and (14) indicated difficulties in accomplishing music learning tasks.

The following variables were significant predictor variables of attendance: (1) frequency of program meetings; (2) participants' ratings of leaders; (3) type of institution; (4) music leaders' music training; (5) leaders' ratings of funds; (6) indicated troubles in accomplishing music learning tasks; (7) the importance of music learning as perceived by senior citizens; (8) participants' ratings of environment; (9) participants' level of music training; (10) leaders' ratings of facilities; (11) leaders' ratings of materials; (12) leaders' ratings of equipment; and (13) leaders' ratings of environment.

CHAPTER V

SUMMARY

This study was an investigation of the current status of music programs for senior citizens in Mecklenburg County, North Carolina. Two surveys were used to provide data for compiling a description of the senior citizen music programs as well as examining the significance of possible predictor variables for two criterion variables, satisfaction of music learning needs and attendance. The following research questions were addressed:

1. How many senior citizen community music programs exist in Mecklenburg County, North Carolina?
2. What types of experiences are provided for senior citizens in Mecklenburg County community music programs?
3. In what institutions are senior citizen community music programs offered in Mecklenburg County?
4. What are the funding sources for senior citizen community music programs offered in Mecklenburg County?
5. Under what conditions do Mecklenburg County senior citizen community music programs exist as related to funding, equipment, materials, and personnel?
6. Which community music program experiences do senior citizens perceive as least worthwhile and most worthwhile?
7. Among the variables indicated in Table 3, which function as significant predictors ($p \leq .05$) of music learning needs satisfaction?
8. Among the variables indicated in Table 3, which function as significant predictors ($p \leq .05$) of the number of senior citizens attending community music programs?

The research indicated that the programs with the highest ratings of success in satisfying learning needs had the following characteristics:

1. participants felt their leadership was adequate;
2. most satisfying programs occurred in churches (least satisfying programs occurred in nursing homes);
3. leaders of the programs possessed a Bachelor Degree in Music;
4. participants felt that learning music was important;
5. many of the participants spent two to three hours per day involved in music experiences;
6. program leaders were full-time;
7. leaders' services were salaried;
8. participants felt that their facilities, equipment, and materials were adequate;
9. participants felt that their environment was positive;
10. leaders rated the programs' funding as adequate;
11. participants had little trouble accomplishing their music learning tasks; and
12. programs tended to be instrumental music.

The research also indicated that the programs with the highest attendance records had the following characteristics:

1. programs met on a weekly basis;
2. participants felt their leadership was adequate;
3. programs occurred in churches;
4. leaders of the programs had a Bachelor Degree in Music;
5. leaders found the funds, materials, facilities, and equipment adequate;
6. participants had little trouble accomplishing music learning tasks;
7. participants felt that learning music was important;
8. participants felt that their environment was positive;
9. participants had some previous formal training in music; and
10. leaders felt that the program environment was positive.

There were common predictor variables which contributed to both learning needs satisfaction and attendance: adequate leadership and training; adequate funds, materials, equipment, and facilities; positive environment; the importance of learning music; and minimal difficulty in accomplishing music

learning tasks. These findings also corroborated earlier research on successful senior citizen music programs (e.g., Davidson, 1980).

The remainder of this chapter is divided into two sections: (1) implications for music education and (2) recommendations for future research.

Recommendations for future program planning are given. Based on research findings, recommendations for both study replication and new research are also provided.

Implications for Music Education

By the year 2030, one out of every six persons will be 65 years of age or older (Jones, 1980). With this increase in the number of senior citizens projected, implications exist for a variety of political, social, and human rights issues. Is lifelong learning, specifically, lifelong music learning important for senior citizens and is the music education profession committed to serving senior citizens music learning needs?

Gaston (1968) states that music is human behavior, a necessary function of human beings that helps humans adapt and adjust to the environment. Davidson (1980), Gibbons (1985), and Coates (1984) acknowledge the importance of music learning in the lives of senior citizens as a source of cultural and social awareness, aesthetic expression, higher self-esteem, intellectual awareness, and personal gratification.

