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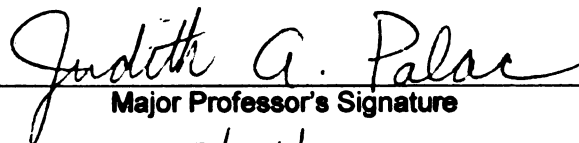
JAMIE MARIE HOLCOMB

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BAND TRIPS: BENEFITS AND LIABILITIES

By

Jamie Marie Holcomb

A THESIS

**Submitted to Michigan State University in partial fulfillment of the requirements for the
degree of**

MASTER OF MUSIC EDUCATION

Arts and Letters

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ABSTRACT

BAND TRIPS: BENEFITS AND LIABILITIES

By

Jamie Marie Holcomb

The purpose of this study was to investigate the benefits and liabilities associated with high school bands participating in major trips for which extended overnight stay is required. This study included five high school band programs, in Michigan, that regularly participate in trip taking. It employed both qualitative and quantitative methods. At each of the schools, one band director, one administrator and one high school band parent were interviewed, and a written survey was administered to high school band students who had participated in the trips. Also interviewed was one educational travel agent.

The results indicated that recruitment and retention strongly benefited from trip taking, according to the participants. The results also divulged that student motivation for participating in trips and adult motivation for arranging trips was quite different. Adult motivation for planning the trips was mostly for recruitment, retention and educational purposes while student motivation for participating was mostly recreational and social.

The implications for music education are important. Band trips can be very educational if well planned as well as enjoyable and recreational. Band programs may also benefit in their recruiting efforts from taking trips. Therefore, band directors may be able to educate students while helping their overall numbers.

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DEDICATION

This thesis is dedicated to my husband and son... the two most important people in my life. Without them, none of this would be worth anything.

ACKNOWLEDGMENTS

I would very much like to thank Dr. Judy Palac for her guidance, support and understanding on this long journey; my thesis committee for their assistance; all the participants of this study, and Marcus Neiman for his endless support, guidance and ear throughout this endeavor.

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Chapter 1

INTRODUCTION

"... forcing friends to sit through slides of your trip to Florida - painful for everyone but the host."

-Steve G. Steinberg (www.quoteland.com/author.asp?Author_ID=46)

Band trips have become a trend in many music programs today. "Band trips", defined as excursions to destinations requiring multiple overnight stay, are usually at a cost to student, parents, and the music program, and tend to be highly sought after by all. Recently, bands have become more extravagant in their travel destinations. For example, at my most recent place of employment, the high school band had just been approved for a trip to Hawaii! This is not an isolated incident. Many more schools have begun taking trips to countries such as Great Britain and China, just to give a few additional locations mentioned in newspaper articles (Bauza, 2001; Carlton, 1996; Hall, 2001).

Certain questions begin to arise with the consideration of this information. What is the benefit of offering such trips and participating in them? Are band trips a means to recruit new members to a performing ensemble? William Fredrickson (1997) in his article *Social Influence and Effects on Student Perception and Participation in Music* discusses good vs. real reasons for participating in ensembles. "Good" reasons refer to educational outcomes, while "real" reasons are reasons based on the students' social or everyday decisions. In this article, one of the "real" reasons listed by a middle school

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student, was getting out of class for rehearsals and music trips. This could be a reason for older students as well.

Are these trips a financial burden to parents? In a North Marion (Oregon) School Board meeting, the school board voted to reschedule the band's trip to an every other year interval instead of every year (North Marion School District Board Meeting Minutes, 2001). The North Marion board meeting minutes stated, "after much consideration, the feeling was that raising that much money in such a short time was a bit ambitious and that it would benefit the program to schedule the trip every two years" (North Marion School District Board Meeting minutes, 2001, Business and Operations). Roderick Booker (2000) in his article *Free Trips for Students with Stunning Sub Sales* explains how a high school band in Pennsylvania raised enough money to pay for each student's band trip by making and selling sub sandwiches. In order to achieve this goal, however, the band director had to plan, have students fundraise, and coordinate parent efforts ten different times throughout the year. I have to wonder how much time was taken from making music to make sub sandwiches to cover the costs of the trip?

Another aspect of taking band trips is the musical activities. How many times do students perform on their trip? *The Chicago Daily Herald* did an article on the Wauconda High School Band, which traveled to Florida to perform in a parade and participate in a music seminar (Chicago Daily Herald, 2001, News Briefs). *The Augusta Chronicle* ran an article by Melissa Hall (2001) about the Evans High School Band taking a trip to London to perform in a parade. What the articles did not tell the reader was what else these bands did while traveling to distant places. Going to London is a long and expensive trip especially if only to march in a single parade.

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Why do many high school bands now travel on such frequent basis? Why do band directors feel compelled to take hundreds of kids to distant places both nationally and internationally? Is it because trip taking offers a means of educating their students in a way they could not educate them in school? Is it because everyone else is taking these extended trips? Do band directors feel pressured into traveling because of perceived expectations? Is it because band trips are a recruitment and retention tool? Do band directors take their bands on trips for the social rewards they offer? This topic has received little researched prior to this study, and because of its contemporary nature, many questions such as those listed above.

Purpose

The purpose of this research is to discover the benefits and liabilities associated with band trips. It is my hope that this research will provide some insight as to why the band trip has become so popular in today's high school band programs.

Personal Orientation

My high school experience in band included trip taking. In retrospect, I cannot determine the director's intent of that travel. However, at that time, the band was approximately 150 students. Today, eight years later, the band boasts approximately 400 students. I do not recall overly educational experiences, numerous performances, or musically challenging experiences from those trips. The band marched in a parade at

Disney World in Florida, went to the amusement parks and to the beach. It was fun, and I remember looking forward to taking the trip for many personal reasons. That was, however, before the educational tour/travel company market that has emerged for today's traveling bands was prominent. The travel companies that assist directors may now be able to offer more for the high school band trip than band directors years ago could offer alone.

From my own experiences, I suspect that band trips may not be educational and are scheduled to reap the recruitment benefits they offer directors. However, I realize all schools are different, and I've kept an open mind during data collection and analysis. My perspective on this topic is that band trips are here to stay, and they can either be successfully done and accomplish many things, or they can be exclusive, inaccessible, and non-educational.

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Chapter 2

REVIEW OF LITERATURE

Few studies on band travel were found which made me to realize my topic was untraditional in the research world. It is, however, a current issue for school band programs. Current issues and sources proved to be more fruitful in terms of literature. I have classified what I found into three categories: newspaper and magazine accounts of trips and trip issues, research of factors relating to trips, and music education resources.

Newspaper and Magazine Accounts of Trips and Trip Issues

The first section of related literature includes article abstracts from newspapers around the country giving small, but insightful bits of information. These articles are not research studies, but merely present information and incidents related to band trips.

The *Chicago Daily Herald* reported that the Wauconda High School Band Boosters used a sock hop as a fundraiser to take their band to Disney World to perform in a parade and participate in a music seminar. (Chicago Daily Herald, 2001, News Briefs). This source is relevant to my research because it discusses issues such as fundraising for band boosters, location and musical activities taken on that trip.

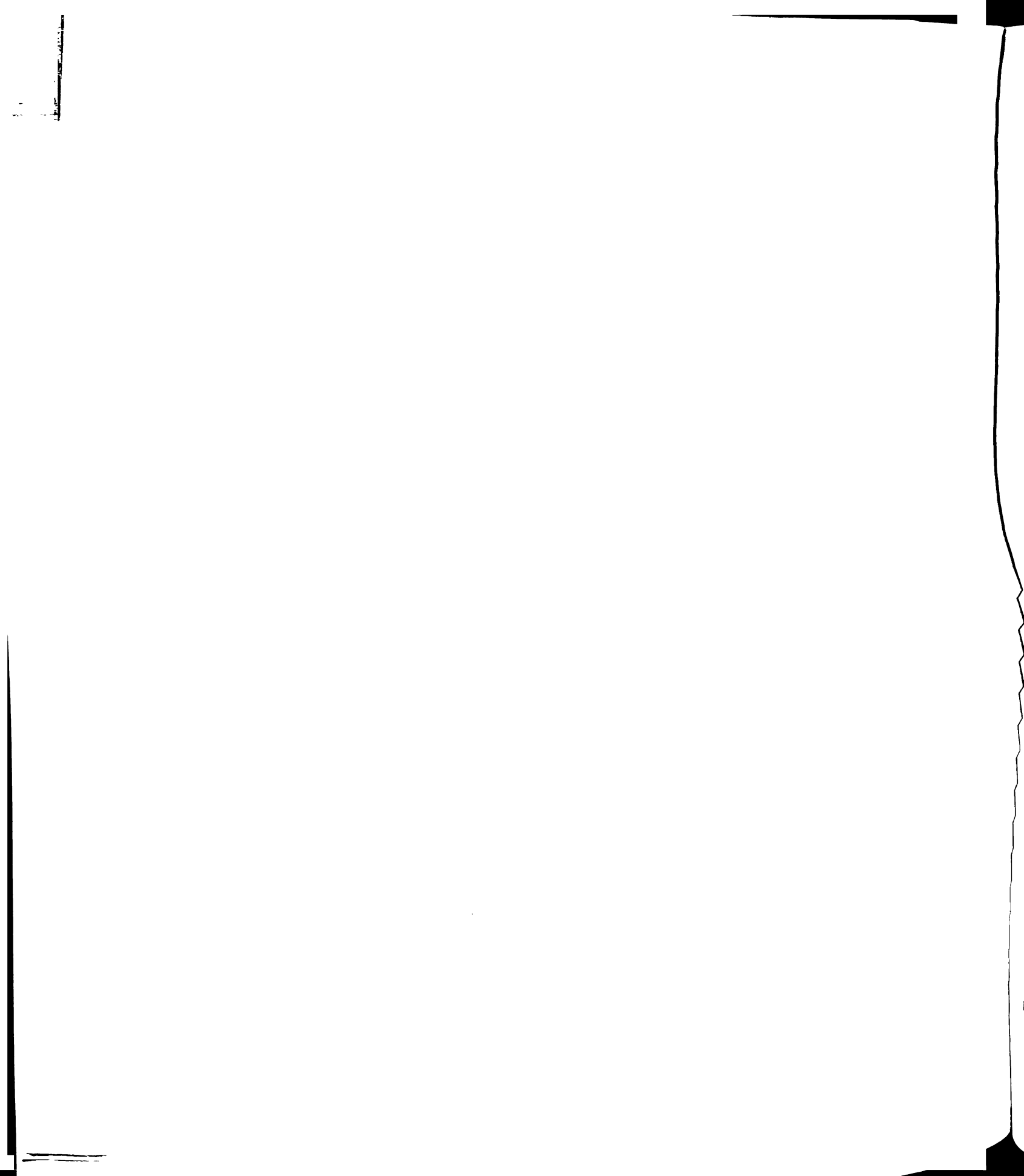
Melissa Hall (2001) reported in her article, *Band's London Trip is in Peril*, that the Evans High School Band's trip to perform in a New Year's Day parade in London (England) was questionable due to the September 11th terrorist attacks. This source illustrates one of the things that can happen when planning a trip, as far as cancellations are concerned, due to events beyond one's control. It also gives a band trip location that

is in a foreign country and the music activity in which it was to participate. It is probably safe to assume, due to the sheer destination of this trip, that it was expensive.