Leonhard (1981) and Beazley (1981) validate the position of music education for senior citizens as being an issue of priority for music educators.

The music education profession appears to be interested in providing lifelong learning experiences in music for senior citizens. This interest needs to be situated at local, state, and national levels with the goal of creating and maintaining music programs of successful learning experiences for senior citizens.

Mecklenburg County's senior citizen music programs are populated by participants and leaders who tend to view music program conditions and effects positively. Ratings occurred generally in the neutral to extremely adequate range with few responses in the extremely inadequate or negative range. These high ratings indicated that the programs must be operating under many conditions that generate successful learning experiences for the senior citizens, and these conditions are compatible with conditions recognized by the music education profession as necessary or successful music learning experiences for senior citizens (e.g., Kellman, 1986).

Specific data from the research indicated that weekly programs were the most common frequency of meetings occurring in Mecklenburg County. Data also indicated that weekly programs tended to generate higher attendance figures. Additionally, most senior citizens surveyed reported the majority of the senior citizens were content with the meetings being held on a weekly basis. Based on the findings that the senior citizens reported satisfaction with the weekly meeting frequencies and claimed to attend most or all of the meetings, it is advisable to

structure a music learning program for senior citizens on a weekly basis as long as the leader can maintain high attendance figures at the meetings.

Although source of funding was not found to be a significant predictor variable of successful Mecklenburg County senior citizen music programs, adequacy of funding was indicated as a significant variable in the research. The more highly attended, satisfying music learning programs for senior citizens reported higher amounts of funding. Simultaneously, funding was criticized more frequently in the ratings by program leaders than any other characteristic of the programs studied. With funding being an important contributor to successful music learning programs for senior citizens and with the leaders being less satisfied with funding of their programs, funding is recommended as an area of priority to be considered in the creation and maintenance of Mecklenburg County senior citizen music programs.

Results showed that the most commonly used music learning activity in the programs was rehearsal of music and the least commonly used activity was lecture. Senior citizens reported preferences for rehearsal of music and seemed to dislike lectures relating to music. With the availability of program learning activities being compatible with the senior citizens' preferences, data from the research indicated consideration and use of preferred learning activities to be important when creating and maintaining senior citizen music programs.

Adequate training of leaders of music education programs for senior citizens was a significant predictor variable of high program attendance and

perceived learning needs satisfaction. Proper training was not a common condition of Mecklenburg County senior citizen music programs; only 11.11% of the leaders had earned a music degree and none of the leaders had training in teaching music to senior citizens. These findings should be considered when staffing senior citizen music programs and when preparing prospective music educators. Recommendations are that music leaders should have a Bachelor Degree in music, and workshops should be offered concerning the teaching of music to senior citizens.

Higher ratings of learning needs satisfaction occurred in programs with full-time, salaried leaders. Only nine of the twenty-seven program leaders worked on a full-time basis. When creating and maintaining a music program for senior citizens, this would also be an important finding to utilize in staffing. When possible, program administrators should consider hiring personnel to lead senior citizen music programs on a full-time basis with compensation.

With facilities, materials, equipment, and overall environment having been indicated by the data as highly rated in Mecklenburg County senior citizen music programs by both leaders and participants, the researcher believes that these programs consistently demonstrate adequate conditions for such programs to function as dictated by criteria of conditions set forth in the related literature. Recommendations are that Mecklenburg County music program leaders, institution and organization supervisors, planning boards, and other county and

city personnel strive to maintain the conditions they currently have as well as improve them.

The researcher's recommendations and findings have been constructed from specific data from a specific population. This study was constructed upon the basis that Mecklenburg County's population is a heterogenous grouping of citizens socially and culturally, resulting in findings which possibly generalize to state and national populations.

The researcher intends the data to be resource material for other counties in North Carolina and communities or cities in other states. The researcher recommends that the data from this survey be used as supportive material when creating and maintaining programs of music education for senior citizens. If programs do exist in particular communities, the research is intended to be used both to maintain and to improve current status of such programs. Although the data may not be directly applicable to a specific situation of program conditions, it is provided as a guide for making informed choices.

The data provided a knowledge base for senior citizens; local, state, and national legislators; local, state, and national gerontologists and music educators; community senior citizen organization and institution personnel, supervisors, and planning boards; and the general population. This material is intended as support of lifelong learning of music for senior citizens and the creation and maintenance of successful learning experiences in music.

Recommendations for Future Research

The researcher recommends that more research be conducted on lifelong music learning programs for senior citizens. Both newly constructed studies and replicated studies may provide valuable information to music educators and gerontologists. Literature concerning senior citizen music learning and music learning programs generally occurs as articles in professional journals. As supported by the related literature, more studies need to be developed concerning musical behaviors and preferences of senior citizens. Few studies were available which described senior citizens physiologically, psychologically, and emotionally in response to music. Although Gibbons conducted research concerning aptitude (1979), audiation (1981), and self-evaluation (1982), further research needs to be developed exploring these characteristics with senior citizens. Latham (1982), Beal and Gilbert (1982), Ives (1980), and Gibbons (1977) have conducted research on musical preferences of senior citizens, but this research needs to be continually updated.

Only two studies have been conducted examining current music learning programs in an extensive and descriptive manner--this study and Davidson's (1978) study. More research is needed compiling descriptive data of senior citizen music programs in both homogenous and heterogenous populations. Resulting information would present new findings and either support or refute current data available concerning music programs for senior citizens.

The specialized requirements of senior citizen music programs is in need of more research. Because old age does tend to develop loss of particular skills and acuities within the population of senior citizens as a whole, there is a need for data educating current and future music leaders as to what problems can occur in the accomplishment of music learning tasks and what solutions and conditions can be created to minimize these problems.

If a replication of this study is attempted, several recommendations are provided to accommodate future research. The majority of the responses in the survey were rated adequate/positive. Researchers are advised to consider a Likert scale with more points of discrimination. This could possibly bring into focus more subtle differences occurring in populations of largely satisfied or largely dissatisfied persons.

In the data collection process, persons replicating the study are advised to consider the comprehensive presurveying of churches in the study. Churches proved to be a consistent type of location where a senior citizen music program could be identified.

Nine variables were not significant predictor variables of senior citizens' music learning needs satisfaction (Table 23). Four of the variables were noticeably closer in approaching the level of significance (.001) than the other variables. They were: (1) participants' music training (.007) (2) leaders' experience in working with senior citizens (.016); (3) estimated time participants spend improving music knowledge and skills (.014); and (4) sources of funding

(.079). Ten variables were not significant predictor variables of program attendance (Table 25). Three of the ten variables were noticeably closer in approaching the level of significance (.001) than the other variables. They were: (1) type of program (.009); (2) employment status of leader as full-time or part-time (.002); and (3) sources of funding (.015). Although these variables were not shown to be significant predictor variables of the two criterion variables specified above, the data indicated that these variables merit future consideration by researchers testing for significance.

In summary, new research and study replication need to be conducted in all aspects of music learning of senior citizens as well as in the planning, maintaining, and improving of programs and program conditions. An ideal model of community music programming for senior citizens as supported by the data is a well-attended program successful in meeting the music learning needs of the participants and existing under the following conditions: (1) adequate leadership; (2) adequate funding; (3) adequate facilities; (4) adequate equipment; (5) adequate materials; (6) proper staffing; (7) positive environment; and (8) strategies for minimalizing difficulties in accomplishing music learning tasks. The goal of the research as supported by the music education profession must be to increase successful experiences in music learning for senior citizens and decrease difficulties in accomplishing music learning tasks.

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APPENDIX A

MUSIC PROGRAMS FOR SENIOR CITIZENS QUESTIONNAIRE

APPENDIX A

Music Program for Senior CitizensQuestionnaire

This survey is designed to collect information concerning music programs for senior citizens in Mecklenburg County. Please select the choice(s) that best answer(s) the questions by circling the letter(s) preceding the alternatives.