Likewise, in John Carlton's article (1996), *British Beef Scare Worries School Taking Band Trip*, the Webster Grove (Missouri) band trip to Great Britain for two weeks might well have been successfully planned, adequately funded through fundraising activities, yet was jeopardized by fears of health issues. This article is important because, again, it establishes that things out of our control need to be taken into consideration when planning trips. Spending two weeks in Europe also makes me suspect that this trip was very costly to the students and could have taken them out of class for a lengthy amount of time.

Band students from Ann Arbor Pioneer High School found their trip canceled, not due to terrorist acts, lack of fundraising, or health concerns, but by political events (Bauza, 2001). The 101 students and 63 parents hoped to travel to China, but when the Chinese on an unclaimed island captured an American plane, the trip was in jeopardy. This article is important as it mentions another type of event that could cancel a trip. It also mentions how many chaperones were planned to watch a certain number of students. This is very useful information that led to the development of interview questions. Again, this article established another distant location, China, which could be very expensive for travel.

Steven Watson (2001) reports that three students were arrested for shoplifting while on a band trip in Disneyland. Charges against the students were dropped once goods were returned. This article is important because it raises the issue of chaperoning ensembles on trips. It demonstrates another one of the things of which directors need to



be aware because the success or failure of a band trip could be laid waste due to the improper behavior of a few band members.

Justin Martin (2001) reports in another newspaper account that a band student had to be taken to a hospital after experiencing hazing while 24 members of the band watched. Members of the percussion section took turns hitting the student and others with wooden paddles as a sort of initiation. The article points to the need for appropriate chaperoning, pre-planning and expectation setting for student behavior.

Bill Hethcock (2000) in his article for *The Gazette* newspaper reports that eight students had been expelled from school for drinking while on a band trip. The school had adopted a zero tolerance policy that called for the expulsion of those students. This article also reinforces that students need to be closely supervised on trips.

Even if all things go as planned, student health concerns often pose unique challenges. Marja Mills (1991) reports that 150 students, after returning from Hawaii, needed to be checked for meningitis because one of the students required hospitalization after being diagnosed with a serious form of the disease. No amount of pre-planning could have prevented the student contracting meningitis; however, the fact that the student did encourages me to consider the need for pre-planned emergency procedures, medical forms, and policies and practices to insure the health of those traveling with the band.

Bella English (2002) reports in her article for the *Boston Globe* that four middle school students died on a band trip, due to a bus accident. The risk identified in this story is not necessarily limited to middle school students. It is fair to assume that instances like this one might happen to high school bands. This article raises the question of safety

while participating in band trips. It also makes me consider the liability issue and the potential for legal action against the band, the school district, the tour company, and others in the event of serious injury and or death of students or parents.

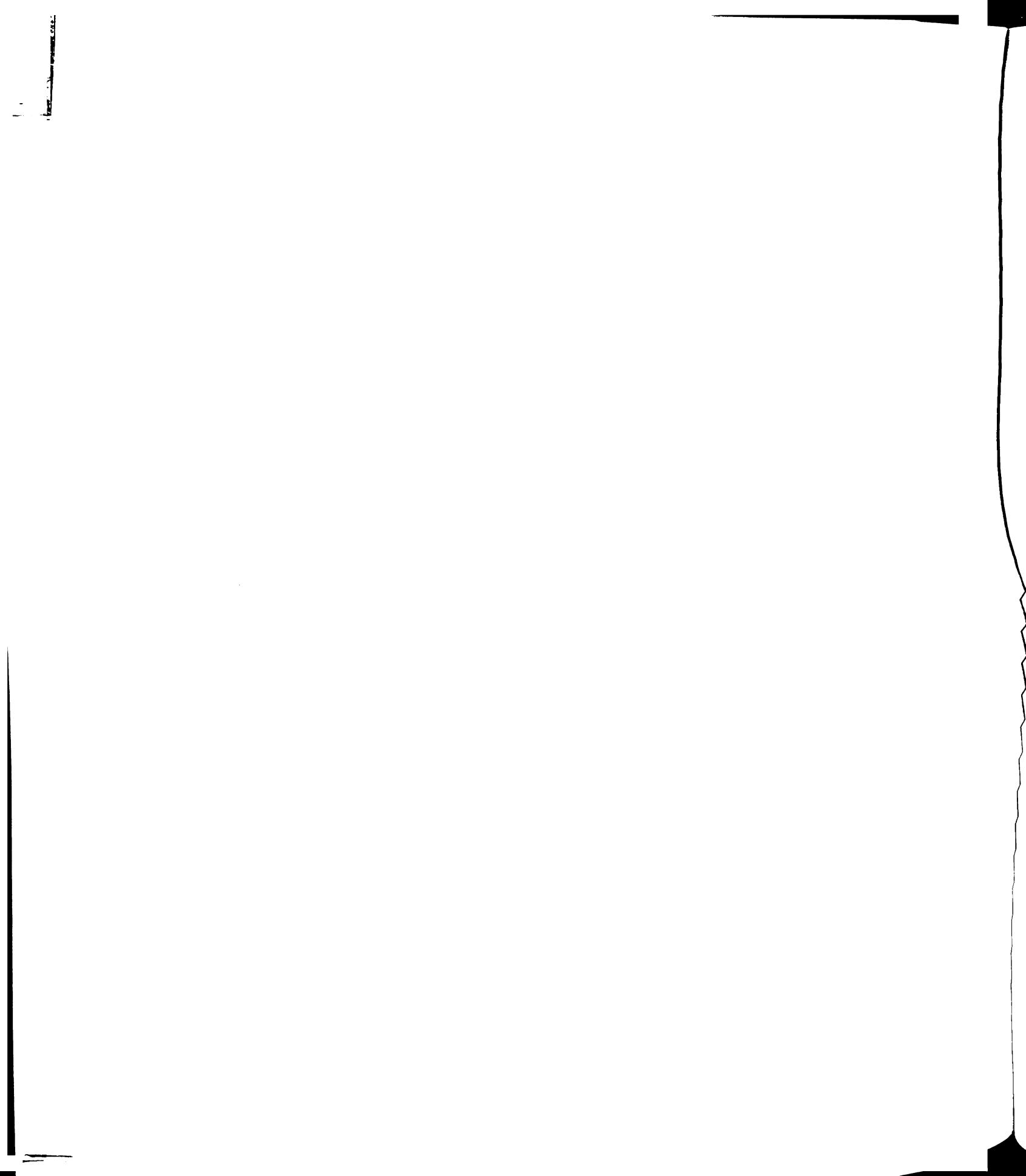
The Marion School District Board (Oregon) meeting minutes' (2001) business and operations section discussed its decision to limit the band trip schedule to every other year versus every year due to funding issues. These minutes highlight the fact that some groups travel as often as every year, and for those that do travel that frequently, funding might become burdensome and too much for some groups to handle when under that kind of pressure.

Roderick Booker (2000) discusses the fundraising tactic of a band in preparation for its trip. In his article he reports that a band in Pennsylvania raised enough money to pay for every student's trip. Participants had to fund raise ten times throughout the year to earn enough money to accomplish that goal. This article demonstrates the process by which some bands raise funds for trips and also raises questions as to how much class time is being used to coordinate these efforts.

Research of Factors Relating to Band Trips

Akiko Tanika (2000) in his master's thesis states that students are motivated to continue in band because their friends are in band and they meet new people. Band trips foster both those motivators.

William E. Fredrickson in his 1997 review of literature discusses the good and real reasons for joining ensembles. He explained that good reasons, such as wanting to learn, are more educational, and real reasons are based on social considerations. For



instance, one middle school student that was quoted in his article said that missing school for rehearsals and music trips was a reason why he/she joined the ensemble. This is important because it is possible that this statement might apply to high school students as well, which would have big implications for band trips and recruiting.

Music Education Resources

Lloyd Schwartz (1997) in his article *Trial by Touring*, describes the events the members of the New England Conservatory's Youth Philharmonic Orchestra (YPO) experienced during their trip to Brazil. The YPO orchestra is composed of students between the ages of 13-18 outside of any school system. The YPO orchestra put on many performances during its stay in Brazil and there was much cultural exchange between the students of America and Brazil such as spending time with students from Brazil and discussing music with them. This article is important because it shows how good trip planning can lead to educational experiences.

Mark Reimer (2001) in his article *Networking Through International Tours* discusses procedures of planning a tour such as having goals and objectives for an educational experience (Reimer 2001), and also the possible benefits. Trips can, "enhance the education of music students by providing them with additional performance experiences, strengthening their sense of independence, increasing their understanding of differing societies and cultures, and heightening their self-reliance" (Reimer, 2001, p. 34-8, 65-6). Reimer further discusses the issues of affordability to students, time needed and spent by the band directors in coordinating the tour, and benefits to recruiting fostered by

band trips. This article is very useful because it provides a source of questions for the present study.