1. What type of music program does your organization currently offer senior citizens? (circle any applicable alternatives)
 - A. Choral
 - B. Instrumental
 - C. Other

If you marked "other" please specify the type of music program in the space provided _____

2. Are you currently serving as an appointed music leader, music director, or music specialist responsible for music instruction for your organization? (circle only one alternative)
 - A. Yes
 - B. No

If you marked "yes." please specify the type of music program for which you are responsible in the space provided.

3. Does the music program you lead involve group instruction or are the senior citizens taught individually? (circle only one alternative)
 - A. Group Instruction
 - B. Individual Instruction

4. How frequently does the music program meet? (circle only one alternative)
- A. Daily
 - B. Weekly
 - C. Monthly
 - D. Other

If you marked "other," please specify the frequency of the sessions in the blank provided

5. Is the program continual or does it have designated dates to be in and conclude, such as in a college course? (circle only one alternative)
- A. Continual
 - B. Designated Dates

If you marked "designated dates," please specify the length of time the program meets and specify how often it is offered per week and per year (for example, six weeks in length, and offered once per week and twice per year)

6. Do the senior citizens have to audition to become a part of the program? (circle only one alternative)
- A. Yes
 - B. No
7. Does the program have as an objective that senior citizens learn about music or is the program strictly intended as a means of music therapy or recreation? (for example, the rhythm of music is used to facilitate muscular exercise or the music is used as leisure time activity--(circle only one alternative)
- A. The objectives include music learning
 - B. The objectives do not include music learning

8. What music learning activities occur in your program?
(circle any applicable alternatives)

- A. Rehearsal of music
- B. Listening Sessions
- C. Concerts (field trips, guest artists)
- D. Performing music for an audience
- E. Lecture (theory, history)
- F. Other

If you marked "other," please specify the type of other activities occurring in your program in the blank provided

9. What is an estimated average attendance at these sessions? (circle only one alternative)

- A. 0 to 10
- B. 11 to 25
- C. 26 to 50
- D. Over 50

10. Is there a fee a senior citizen must pay to participate in the program? (circle only one alternative)

- A. Yes
- B. No

If you marked "yes," what is the fee? _____

11. How is the program funded? (circle any applicable alternatives)

- A. By the participants
- B. By private donors
- C. By local arts guilds
- D. By colleges or universities
- E. By charity organizations and civic groups
- F. By corporations and businesses
- G. By local government money
- H. By state government money
- I. By federal government money
- J. Other

If you marked "other," please specify the source of funding in the space provided _____

12. What is your musical training? (circle only one alternative)

- A. No formal music training
- B. Formal music training without acquiring a Bachelor Degree in Music
- C. A Bachelor Degree in Music
- D. A Graduate Degree in Music

13. Do you have any prior training and/or experience in working with senior citizens? (circle only one alternative)

- A. Yes
- B. No

If you marked "yes," please indicate the number of years of training in the space provided _____

If you marked "yes," please indicate in the space provided the type of training and/or courses you have completed

14. Do you have any prior training and/or experience in teaching/directing music in a senior citizen music program? (circle only one alternative)

- A. Yes
- B. No

If you marked "yes," please indicate the number of years of training in the space provided _____

If you marked "yes," please indicate in the space provided the type of training and/or courses you have completed

15. Please describe the employee status of your position, (circle only one alternative)

- A. Part-Time
- B. Full-Time

16. Please indicate the nature of your position in regards to payment for your services. (circle only one alternative)

- A. Salaried
- B. Voluntary

17. How would you rate the facilities provided in the music program? (for example, rooms, chairs, tables, and lighting--circle only one alternative)

- A. Extremely Adequate
- B. Adequate
- C. Neutral
- D. Inadequate
- E. Extremely Inadequate

If you marked the facilities "inadequate" or "extremely inadequate," please indicate the specific inadequacies in the space provided _____

18. What equipment do you have provided for the senior music program? (circle any applicable alternatives)

- | | |
|-----------------------|-------------------|
| A. Piano | F. Instruments |
| B. Music Stands | G. TV and VCR |
| C. Chalkboard | H. Film Projector |
| D. Overhead Projector | I. Other |
| E. Record Players | |

If you marked "other," please indicate the specific equipment provided _____

19. How would you rate the equipment provided in the music program? (circle only one alternative)

- A. Extremely Adequate
- B. Adequate
- C. Neutral
- D. Inadequate
- E. Extremely Inadequate

If you marked "inadequate" or "extremely inadequate," please indicate the specific inadequacies in the space provided _____

20. What materials are provided for the senior music program? (circle any applicable alternatives)

- A. Records
- B. Staff Paper
- C. Pencils
- D. Folders
- E. Other

If you marked "other," please indicate the specific materials in the space provided _____

21. How would you rate the materials provided in the music program? (circle only one alternative)

- A. Extremely Adequate
- B. Adequate
- C. Neutral
- D. Inadequate
- E. Extremely Inadequate

If you marked the materials "inadequate" or "extremely inadequate," please indicate the specific inadequacies in the space provided _____

22. How would you rate the funds provided in the music program? (circle only one alternative)

- A. Extremely Adequate
- B. Adequate
- C. Neutral
- D. Inadequate
- E. Extremely Inadequate

If you marked the funds "inadequate" or "extremely inadequate?" please indicate the amount of funds necessary to provide a successful senior citizen music program in the space provided _____

23. How would you rate the overall environment of the music program? (circle only one alternative)

- A. Extremely Positive
- B. Positive
- C. Neutral
- D. Negative
- E. Extremely Negative

If you indicated the environment "negative" or "extremely negative," please indicate generally the environmental characteristics that need to be changed in your program

24. How would you rate the overall success of the music program in meeting the participants' music learning needs? (circle only one alternative)

- A. Extremely Successful
- B. Successful
- C. Neutral
- D. Unsuccessful
- E. Extremely Unsuccessful

If you indicated "unsuccessful" or "extremely unsuccessful," please indicate the characteristics that need to be changed in your program to meet music learning needs

Thank you for your thoughtful consideration and donation of time in completing this survey.

W. Dwayne Robertson
Rt. 2, Box 85
Cleveland, NC 27013
(704) 872-0232

APPENDIX B

PROGRAM PARTICIPANTS QUESTIONNAIRE

APPENDIX B

Program Participants Questionnaire

This survey is designed to collect information concerning music programs for senior citizens in Mecklenburg County. Please select the choice(s) that best answer(s) the questions by circling the letter(s) preceding the alternatives.

1. What type of music program are you currently participating in?
(circle only one alternative)

- A. Choral
- B. Instrumental
- C. Other

If you marked "other," please specify the type of program in the blank provided _____

2. Is there a type of music program in which you would like to participate that is not currently available for you (circle only one alternative)

- A. Yes
- B. No

If you marked "yes," what type of program would you like made available for you _____

3. What music learning activities do you participate in within your program? (circle any applicable alternatives)

- A. Rehearsal of music
- B. Concerts (field trips, guest artists)
- C. Performing music before other listeners
- D. Listening to music
- E. Lecture (theory, history)
- F. Other

If you marked "other," please specify the type of other activities you participate in _____

4. Which music learning activity do you find **most** worthwhile?

5. Which music learning activity do you find **least** worthwhile?

6. How often does your music program meet? (circle **only one** alternative)

- A. Daily
- B. Weekly
- C. Monthly
- D. Other

If you marked "other," please specify the frequency of the sessions

7. How do you feel about the frequency of your music sessions? (circle **only one** alternative)

- A. We meet too often
- B. We meet often enough
- C. We don't meet often enough

8. Describe your attendance at these sessions (circle **only one** alternative)

- A. Attend all meetings
- B. Attend most meetings
- C. Attend a few meetings
- D. Rarely attend meetings

If you marked "attend a few meetings" or "rarely attend meetings," please indicate the reasons that you miss the meetings (for example, "time is inconvenient," "meetings aren't very interesting," "poor health," etc.) _____

9. Do you pay a fee to attend the music meetings? (circle only one alternative)

- A. Yes
- B. No

If you marked "yes," do you feel the fee is worth the money? (circle only one alternative)