Charles Hoffer (1992) created a hypothetical interview between a band director and a school principal. Through this interview he brings to light many issues associated with taking band trips including educational issues, funding and fundraising, student cost, financial aid to students, time associated with the trip planning versus classroom time, school days, motivation of students, student goals, recruiting new students and competition of the ensemble. This hypothetical interview gives much insight into this topic while helping me to develop a set of interview questions for this study.

This reference is important because it highlights a very different point of view from that of most authors. Richard Colwell and Thomas Goolsby briefly address trips in their book, *The Teaching of Instrumental Music* (1992). They refer to trips as a negative recruitment tool. They also indirectly make reference to trips as having short-term effects on recruitment.

This literature is undeniably plagued with gaps in information regarding why students travel, why directors plan trips, what parents and administrators think of trips and how educational and recreational/entertaining trips are. I asked many participants these very questions to help find the missing pieces to this puzzle. This literature is the frame upon which I have built my research. It is not complete because of its contemporary nature, and it is my hope to add to the picture and fill in gaps on this particular topic.

Chapter 3

METHOD

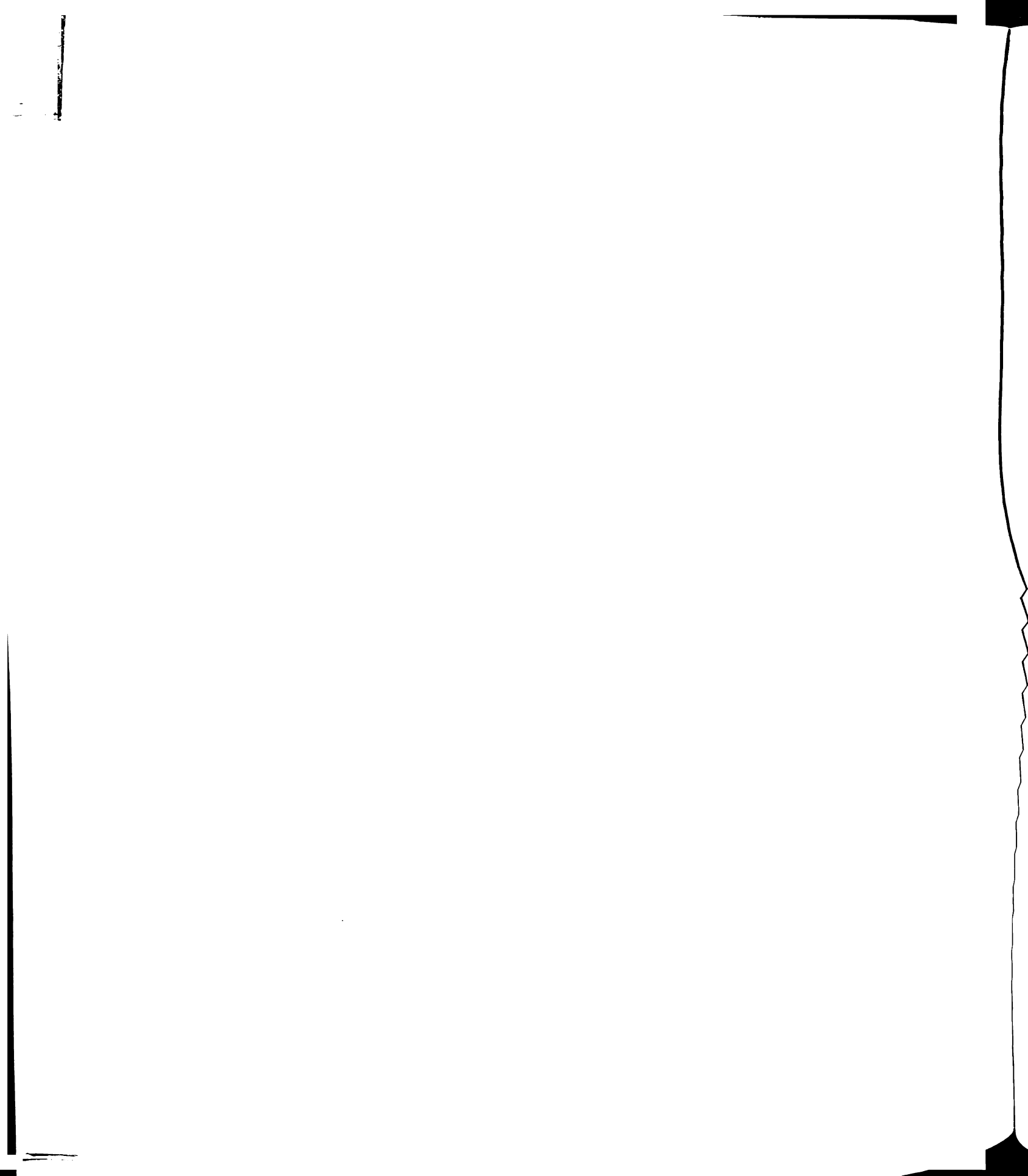
Overview

I conducted this study over several months and included interviewing in person, over the phone, via email and facsimile; and written surveying as primary data collection tools. Interviews were administered to high school band directors, high school administrators, high school band parents, and one music group travel agent/guide, and provided both quantitative and the more varied qualitative data. High school band students were also given a brief written survey to attain simple quantitative and some qualitative data.

Criteria for selecting schools were rather simple. First, schools had to have band programs that traveled on major trips regularly. Second, I chose a pool of schools that traveled to diverse locations. In other words, I did not select schools that all traveled to Florida as their only destination. Last, a variety of trip price ranges was identified for optimal diversity in this particular study.

Consent

Prior to completing any interviews or surveys, informed consent forms were given to the participants. The consent forms were given in person, administered by the band director (for students and parents only), read over the phone or sent via email. They included an adult informed consent form (see Appendix A), one requesting consent for



minors (see Appendix B) and a form requesting the signature and assent of minor participants (see Appendix C).

Interviews

Questions for the interviews were developed by using the related literature on this topic and from personal experience and understanding of ensemble travel. The very first interview to be completed was with the music travel agent/guide and was completed over the phone. This interview was designed to be very simple and gather basic factual information along with a few personal opinions (see Appendix D). The reason behind including a travel agent/guide was to gather good general information on the travel habits of many groups for purpose of comparison. Factual questions asked included, “How often do schools normally schedule a band trip?” An example of an opinion question in this interview would be, “What do you think is the single most important factor determining travel destinations for schools today?”

The first interviews to be administered for each school were to the band directors (see Appendix E). Interviews were either completed in person, or through electronic mail as requested by the director. The interview questions were standardized so that each interview would provide the same categories of information for ease of analysis. Band directors were asked thirty-two questions. Questions varied in complexity. Some questions asked for simple factual information such as, “How often do you take your band on major trips?” Other questions asked directors for their opinions such as, “Describe the ways in which you feel your trips are educational.” Several questions were

placed in the band director interview that were asked of all the participants in order to glean various points of view, and to insure trustworthiness of data (see Table 1)

Table 1 – Questions Present in Most or All of the Interviews

On a scale of 1-5 with 5 being the most and 1 being the least, how educational do you feel these trips are?	
<u>Interviewee</u>	<u>Present/Not Present</u>
Travel Agent	Present
Band Director	Present
Band Parent	Present
Administrator	Present
Student (Survey)	Present
On a scale of 1-5 with 5 being the most and 1 being the least, how recreation/entertaining do you feel these trips are?	
<u>Interviewee</u>	<u>Present/Not Present</u>
Travel Agent	Present
Band Director	Present
Band Parent	Present
Administrator	Present
Student (Survey)	Present
Do you feel taking trips is a strong recruitment/retention tool? (for your band program?) (for the band?) (for your classmates?)	
<u>Interviewee</u>	<u>Present/Not Present</u>
Travel Agent	Not Present
Band Director	Present
Band Parent	Present
Administrator	Present
Student (Survey)	Present
What are the disadvantages to taking trips? (What do you feel are the disadvantages to taking band trips?)	
<u>Interviewee</u>	<u>Present/Not Present</u>
Travel Agent	Not Present
Band Director	Present
Band Parent	Present
Administrator	Present
Student (Survey)	Not Present

Band parents were also interviewed for this study (see Appendix F). I considered the value a parent places on trip taking to be very important to understanding this

particular trend in music education, and that is why interviewing was necessary. Parents were asked only thirteen standardized questions with emphasis on obtaining more personal opinions. Questions such as, “How do you feel about the band program taking trips?” and, “How do you feel about students traveling to foreign countries where the country’s laws, in terms of drinking age and other activities normally limited by age, are different from the United States?” were asked.

Similar in design to the interview for the band parent were those questions designed for the high school administrator (see Appendix G). The standardized questions for this interview were mostly focused on gathering opinion. An example of such a question would be, “What do you feel are some important factors to take into consideration when selecting a destination for the trip?” Factual information was also requested and included questions such as, “Does the school have any policies regarding foreign travel?” All high school administrators were asked to participate; however, only four of the possible five chose to do so.

Finally, a simple eight-question written survey was administered to high school band students who had traveled with the band (see Appendix H). I administered the survey to students during the school day at a time scheduled by the directors. Most often, surveys were administered during the band’s rehearsal hour. This survey asked students to give their top reasons for wanting to travel and required them to rank how educational and recreational they felt their trips were. Many of the student survey questions had been included in all of the interviews as well. There were various numbers of participants at each school. Participation seemed to depend on what group/class I had access to in which

to give the survey. Schools had as few as eight participants to as many as thirty-four participants.

Coding

Once the data had been collected, I began to process it for analysis.

Transcriptions were made of all the interviews. Each participant was given a unique identification number. Code sheets were developed for each of the interviews and for the student survey.

Data was coded by question number for the written survey. I developed the codes for the qualitative written section of the survey by collecting all written answers and looking for trends. Once I found trends I categorized them and created numerical codes. Questions that requested numerical data were coded by question using the actual number given by the participant. Questions with yes/no responses on the survey were coded by question number with *yes* equaling one and *no* equaling two. All data was entered into a Microsoft Excel program for future analysis.