- A. Yes
- B. No

10. How much training have you had in music? (circle only one alternative)

- A. No formal musical training
- B. Formal Music training without acquiring a Bachelor of Music Degree
- C. A Bachelor's Degree in Music
- D. A Graduate Degree in Music

11. Did the music profession ever serve as a money-earning profession for you? (circle only one alternative)

- A. Yes
- B. No

If you marked "yes," what occupation in the music field did you practice _____

12. To what degree do you consider learning music an important part of your life? (circle only one alternative)

- A. Very Important
- B. Important
- C. Neutral
- D. Unimportant
- E. Very Unimportant

13. How much time would you estimate you spend per day involved in a musical experience of some type? (for example, listening to music on the radio, singing by yourself or with a friend, etc.--circle only one alternative)
- A. 30 minutes or less
 - B. More than 30 minutes to 1 Hour
 - C. More than 1 Hour to 2 Hours
 - D. More than 2 Hours to 3 Hours
 - E. More than 3 Hours
14. How much time would you estimate you spend per day trying to improve your knowledge or skill in music (for example, practicing piano music, composing, or reading music theory or history--circle only one alternative)
- A. 30 minutes or less
 - B. More than 30 minutes to 1 Hour
 - C. More than 1 Hour to 2 Hours
 - D. More than 2 Hours to 3 Hours
 - E. More than 3 Hours
15. Do you feel the leader does an adequate job in the instruction of your music sessions? (circle only one alternative)
- A. Extremely Adequate
 - B. Adequate
 - C. Neutral
 - D. Inadequate
 - E. Extremely Inadequate

16. How would you rate the facilities provided in the music program? (for example, rooms, chairs, tables, and lighting--circle only one alternative)

- A. Extremely Adequate
- B. Adequate
- C. Neutral
- D. Inadequate
- E. Extremely Inadequate

If you marked the facilities "inadequate" or "extremely inadequate," please indicate the specific inadequacies in the blank provided _____

17. How would you rate the equipment provided for you in the music program? (for example, piano, music stands, chalkboard, overhead projector, record players, instruments, TV and VCR, film projector, etc.--circle only one alternative)

- A. Extremely Adequate
- B. Adequate
- C. Neutral
- D. Inadequate
- E. Extremely Inadequate

If you marked the equipment "inadequate" or "extremely inadequate," please specify the inadequacies in the blank provided _____

18. How would you rate the materials provided in the music program?
(for example, written music, records, staff paper, pencils, folders, etc.--circle only one alternative)

- A. Extremely adequate
- B. Adequate
- C. Neutral
- D. Inadequate
- E. Extremely Inadequate

If you marked the materials "inadequate" or "extremely inadequate," please indicate the specific inadequacies in the space provided _____

19. How would you rate the overall environment of the music program? (circle only one alternative)

- A. Extremely Positive
- B. Positive
- C. Neutral
- D. Negative
- E. Extremely Negative

If you indicated the environment "negative" or "extremely negative," please indicate generally the environmental characteristics that need to be changed in your program

20. How would you rate the overall success of the music program in meeting your music learning needs? (circle only one alternative)

- A. Extremely Successful
- B. Successful
- C. Neutral
- D. Unsuccessful
- E. Extremely Unsuccessful

If you indicated "unsuccessful" or "extremely unsuccessful," please indicate the characteristics that need to be changed in your program to meet music learning needs _____

21. Do you have any trouble participating in any of the music learning activities? (circle only one alternative)

- A. Much trouble
- B. Some trouble
- C. Little trouble

If you indicated "some trouble" or "much trouble," please specify reason you may have trouble accomplishing the music learning task _____

Thank you for your thoughtful consideration and donation of time in completing this survey.

W. Dwayne Robertson
Route 2, Box 85
Cleveland, NC 27013
(704) 872-0232

APPENDIX C
PREQUESTIONNAIRE TELEPHONE INTERVIEW

APPENDIX C

Prequestionnaire Telephone Interview

Interviewer: Hello. My name is Dwayne Robertson, and I am a doctoral student at the University of North Carolina at Greensboro. As part of my research, I am conducting a study on music programs for senior citizens in Mecklenburg County, North Carolina. Would you mind answering a few questions concerning the possible existence of a music program for senior citizens in your institution?

Respondent: _____

Interviewer: Does your institution currently have a program of music learning or performance in which senior citizens may participate?

Respondent: _____

Interviewer: May I ask what type of program it is? Choral? Instrumental?

Respondent: _____

Interviewer: Does the program have an appointed music leader?

Respondent: _____

Interviewer: Is this program a single-occurrence event or do the senior citizens meet on what one may call a regular basis, say, daily or weekly?

Respondent: _____

Interviewer: Can you provide me with an estimate of how many senior citizens are participating in this program?

Respondent: _____

Interviewer: Do you know of any Mecklenburg County college, university, senior organization, church, retirement community, institution of care, or other organization that currently offers a program of music learning for senior citizens?

Respondent: _____

Interviewer: I appreciate you answering these questions--this has been valuable to my research. Have a nice day!

APPENDIX D

**INSTITUTIONS AND ORGANIZATIONS IN WHICH SENIOR CITIZEN
MUSIC PROGRAMS MAY EXIST**

APPENDIX D

Institutions and Organizations in Which Senior
Citizen Music Programs May ExistChambers of Commerce

- | | |
|--|------------------|
| 1. The Charlotte Chamber | Charlotte, N. C. |
| 2. The Matthews Chamber of Commerce | Matthews, N. C. |
| 3. North Mecklenburg Chamber of Commerce | Cornelius, N. C. |

Universities and Colleges

- | | |
|---|------------------|
| 1. Central Piedmont Community College | Charlotte, N. C. |
| 2. Davidson College | Davidson, N. C. |
| 3. East Coast Bible College | Charlotte, N. C. |
| 4. Johnson C. Smith University | Charlotte, N. C. |
| 5. King's College | Charlotte, N. C. |
| 6. New Covenant Bible College and Seminary | Matthews, N. C. |
| 7. Pfeiffer College--Charlotte Campus | Charlotte, N. C. |
| 8. Queens College | Charlotte, N. C. |
| 9. Rutledge College | Charlotte, N. C. |
| 10. The University of North Carolina at Charlotte | Charlotte, N. C. |

Senior Citizens Services Organizations

- | | |
|--|------------------|
| 1. AARP Mecklenburg Chapter | Charlotte, N. C. |
| 2. Charlotte, Mecklenburg Senior Centers, Inc. | Charlotte, N. C. |

- | | |
|--|------------------|
| 3. Davidson Senior Services, Inc. | Davidson, N. C. |
| 4. Shepherd Center | Charlotte, N. C. |
| 5. Senior Care Network of Presbyterian | Charlotte, N. C. |
| 6. Senior Resources, Inc. | Charlotte, N. C. |
| 7. Tarheel Senior Citizens Association | Charlotte, N. C. |

Nursing Homes

- | | |
|--|---------------------|
| 1. Alternative Health Care Systems | Charlotte, N. C. |
| 2. Asbury Care Center | Charlotte, N. C. |
| 3. Beverly Manor of Charlotte | Charlotte, N. C. |
| 4. Brian Center | Charlotte, N. C. |
| 5. Britthaven of Charlotte | Charlotte, N. C. |
| 6. Cardinal Rest Home of Charlotte | Charlotte, N. C. |
| 7. Elderly Home Health Care Services, Inc. | Charlotte, N. C. |
| 8. Epworth Place | Charlotte, N. C. |
| 9. Hawthorne Nursing Home | Charlotte, N. C. |
| 10. Hillcrest Manor Nursing Home | Charlotte, N. C. |
| 11. Hospitality Care Center | Charlotte, N. C. |
| 12. Huntersville Oaks Nursing Home, Inc. | Huntersville, N. C. |
| 13. The Methodist Homes, Inc. | Charlotte, N. C. |
| 14. Providence Convalescent Residence | Charlotte, N. C. |
| 15. Sardis Nursing Home | Charlotte, N. C. |
| 16. Sharon Village | Charlotte, N. C. |

17. Wesley Nursing Center Charlotte, N. C.
18. Wessel's Nursing Home Charlotte, N. C.

Adult Daycare Centers

1. Adult Care & Share Center Charlotte, N. C.
2. Faith Adult Daycare Charlotte, N. C.
3. Family Outreach Adult Daycare Center Charlotte, N. C.
4. Plaza Adult Living Charlotte, N. C.
5. Selwyn Avenue Life Center Charlotte, N. C.