I approached coding for the interviews much differently. Since there was a maximum of five participants in each group I could leave long opinion answers intact and reference them by question number or question subject. For example, a question referring to how a person feels about the band traveling would be a category itself, because that was the easiest way to identify that particular information. Responses were then placed in a table next to the unique identification number of the participant. For questions that requested quantitative data, answers were entered either with the actual number or word used. For example, one question was, "Do you feel band trips are a strong

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recruitment/retention tool?" The answer would either be *yes* or *no*. Yes or No were **entered** as words into a table under the question number. This particular style of coding for **the** interviews made both quantitative and qualitative data very easy to reference.

Chapter 4

RESULTS

The results of this study will be presented in sections. The first section will report results for the student questionnaire, followed by interviews of the high school band directors, travel agent, high school band parents and finally, high school administrators.

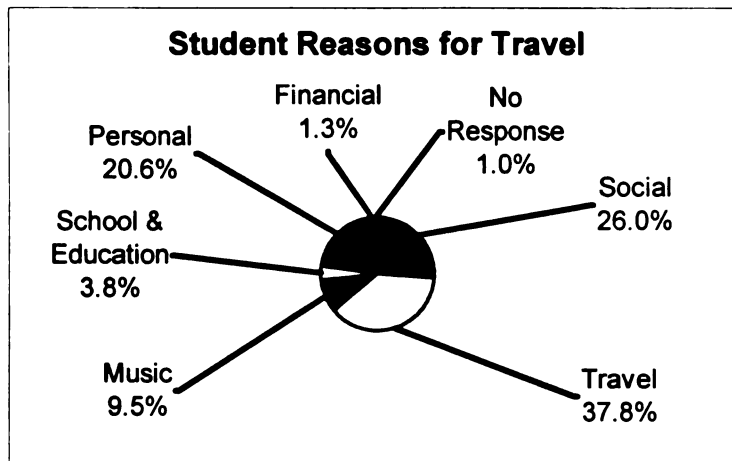
Student Survey

This study included 105 high school band students from 5 different schools in Michigan. Students were given a short eight-question written survey to complete (see Appendix H). The student written survey results are presented by question. I have reported the results of question one, then two and five together, three and four together, and six, seven and eight separately because of the subject of the questions.

Question 1

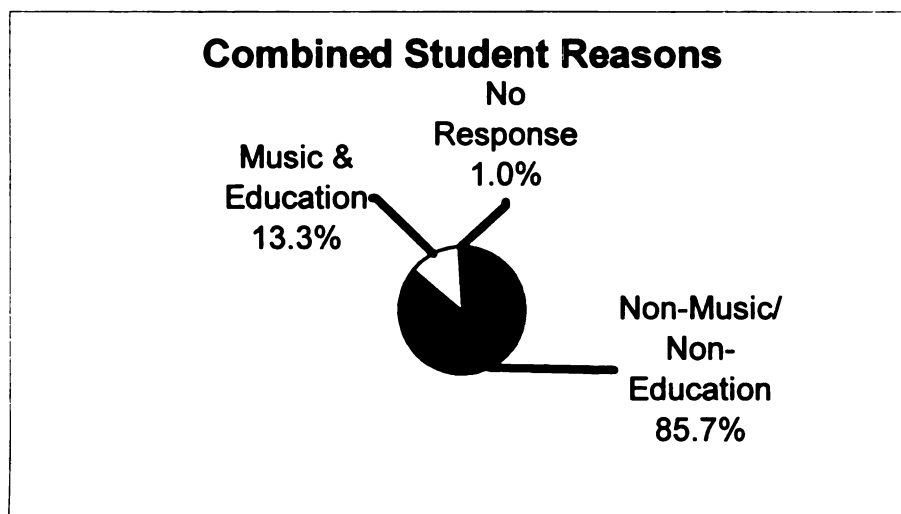
The first question asked students to list their top three reasons for wanting to go on a band trip. There were many responses to this question, and I created categories that included social, travel, music, school and education, personal, and financial reasons. I did not rank responses but analyzed them as being equally important. For a complete list of response codes see Student Code Sheet Appendix I. This particular question was vital to discovering student motivation for band travel. Results are shown in Figure 1.

Figure 1- Top Student Reasons for Travel



As one can see in the figure above, the two most prominent reasons for students wanting to go on band trips were travel and social reasons. These statistics become even more interesting when combining the categories to form Non-Music/Non-Education, Music and Education, and No Response (see Figure 2). It can easily be seen that students mostly want to travel for Non-Music/Non-Education reasons while only a small percentage want to go on band trips for musical and educational reasons.

Figure 2 - Combined Categories



Breaking this information down by school, and calculating percentages for the various categories, I came up with different values that may vary widely from school to school (see Table 2). However, if categories are combined and percentages calculated, there are minimal changes in percentages for Music and Education, and Non-Music/Non-Education, with one exception. School 5 had a much higher percentage of students who listed music and or education as reasons for wanting to go on the trip; School 5 also had the smallest number of participants in the study, totaling eight which may make it more unreliable. In addition, School 5 also took the most expensive trip and was the only school to recently travel abroad to Europe (see Table 3).

Table 2- School Percentages

<u>School 1</u>		<u>Non-Music/Non-Education</u>	<u>Music & Education</u>	<u>No Response</u>
Social	28.4%	85.3%	13.7%	1.0%
Travel	35.3%			
Music	9.8%			
School & Education	3.9%			
Personal	18.6%			
Financial	2.9%			
No Response	1.0%			

School 1 Number of Participants = 34

<u>School 2</u>		<u>Non-Music/Non-Education</u>	<u>Music & Education</u>	<u>No Response</u>
Social	23.7%	86.0%	11.8%	2.2%
Travel	47.3%			
Music	8.6%			
School & Education	3.2%			
Personal	15.1%			
Financial	0.0%			
No Response	2.2%			

School 2 Number of Participants = 31

<u>School 3</u>		<u>Non-Music/Non-Education</u>	<u>Music & Education</u>	<u>No Response</u>
Social	30.8%	89.7%	10.3%	0.0%

7

1

Table 2 (Cont'd)

Travel	35.9%			
Music	7.7%			
School & Education	2.6%			
Personal	20.5%			
Financial	2.6%			
No Response	0.0%			

School 3 Number of Participants = 13

<u>School 4</u>		<u>Non-Music/Non-Education</u>	<u>Music & Education</u>	<u>No Response</u>
Social	21.1%	87.7%	12.3%	0.0%
Travel	31.6%			
Music	8.8%			
School & Education	3.5%			
Personal	35.1%			
Financial	0.0%			
No Response	0.0%			

School 4 Number of Participants = 19

<u>School 5</u>		<u>Non-Music/Non-Education</u>	<u>Music & Education</u>	<u>No Response</u>
Social	29.2%	75.0%	25.0%	0.0%
Travel	29.2%			
Music	16.7%			
School & Education	8.3%			
Personal	16.7%			
Financial	0.0%			
No Response	0.0%			

School 5 Number of Participants = 8

Table 3 - School Destination and Price

<u>School</u>	<u>Price/ Price Range</u>	<u>Destinations</u>	<u>Recent Destination</u>
School 1	\$900-\$1,300	Hawaii, Great Britain, Texas, Florida, Washington D.C.	Hawaii
School 2	Less Than \$500	Washington D.C., Florida, Montreal, Toronto	Florida

Table 3 (cont'd)

School 3	\$600-\$800	Washington D.C., Florida, New Orleans, Canada	Florida
School 4	\$600-\$800	Florida, New York, Toronto, Virginia Beach, Williamsburg	Florida
School 5	\$2,300	Tour of Europe	Europe

Question 2 & 5

Another very important and insightful piece of information retrieved from the student survey was that 82.9% of the 105 student participants felt that band trips were a strong recruitment/retention tool. Along the same lines, 53.3% of the students indicated that they knew someone who joined band just to go on a trip. Percentages differed among schools (see Table 4). These percentages may be related to price range and destination depicted in Table 3. Table 4 indicated that School 1 and School 5 have the highest percentage of students who feel that taking trips are a strong recruitment/retention tool. These same schools also took the most expensive trips to the most “exotic” locations, or destinations outside the continental United States.

Table 4 - Student Percentages on Recruitment/Retention and Joining Band

<u>School</u>	<u>Recruitment/Retention</u> (Question 2)	<u>Joining Band</u> (Question 5)
School 1	91.2%	47.1%
School 2	80.7%	54.8%
School 3	69.2%	46.15%
School 4	73.7%	21.1%
School 5	100%	75%

Questions 3 & 4

Students were asked to rank their trip educationally on a scale of one to five, with five being the most, and one being the least educational, and then how recreational/entertaining they felt their trips were using the same ranking (see Appendix H). For question 3, the lowest obtained educational ranking was a one and the highest obtained ranking was a five. For question 4 the lowest obtained recreational/entertaining ranking was a two and the highest obtained was a five. The Mean scores for these two categories were 3.25 for educational and 4.65 for recreational/entertaining. The standard deviation for Question 3 was .94. The standard deviation for question 4 was .59. There was very little differentiation in Mean scores among schools. However, School 5, the school that traveled to Europe, had a very high score in the educational category and is the exception. School 3, one of the schools that traveled to Florida, had the lowest score in the educational category. The mean scores and standard deviation for each school are represented below (see Table 5).

Table 5 – Educational & Recreational/Entertaining Mean Scores and Standard Deviation

<u>School</u>	<u>Educational Mean Score</u>	<u>Educational Standard Deviation</u>	<u>Recreational/ Entertaining Mean Score</u>	<u>Recreational/ Entertaining Standard Deviation</u>
School 1	3.0	.89	4.71	.52
School 2	3.35	.84	4.55	.72
School 3	2.69	1.11	4.85	.38
School 4	3.47	.77	4.58	.51
School 5	4.25	.71	4.63	.74

Question 7

Another aspect of travel for school band programs today is affordability and accessibility for students and their families. I asked the students whether they felt that their trips were affordable for everyone in the band. Of the 105 students who responded, 52.38% said that they did feel the band trips were affordable for everyone, leaving 47.62% who said they did not feel this way. What is unusual about this particular set of data is that when broken down in individual school percentages, as seen in Table 6, there appears to be no correlation between cost of trip and student opinion (see Table 3).