Rest Homes

1. Angie Leigh Rest Home Charlotte, N. C.
2. Carriage Club of Charlotte Charlotte, N. C.
3. Charlotte Family Care & Rest Home Charlotte, N. C.
4. The Closeburn House Rest Home Charlotte, N. C.
5. Dogwood Manor Charlotte, N. C.
6. Elliotte's Manor Rest & Retirement Home Mint Hill, N. C.
7. Elliotte's Rest Home Mint Hill, N. C.
8. Elizabethan Garden Charlotte, N. C.
9. Helton Manor Care Charlotte, N. C.
10. Lee's Rest Home Charlotte, N. C.
11. Pineville Rest & Retirement Home Pineville, N. C.
12. Tipton Rest Home Charlotte, N. C.
13. Thomas Rest Home Charlotte, N. C.

14. True Care Rest Home Charlotte, N. C.

Retirement Apartments & Hotels

1. Merrywood Charlotte, N. C.
 2. Park Town Terrace Charlotte, N. C.
 3. Renaissance Place Charlotte, N. C.
 4. Share a Home Charlotte, N. C.

Retirement & Life Care Communities & Homes

1. Bethel Church Share-a-Home Davidson, N. C.
 2. Brookwood Huntersville, N. C.
 3. Carmel Hills Charlotte, N. C.
 4. Carmel Place Charlotte, N. C.
 5. Country Manor Charlotte, N. C.
 6. Holiday Retirement Corporation Charlotte, N. C.
 7. Pines at Davidson Davidson, N. C.
 8. Plantation Estates of Matthews Matthews, N. C.
 9. Presbyterian Homes of Charlotte, Inc. Charlotte, N. C.
 10. Remington Place Charlotte, N. C.
 11. Twin Oaks Cornelius, N. C.
 12. Wilora Lake Lodge, Inc. Charlotte, N. C.

Parks and Recreation Centers/Other Organizations

1. Albemarle Road Recreation Center Charlotte, N. C.
 2. Charlotte Choral Society Charlotte, N. C.

3. Charlotte Community Concert Association Charlotte, N. C.
4. Charlotte Jazz Society Charlotte, N. C.
5. Charlotte Symphony Charlotte, N. C.
6. Community School of the Arts Charlotte, N. C.
7. Davidson Community Center Davidson, N. C.
8. Davidson Parks and Recreation Dept. Davidson, N. C.
9. Huntersville Community Center Davidson, N. C.
10. Jewish Community Center Charlotte, N. C.
11. Matthews Community Center Matthews, N. C.
12. Metropolitan Music Ministries, Inc. Charlotte, N. C.
13. Parks and Recreation Department of Mecklenburg County Charlotte, N. C.
14. Pineville Parks and Recreation Pineville, N. C.
15. Sugar Creek Recreation Center Charlotte, N. C.
16. YMCA Charlotte, N. C.
17. YMCA Cornelius, N. C.
18. YWCA Charlotte, N. C.

APPENDIX E
COVER LETTER TO QUESTIONNAIRES

APPENDIX E

Cover Letter to Questionnaires

Dear _____:

I am a doctoral student at the University of North Carolina at Greensboro, and I am conducting a study on music programs for senior citizens in Mecklenburg County, North Carolina. I am interested in compiling a description of currently existing music programs designed for senior citizens, as well as projecting future needs of these programs.

Enclosed is a questionnaire, both easy and quick to complete. I would appreciate immensely your thoughtful consideration and time in completing and returning this questionnaire. I guarantee your complete anonymity in participating in this survey.

Sincerely,

William Dwayne Robertson
Rt. 2, Box 85
Cleveland, N. C. 27013
(704) 872-0232