Table 6 - Affordability Percentages for Each School

<u>School</u>	<u>Affordable</u>	<u>Not Affordable</u>
School 1	47.06%	52.94%
School 2	48.39%	51.61%
School 3	53.85%	46.15%
School 4	63.16%	36.84%
School 5	62.50%	37.50%

Question 6

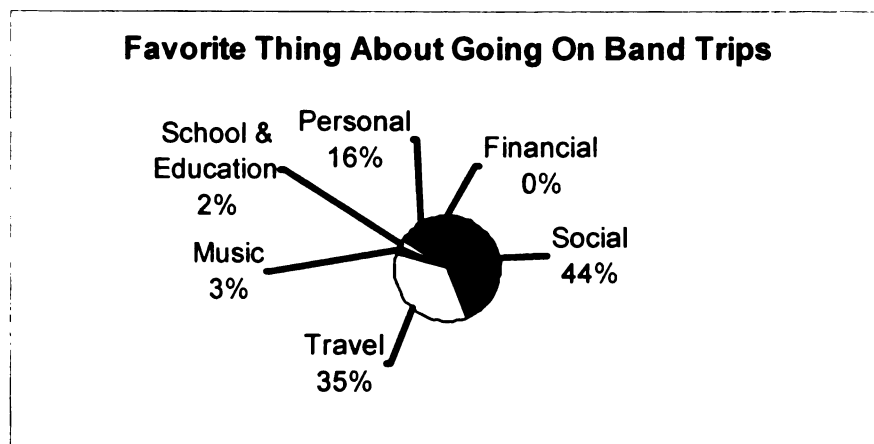
This survey included only one school that traveled abroad. When traveling abroad schools are confronted with issues of varying laws, especially in countries that allow drinking alcoholic beverages at a much younger age than does the United States. I asked students if they knew anyone who had taken advantage of those laws while traveling abroad with the band. In School 5, which traveled outside the United States, 100% of the students said they did not. School 1 traveled outside the continental United

States. Even though the laws in Hawaii are the same, many students from that school chose to answer that question with a “yes”.

Question 8

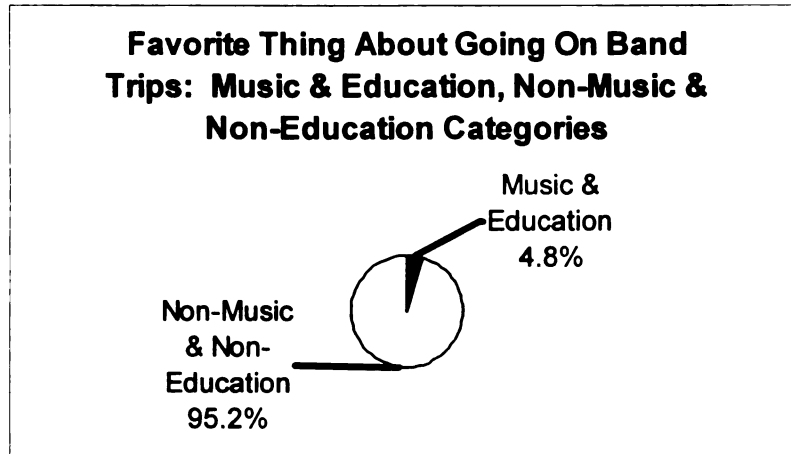
The final question asked of students requested them to list their single most favorite thing about going on band trips. I used the same categories for responses as I did for Question 1 because many answers were the same or similar. Categories included social, travel, music, school and education, personal, and financial reasons. The total percentages for each category are depicted in Figure 3.

Figure 3 - Favorite Thing About Going On Band Trips



Grouping these as in question 1 (Figure 2), by Music and Education, and Non-Music and Non-Education reasons, the results are similar, however more extreme, as indicated in Figure 4.

Figure 4 - Favorite Thing About Going On Band Trips: Categorized



Each of the schools' individual scores was relatively close to the total participant analysis above (see Table 7).

Table 7 - Individual Schools' Combined Categories Percentages

<u>Schools</u>	<u>Music & Education</u>	<u>Non-Music & Non-Education</u>
School 1	5.9%	94.1%
School 2	3.2%	96.8%
School 3	7.7%	92.3%
School 4	0%	100%
School 5	0%	100%

Band Director Interviews

Interviews for the band directors were designed to gather both basic factual information as well as personal opinion. Both types of data were necessary in order to gain a trustworthy and accurate perspective on trip taking. Thirty-two questions were asked of each of the directors and are presented grouped by related topic for ease of analysis and discussion (see Appendix E).

Frequency, Duration & Cost of Travel

First, band directors took their students on trips anywhere from every year to every three to four years. School 4 is the only school to travel every year. The majority of the schools travel every three years, and School 5 travels every four years. All the directors interviewed used a travel agent to set up accommodations. Some band directors were quite adamant about this. The School 4 band director, when asked if he used a travel agent, emphatically replied, “Always. Always. Always.”

Length of stay varied from five days to two weeks. Price seemed to have a positive correlation with length of stay and destination, with trips costing anywhere from less than \$500.00 for the shortest to \$2,300 for the longest (for a complete list of destinations see Table 3). Note that the European tour taken by School 5 was the most expensive trip and the trip to Florida for five days taken by School 2 was the cheapest trip.

Criteria for Selecting Location

Criteria for selecting locations varied, but many of the directors mentioned performance venue. This was particularly important when taking a large group. School 3’s director stated, “I don’t take one select group, I take the entire group/groups together which is about two hundred students, and so I have to have a venue where they can all perform.” Some directors have curriculum criteria. For example, School 5’s director stated, “educational match up of curriculum content,” as his criterion for selection of location. Yet another director, at School 1, listed many things in addition to performance venue. His list included, “Cultural value, attractiveness to students, sell-

ability to administration, enthusiasm level of parents, weather, cost, performance opportunities.” Criteria seem to vary widely according to individual director.

Fundraising and Affordability

In order to make these trips accessible to students, each of the directors and their booster organizations offered fundraisers in which the students could participate. The number of fundraisers offered ranged from two a year, to a continual fundraising program. In reference to fundraising, I asked directors how many students were able to fully pay for their trips through fundraising. Responses varied from zero to just under fifty percent. These results seem to be closely related to the cost of the trip. For example, school 5 took the most expensive trip; it was also the school with zero students able to completely pay for the trip through fundraising. School 1 took the second most expensive trip, to Hawaii. School 1 only had 4 students able to pay for the trip entirely through fundraising. School 3 took a moderately priced trip to Florida, and had just fewer than 50% of its students able to pay for their trip through fundraising.

Along the same lines, I asked directors what they did if a student could not afford to go on the trip. Four of the five directors worked to help their students go on the trip. They worked with booster organizations, asked for community sponsors and donors, asked for student donors, and set up scholarship funds. In addition, those students needing help were often required to participate in fundraisers and requested to help the director with trip preparation. Only in one school did the director not assist those students who could not afford to participate. The School 4 director responded to this question by stating, “Too bad.” His program is also the only one to travel yearly.

Participation Levels

Another important question asked of directors referred to what percentage of their students participated in the band trips. Most directors answered that question with a range of percentages. Percentages ranged from a low of 70% to a high of just fewer than 100%. Full lists of percentages are listed on Table 8 below.

Table 8 - Percentages of Student Participation on Band Trips

<u>Schools</u>	<u>Percentage Range</u>
School 1	80-95
School 2	85-90
School 3	Almost 100
School 4	70-85
School 5	84-96

When looking at this table, most schools seem to be close in percentages except for school 4, with the low of 70 percent.

Legal Issues

I also wanted to find out how directors handled the differences between foreign and U.S. laws when traveling abroad. Even though only one director had traveled abroad recently, other directors had taken students to Canada prior to their most recent trip. All the directors expressed that, since it was a school-sanctioned trip, school rules applied along with school consequences should those rules be broken, even if the local law was more liberal. Some band directors also emphasized that it is not an issue if the trip is properly chaperoned, and some directors even give out special trip handbooks that cover this very topic. The School 1 director covered all of this in his response when he stated,

The laws of the selected destination, if more strict, are followed. Michigan law and school student policies are followed if they are more strict. These are discussed with students in advance, published in the trip handbook, emphasized at the student/parent trip meeting and discussed in advance at the student/chaperone small group meetings. All students and parents sign a document promising to abide by school rules while on the trip. Progressively more severe consequences for rule violations are listed in the trip handbook.

School, Class & Teacher Time

The next aspect of trip taking investigated was time, which included school, class, and teacher time. First, I asked about time students were out of school. Four of the five bands had students excused from school to participate in travel. The School 1 director wrote that,

I have found that missing three days of school will encourage the greatest number of participants, all other things being equal. (more days will discourage some who are concerned about their academics, and less days will discourage some who want to miss more school to get their 'money's worth.').

School 5 was the only school that did not excuse students from class; its trip took place in the summer.

All the directors used some class time for the trip. However, when asked if they felt trip planning took away from class time, only two said yes. Teacher time is important to this topic as well. I asked directors if they felt trip planning took away from time they normally distributed to other teacher duties. Again, only two directors responded with a yes. The School 1 director stated,

Yes – this is true even if a large, experienced, savvy parent group is handling the trip. The director simply must be involved. Communication is the number one time theft (communication with parent committee heads, students, other parents, contacts on the ground at the destination venue, etc.)

Related to teacher time is the timetable for planning the trip. When do these directors begin planning for their trips? Four of the five directors gave an answer to this question. Three of the four directors said one year before the trip; the director of School 3 said it took three years. The director stated,

Every three years we go on trips, so the minute the first one is done we have a meeting and decide what to do to make things better for the next one and then we start organizing what we'd like to do next and meet with travel agents and have them bid on it.

Trip Activities, Educational and Recreational/Entertaining Rankings

After all their planning, what exactly do directors schedule for these trips? Some of the activities scheduled for these trips are indeed very educationally and very musically oriented. For example, some groups gave several performances and participated in music seminars and clinics geared toward student learning. School 3 participated in a special recording session and seminar in Disney World. School 4 participated in a seminar on Broadway musicals in New York. The director of School 2 geared one of her trips to Washington D.C. entirely around music careers exploration. She states,

We had people from the National Endowment for the Arts ...speak with us, we went to the Smithsonian and had a jazz historian or jazz archivist and a music historian talk with us. We went to the Navy Yard and learned about military opportunities in music. We went to Kennedy Center and had an arts management person talk to us, and we toured all these places on top of it all.

Other educational activities included cultural exploration. This could be a simple dining experience such as a Polynesian Luau that School 1 participated in, or it could be more complex such as touring a historically preserved German city, as School 5 did. On other trips bands give a minimal number of performances and spend a good amount of time in

recreational activities such as amusement parks and sightseeing. Some of these trips have students perform marching band activities such as parades and halftime shows that seem to be of lesser musical value.

The next area of trip taking concerned number of performances, educational ranking, and recreational/entertaining ranking. I asked directors how many performances they gave on their band trips. Answers ranged anywhere from one to nine. Most of the bands performed anywhere from two to four times during their trip. School 5 was the one that gave nine performances. That school's band also traveled for a period of two weeks touring several countries in Europe.

In terms of how educational band directors felt their trips were, I asked them to rank their trip on a scale of 1 to 5 with 5 being the most and one being the least educational (see Table 9).

Table 9 - Directors' Educational Ranking of Trips.

<u>School</u>	<u>Ranking</u>
School 1	4
School 2	4 or 5
School 3	5
School 4	2/2.5 to 5
School 5	5

The table indicates that the lowest ranking is from the School 4 director giving one of his trips a two-and-a-half. Here is what he had to say:

It really varies by the trip...for instance, the Outback Bowl I would give like a two maybe a two point five because really it was a marching band trip. We did a parade, we did a little festival that was crazy to do, and then we did a big halftime...experience being the value, a large venue with...I think they said, ... 3,500 people playing. That's a great experience. Musically sound? No. ...And

I'm not sure how you could separate the educational value from ...an experience...

In terms of recreation and entertainment ranking, directors were asked to rank their band trips on a scale of one to five, with five being the most and one being the least. Most directors seemed to rank their trips moderate to high (see Table 10).

Table 10 - Band Director Ranking on Recreation and Entertainment Level of Trips

<u>School</u>	<u>Ranking</u>
School 1	5
School 2	4 or 5
School 3	4 or 5
School 4	3 to 4
School 5	2 to 5

The only ranking on this table that seems to stand out is the one listed for School 5. That school's director listed its low as two. This is also the school that gave nine performances on its fourteen-day tour of Europe, which is noticeably higher than the number of performances other schools gave.

Director Opinion on the Ways in Which the Trip is Educational

In order to truly understand why the directors gave the educational ranking that they did, I asked them to describe the ways in which they felt their trip was educational. Answers varied and are listed below.

School 1 Director:

Understanding the thrill of sharing one's music with people who are strangers. Learning how to perform well in an unfamiliar environment (acoustics, borrowed equipment, limited rehearsal time, foreign audiences, etc.) Learning how to give and take when traveling. Learning how to compromise with new friends who may not be your first choice as roommates. Practicing the courtesies of travel

(service personnel, hotel staffs, chaperones, etc.) Learning the responsibilities of traveling with a group: always on time, never hold up the bus, etc. The ins and outs of passports, phone cards, foreign currency, etc. Understanding geography, time changes, jet lag. Airport security etiquette, etc.

School 2 Director:

The fact that, for example, when we did an exploration in music careers thing. That gave kids an opportunity to see what they could do with music other than teach or play ...in the case of the Disney thing ...the clinics drove home their responsibilities as a performer and reinforced a lot of the things we talk about everyday in class. Same with the festival we went to in Toronto... Montreal was not a performing trip. We went to a musical; we went to an opera and went to hear a symphony when we were there.

School 3 Director:

Well, take for example, the recording situation. Kids will never get that experience any other place. ...They go into a studio; they see what its like to be a professional player; they learn to sight-read. They're explained to them how you put a piece of music in from of them, and they have to play it perfect the first time ...they spend about an hour-and-a-half explaining that to them, and then for the final performance they... pass something out they've never seen. ... They record it right then and put the music to a movie... They give them a final product, which is the movie, with them playing the background so it is very, very good.

School 4 Director:

Well again, using New York, ...the lecture opportunity. We're visiting world-class entertainment ...and we really talk about it, especially on the bus, ...where we have lots of time ...what did you like the best. This will be my fourth New York trip, and we always have great conversations after going to museums ...so really, you can kind of see the wheels turning, and ...that process of just talking, having conversation about art, even musical or visual.

School 5 Director:

All of the composers hometowns, all of the community music groups we see, all of the historical sites we see, all of the performances of for European audiences of American and European music.

The director responses show the different interpretations of "educational".

Recruitment and Retention

Another question I asked band directors was whether they felt band trips were a strong recruitment/retention tool or not. The band director from school 5 answered, "Absolutely," while the band director from school 4 stated, "I think it has a positive effect on keeping kids interested in the program." Four of the five directors said they did feel it was a strong recruitment/retention tool. In contrast, when asked if they saw an increase in the number of students participating in band during the years that they traveled, only one director said "yes".

Administrator Concerns

I also wanted to know if the band directors' administrators expressed any concerns to them about taking the band on a trip. The band director from School 2 responded, "No, not at all, she encourages it." Again, four of the five directors answered this question with a no. The only director to respond with a yes was the director from School 1. He stated, "only in terms of missed days of school."

Band Directors' Thoughts on the Band Trip Phenomenon

When the band directors were asked whether they felt that many schools had begun to travel, four of the five said they did. The band director at School 5 did not say yes to this question; this particular director did not know of other schools that traveled. When asked why they felt many schools were traveling, reasons ranged from recruitment reasons to school bands being a new market in the travel industry. Responses from each of the four directors are listed below.

School 1 Band Director:

I think it is because it continues to become increasingly more difficult to retain students as the years go by. I feel this is because there are so many more options for students than there used to be, and band directors are searching for ways to make their programs more attractive. In the past 25 years we have added or increased dramatically: personal computers, the internet, compact discs, cable TV, DVD's, mini-discs, MPS's, girls' Interscholastic sports, cheer "teams" (formerly cheer "leaders"), youth soccer, state-wide academic achievement testing, and in some schools such additional sports as lacrosse, hockey, and water polo.

School 2 Band Director:

...Two fold...keeping up with the Jones' ...if everybody in the area is doing it, maybe you feel compelled, but I think more than that it's there are so many tour companies now. I can throw away a dozen brochures in the mail that I get in one day on travel. There are so many of these travel companies popping and making it easy ...they'll design and plan the whole trip and do this and monitor kids accounts paying for the trip and all that, that it makes it so easy. I think a lot of people are compelled to try it, and so I think that's actually... Well for example, we take trips and we try to take a major one every four year ...I have no intention of going overseas, I don't have no intention of getting on an airplane. ...I don't have any. First of all, the cost is a lot more, and I'm not willing to take that kind of risk with other people's kids. And I, at this point in time, do not take a kid overseas. Even though I've been to Europe twice with kids, once as a student and once as an assistant conductor with Blue Lake, but I myself I wouldn't take that kind of responsibility...

School 3 Band Director:

Because it gives kids something to do that other classes don't offer.

School 4 Band Director:

Well I think music education is being looked at as an industry and the travel people say, ya' know there's a whole medium that I can latch on toif you read our journals, and stuff like that, those are the people that are advertising right along with uniform companies and instrument companies, there's travel companies. It's a big market...and ...quite frankly, band directors do extra things all the time, and this is just one other extra I think that most band directors are kind of into.

These responses vary somewhat, however, there is one element that is mentioned twice. The travel industry, in the opinion of some of the directors, has found a new market in large ensemble travel, making it easy for directors to take their groups to various locations. All opinions give food for thought. Recruitment, peer pressure from other directors, and something that is uniquely offered only by band are plausible motivations for increase in band travel.

Top 3 Reasons for Traveling and Disadvantages of Travel

In order to fully understand the motivation for directors to want to travel with their students, I asked each of the directors what their top three reasons for travel were. Answers varied. Many of the directors mentioned recruitment/retention, while others mentioned student exposure to new things. The School 1 director wrote,

- 1) Student recruiting and retention – there simply are very few things that compete with a succession of well-planned, interesting, educational, and fun trips.
- 2) Development of a strong sense of unity and family within the band – there are few activities that can compete with group travel that create the strong shared experience which builds bonds among the students and bonds among the parents.
- 3) Reward for the work and sacrifice which is inherent in long-term band membership.

The School 2 director mentioned some of the same things as the School 1 director, but she also added musical reasons. Here is what she had to say.

...Give kids an opportunity to go someplace and let them see what they can do musically in these places that they may have already been. And number two, to some degree a recruiting tool although, I don't see kids clamoring to be in band just so they can take a trip. So, I'm not sure it's as much of a reward for those that are here as it is...its more that, than it is maybe a recruiting thing, and I guess that would be the second and the third.

The School 3 director also mentioned recruiting, but he elaborated more, delving into his own personal experience. He stated,

I think, well for example, when I came to this program there were forty-seven kids in high school band 9-12, and the first year I was here we went on a trip and it went up from 47 kids the first year, ...when I left there were ninety that first year, and now there's over two hundred 10-12 and we've got over 700 in the program, and its been twelve years now. But it helps build, when the younger kids see that the older kids are doing, are really involved in doing a lot of things, it really promotes the program...when I do a trip I try to go places they normally wouldn't go if they were out of school.

The director from School 4 focused his response on travel and exposure. He replied,

I think it gives kids, students exposure to other cities, other performance opportunities; ...it gets them out of town. It also creates a nice social opportunity for them to be together with their friends in a safe environment and ...again get out of town. A lot of our kids don't travel, so this gives them a chance.

The director from School 5 seemed to be the most oriented to music education. He responded,

Making connections to the historical value of music and culture. Building interest in foreign composers, and an opportunity to truly broaden a small community's vision of the world. And discover some of the places where the greatest composers have come from.

Interestingly, School 5 students ranked their trip the highest in terms of education in comparison to the other participating schools in this study.

The disadvantages to trip taking are important to this research as well.

Disadvantages help paint a more complete picture of what trip taking actually entails.

Disadvantages ranged anywhere from no disadvantages at all to the risks of student injury. The director from School 1 listed several disadvantages when he wrote,

1) Allocation of time and money to trips rather than purely musical endeavors. 2) Risk of alienation of a segment of the band who chooses not to go on the trip, for

whatever reason. 3) Perception on the part of the students, and/or parents and/or school and/or community that the band's main emphasis is trips, not music.

The School 2 director did not list any disadvantages, while, in contrast, School 5 director wrote, "The physical labor of moving a large band across the world, and dealing with customs, but we have it down to a science by doing our homework in advance." In addition, School 3's director felt the loss of personal time was a disadvantage while the School 4 director's response focused on liability, student injury, and financial risk due to lower student participation.

After presenting the disadvantages, one can clearly see that each disadvantage listed is unique to the director. There seems to be a rich diversity of response based mostly on personal opinion here. In terms of disadvantage, there seems to be no relationship to any other factor of travel with one exception. School 4's director listed financial risk in terms of not enough student participation. This director also has his band traveling every year.

Travel Agent

Part of the research for this study also included a brief phone interview with a travel agent/guide who was experienced with music ensemble travel. The reason this interview was included was to gain specific information about prices, time of travel, and to gain an outsider's perspective on this topic.

Cost

The first area I wanted to investigate was cost. I asked what the average cost for a trip was per student. In his response, the agent included durations from short weekend trips all the way up to European trips. He answered, “about five hundred dollars.” I also wanted to know what the average cost was of a trip to a foreign country. This dollar amount was much higher at \$2,500, similar to the cost of School 5’s trip to Europe at \$2,300 per student. Then I wanted to check the average cost of a domestic band trip. In this estimate he included short weekend trips all the way through trips to Florida over a period of five to six days. He gave \$350 as the average price.

Quantity and Type of Activities

After determining various prices, I wanted to find out how many musical and non-musical activities groups scheduled during typical trips. His response for musical activities was, “Typically on a week-long trip we try to schedule three music activities being either clinic or concert or festivals.” When asked about non-music activities, his response was, “basically the balance of the trip uh...aside from the musical activities the balance of it would be sightseeing and things like amusement parks.”

Educational and Recreational/Entertaining Rankings

Along the same lines, I wanted him to rank trips on how educational and how recreational/entertaining he felt they were. For these questions, the scale was from one to five, with five being the most, and one being the least. In terms of how educational he felt these trips were, he replied,

Well, most of the trips that we take I would say are four, four to five. There are some that are taking trips that are just doing it for fun and probably put that around two, but in general, I would say maybe a four.

His ranking for recreation and entertainment was a three.

Factor Determining Travel and Frequency

Next, I asked what he felt was the single most important factor determining travel destinations for schools today. His response was, "...it should be the educational factor in terms of what the students will get out of it that they would not get if they were back at school." Along the same lines, I questioned frequency of travel. In response he said that schools normally travel every two years. According to him, this is an increase in scheduling. Previously, schools scheduled every three to four years. Also, he has noticed an increase in the numbers of schools that choose to travel abroad. In terms of time of year when travel occurs most frequently, he said that spring was the top travel season with late summer and early fall being the least traveled.

Band Parent Interviews

This study included one high school band parent from each of the participating school districts, for a total of five. Interviews were completed over the phone or via email. Parents were asked 13 questions about band trips (see Appendix F). Many of the questions were quantitative in nature, while a few of the questions asked parents to give their opinions and feelings on this topic. For ease of reading, I will present data by topic similar to those in the other interviews.

Feelings Toward Band Travel

The first question in the band parent interview asked parents how they felt about the band program taking trips. Answers for this question varied. Many of the parents said they felt it was educational. For example, the School 1 band parent stated, “I think it is part of the education, “ while, School 2 band parent replied, “I think it is very educational. I would go for it. I have no problems.” School 3 band parent also mentioned education but elaborated in her answer by responding,

I think it is an important part of the band program. I think that it shouldn't be every year as far as a long trip goes south to Florida or something. I don't think that it should be every year; I think it should be worked out ...so that once during a student's high school career. ...I think if you do it too often, one, you wouldn't be able to afford it, you wouldn't have enough people going ...Two, the kids wouldn't think it was something important and ...a good educational experience for them... have fun and a chance for them to travel.

In accordance with the parents from Schools 1, 2, and 3, the School 5 band parent, again, listed education in her response. She stated, “I think trips serve a very useful, education purpose. It gives incentive for kids to stay in band, helps bond them as a group, and provides a learning experience outside of the classroom.” Finally, the School 4 parent just expressed her pleasure with trip taking by replying, “I think it's wonderful.” Even though answers vary, all the parents seem supportive of the travel in which their programs participate.

Feelings Toward Selected Location

I wanted to find out how parents felt about the location selected for the trip. All of the parents were very supportive when responding to this question. Many of them also mentioned education in their answer. The School 5 band parent replied, “Washington

D.C. is a great place with lots of learning opportunities.” Along the same lines, the School 2 band parent responded, “I think they’re fine. Last time they went to Florida, and it was a very educational trip. It was nice.”

Fundraising and Affordability

Financial issues in trip taking were also brought up with parents. These questions were much more quantitative in nature. I asked parents if they felt everyone in the band could afford to go on the band trip. Four of the five parents, or 80%, interviewed responded with no. Only one parent said yes to that question. That parent was from School 1.

I also asked parents if they felt enough fundraising opportunities were provided for students to earn money toward their trip. Four of the five parents answered this question specifically with a clear yes or no. The parent from School 1 included the answer to this question in his response to question three when he stated, “There are ways for everybody to get to go. We have a lot of fundraising opportunities. If you want to go, you can go.” Four of the five parents responded with “yes” to this question. The parent that answered with “no” was from School 5. She stated, “No, we have problems coming up with fundraisers that can draw in large dollars.” Interestingly, she is from the school that had the most expensive trip.

Foreign Legal and Safety Issues

Foreign travel is addressed through questions concerning legal and safety issues. I asked parents what they felt about students traveling to foreign countries, where the

country's laws, in terms of drinking age and other activities normally limited by age, were different from the United States' laws. There were only three parents, of the four that were eligible, that were experienced enough with the band program to enable them to answer this question. Those schools were School 1, School 4, and School 5. All three of those parents expressed that they either had no concerns, or were very comfortable with that type of travel. For example, the school 1 band parent said, "No concerns whatsoever," while the School 5 band parent wrote, "This is not a problem. The students are chaperoned and counseled ahead of time of school expectations. This is also part of their learning experience (to know other cultures are different than ours)."

In terms of safety, I asked parents if they felt there were more, less or equal safety concerns when traveling outside the United States versus within our own country. The three participating parents from School 1, 4, & 5 all gave "more" as their response.

Benefits and Disadvantages of Band Trips

The benefits and disadvantages of band trips are addressed through questions six and seven. First, I asked parents what they felt were the benefits to taking band trips. Many answers included education, social and travel benefits. The School 1 band parent replied, "I think that the more interesting the more different places you get to visit the better experience you can have culturally to understand that the world is a small place but a big place at the same time I think to get to look outside (Name) County here." School 2 band parent responded, "Educational part of it. Um...getting to know each band member better," while the School 3 band parent commented,

The educational benefits. Sometimes, ...students would not be able to be away at all out of the state of Michigan, or even out of our county. Some students don't

even get a chance to travel that far. ...They get to see and meet different people ...to be able to do other things ...and to do it in a supervised manner ...they just aren't left to go helter skelter. ...They're supervised and they have different opportunities like dinner shows for them to see and ...and yes, ...they have a fun day after we've been on the bus all day, usually at a water park, and they get to do that kind of stuff. And they have to learn responsibility. They have time where they have to be at certain places, and surprisingly enough, most of them make it there ...that was a pleasant surprise for me.

The band parent from School 4 expressed her consideration of social and education benefits when she stated, "I think it brings the members of the band much closer together, and it's fun and ...it makes wonderful memories together and individually and ...educational." Similarly, the School 5 band parent replied, "Bonding, keep kids in band, learn things outside of the classroom." What I find particularly interesting about these responses is that even though they are varied, four of the five responses referred to either learning or education.

In contrast, I asked parents what they felt were the disadvantages to trip taking. Again, responses varied, but included things such as affordability and students participating for the "wrong reasons." The School 1 band parent replied, "I don't know that there are any. It puts a lot of burden on the band as well as the parents who organize it. As long as we can find folks who are willing to step up, it can be very enjoyable for those who do that I think there are no drawbacks. It's purely an educational thing." In contrast the School 2 and School 4 parents simply responded with the issue of cost and affordability. The band parent from School 3 also mentioned cost but included more when she commented,

It's that some of the kids can't afford to at the time. ...and some of the parents think it's an unnecessary thing. We had one parent who thought it was like a senior trip, that it was a fun type of thing and there was no educational value, and we said, 'no, there is.' So, I think that the disadvantage is also one, they can't afford it.

Finally, the School 5 band parent mentioned new disadvantages when she wrote, “Not all students can go. Also, students may stay in band for the wrong reason (the trip, not the music.)” In sum, four of the five participants stated affordability or cost as disadvantages to travel. Only one participant felt there were no disadvantages.

Class Time

The use of class time for trip planning through the eyes of the parent was important to this study. I asked parents if they felt that much class time was taken up for trip planning. All of the participants responded ‘no’ to this particular question. Interestingly, some band directors did feel it took class time.

Recruitment and Retention

I wanted to find out whether parents felt that band trips were a strong recruitment/retention tool for the program. Three of the five participants said they did feel this was the case. Two participants did not feel that trips were a strong recruitment/retention tool. However, of those two, the School 1 parent acknowledged the fact that it was a recruitment/retention tool but said it was not strong. He stated,

Probably, retention tool in the third and fourth years. I don know of cases where folks have said, ‘Well, I’ll stay in because we’re going next year.’ But it’s definitely a factor. Whether its strong or not? I don’t think it’s strong, I think it’s there.

Educational Ranking and Why, Recreational/Entertaining Ranking

I asked parents to rank how educational the band trips were on a scale of one to five, with five being the most and one being the least. Table 11 depicts the responses of all five participants.

Table 11 – Parent Educational Ranking

<u>School</u>	<u>Ranking</u>
School 1	5
School 2	4 to 5
School 3	5
School 4	5
School 5	3

In this table, the lowest ranking belonged to the parent from School 5. Interestingly enough, that was the school that had the highest student ranking for this particular question.

Along the same lines, I wanted to find out why parents gave the scores they did. Four of the five participants gave responses. First, the lowest ranking given was from the School 5 band parent. She replied,

When a large group of students gather, they socialize. They get caught up with the moment with friends rather than the moment of being someplace different. I think you can only get a '5' when there is a small group with a high ratio of adults to students (to keep the students focused).

The other parents replied with answers that included being exposed to new things, cultures, tourist attractions, and because of the education gleaned from travel.

Finally, I asked parents to rank the recreational/entertaining value of the band trip on the same scale as that of question eleven (educational value). The responses from this question are listed in Table 12.

Table 12 – Parent Recreational/Entertaining Ranking

<u>School</u>	<u>Ranking</u>
School 1	Very High
School 2	3 to 4
School 3	3 to 4
School 4	5
School 5	4

As one can see, all parents ranked band trips either moderate to high in terms of recreational/entertainment value.

High School Administrator Interviews

This section of the research included interviewing four high school administrators. Unfortunately, one administrator was unable to participate. The participating administrators completed the interview by phone, via email, and by facsimile.

The interview consisted of 16 questions that requested basic quantitative data and also more opinion oriented qualitative data. For a complete list of interview questions see Appendix G. In presenting the results of my data collection, I will refer to the data by subject. Data of similar topics will be presented together as in the other interviews.

How Administrators Feel About Band Trips and the Location Selected

I asked principals how they felt about the band program taking trips. Answers ranged from School 2 administrator stating, “Great,” to the School 5

administrator replying, “I have no issue with bands taking trips.” The administrators from School 1 and School 3 gave a little more information. School 1 administrator stated, “It is an excellent addition to our curriculum offered by the music department.” The School 3 administrator responded, “Trips are necessary for the band to perform throughout the community, mid Michigan, band festivals...things like that.” These administrators seem to feel that trips are important and are comfortable with their bands traveling.

I asked administrators what they thought about the location selected for the trip in question two. Again, responses varied. The School 1 administrator expressed, “Great care is taken by the music department faculty members in selecting a location that provides opportunity for performance, as well as interest and learning for students.” The administrator from School 2 said, “fine,” while the administrator from School 5 stated, “Locations of trips should be decided through a process of input from students, parents, and instructor. Where they choose to go is no issue with me as long as it is a safe and secure place to travel.” Finally, the school 3 administrator responded, “...They’re pretty good. ...They take them to Florida every other year where they perform in Walt Disney World. Kind of a once in a lifetime opportunity for some kids, which I think, is really neat.” With the responses given, it appears that administrators seem to support the locations band directors choose for their trips.

Affordability and Plans for Helping Students in Need

I asked administrators whether they felt everyone could afford to go on the trip. All four of the participating administrators said no to that question. I then asked if there

was anything in place to help students who could not afford to go on the trips. Again, all four of the participating administrators said yes. What is interesting about this data is that there seems to be no relationship between their responses and cost of trip. For example, of the participating administrators, School 5 had the most expensive trip, while School 3 had the least expensive trip, yet their answers were the same.

Foreign Legal Issues, School Policy and Safety Concerns

Issues regarding foreign travel are important to this study because many schools are beginning to travel abroad. Administrator opinion on this topic is very important. The School 3 administrator responded to these questions even though her band does not travel to foreign locations, therefore I will include her responses.

I wanted to know how administrators felt about students traveling to foreign countries where the country's laws, in terms of drinking age and other activities normally limited by age, are different from the United States. Answers for this question varied, but overall there was a sense that the administrators felt comfortable with their students traveling to foreign destinations. The School 2 administrator replied, "OK," while the School 3 administrator elaborated by stating,

Well, I guess there are a couple of things...if you've got good people chaperoning, and good supervision you can cut a lot of that stuff way down. I think it all depends on the people that are going. I think that ...usually the positives out way the negatives.

The School 5 administrator seemed the most comfortable; he responded, "No issue for me. It is a school-sponsored trip so school guidelines apply no matter where they travel." Lastly, the School 1 administrator responded, "We have a policy for all students traveling

abroad that requires them to live by the... High School Disciplinary Code, which disallows the use of alcohol and other drugs, cigarette smoking etc.”

I also asked administrators if their schools had any policies on foreign travel. Administrators of three schools that traveled to foreign countries, School 1, School 2 and School 5, replied “yes” while School 3 answered “no”.

Foreign travel, in terms of safety, was important to this research. I asked whether administrators felt there were more, less or equal safety concerns when traveling outside the United States. Again, the administrators of the three schools that traveled to foreign countries, School 1, School 2 and School 5, replied “more” while School 3 replied “equal”. What I find interesting about this data is that, again, the administrators of schools that participate in foreign travel seem to answer questions similarly.

Benefits and Disadvantages

Information regarding benefits and disadvantages of trip taking was requested from the participating administrators. I asked administrators what they felt were the benefits to trip taking. The School 1 administrator wrote, “Opportunities for students to perform for international audiences. Opportunities to learn and grow as a result of exposure to other cultural [e].” The School 2 administrator wrote, “Foreign experience, chance to be with others.” The administrator from School 3 commented, “I think it’s a, for band trips the benefits are...performing and demonstration of skill to audiences that are not from (school 3) or are not from this part of Michigan or not even from the state.” Finally, the administrator from School 5 stated, “Experience another culture; perform in different location and venue. See places some kids may never see. etc.”

The disadvantages to trip taking through the eyes of an administrator are important to gaining a complete perspective on this topic. Answers differed greatly for this particular question. The School 1 administrator wrote, "Students are stressed to complete all academic work that is missed as a result of the trip." The School 2 administrator said briefly, "safety" while the School 3 administrator stated, "Some of the disadvantages would be interruption of the school day or pulling kids out of instructional time." The administrator from School 5's response was even more different. He wrote, "Costs, not everybody can go. Liability risks, supervision issues. Same as with any school sponsored trip." The administrators brought to light many disadvantages and there seemed to be no similarities amongst the schools.

Class Time

Class time is an important aspect of travel, especially for principals. I asked administrators whether they felt much class time was taken up for trip planning. All of the participating administrators responded no. I think this is significant because it is, yet again, a unanimous response, and at odd with the responses of the band directors.

Recruitment and Retention

I asked administrators whether they felt that taking trips was a strong recruitment/retention tool for the band program. Two of the four administrators responded yes. The School 2 administrator was the only one to say no. The School 3 administrator even elaborated by stating,

I think the Florida trip definitely is. I think ...kids will pass down their experiences as far as their Florida trip. They'll tell their brothers and sisters, and

so forth, that it was a great time and learned a lot, and got to play in front of so and so, and I think that kind of builds up the common spirit of the band.

The School 1 administrator gave no real definitive answer. He wrote, “I believe that trips for purposes of performing and learning are a strong component of the music program.”

Educational and Recreational/Entertaining Rankings

Administrators were asked to rank their band trips on a scale of one to five, with five being the most and one being the least. First they ranked their trip on how educational they felt it was. See table 13 below for their responses.

Table 13 – Principal Educational Ranking

<u>School</u>	<u>Ranking</u>
School 1	5
School 2	5
School 3	4
School 5	3.5 to 4

It is interesting that the School 5 principal gave his school the lowest score, even though his students gave the highest ranking of all the participating schools.

Next, administrators were asked to rank their trip on the same scale but in terms of how recreational/entertaining they felt their trips were. The complete list of results is shown in Table 14.

Table 14 – Principal Recreational/Entertaining Ranking

<u>School</u>	<u>Ranking</u>
School 1	5
School 2	5
School 3	3
School 5	3.5 to 4

Considerations for Permission and Location and Opinion on Value to Program

The last three questions of the interview asked the administrators what types of things they take into consideration when determining whether to allow the band to travel and whether they feel band trips are an important part of their band program.

I asked administrators what things they take into consideration when determining whether the band can go on a trip or not. Answers varied for this question. The School 1 administrator wrote, “Things I consider are: opportunity for performance, opportunity for learning, degree of planning, parental and student involvement in selection of location and planning.” The School 2 administrator wrote, “Budget enhancement to program, location, safety, educational experience.” The administrator from school 3 commented, “What adults are going.” Finally, the school 5 administrator wrote, “Security, performance opportunities, supervision, cost, educational opportunities of site, recreational opportunities of site, etc.” This data depicts a wide range of things taken into consideration. Responses that were repeated by more than one administrator include cost, location, safety, and education.

I also asked administrators what factors are taken into consideration when selecting a location for the trip. Many of the responses to this question were similar to those of question 14. The School 1 administrator wrote, “The opportunity available to

students to perform, learn and grow.” The administrator from school 2 wrote, “safety, educational experience, cost.” The administrator from school 3 stated, “I think ...chances for performance and demonstration to different audiences.” Lastly, the School 5 administrator included the same responses for question 14 that were, “security, performance opportunities, supervision, cost, education opportunities of site, recreational opportunities of site, etc.”

Finally, I wanted to know if administrators felt trip taking was an important part of their band program. All four of the participating administrators responded to this question with a, “yes”. This is important because the four participating administrators represented a wide range of trip taking from simple marching band performances in Florida to European tours, and yet they all felt it was an important part of their program.

Chapter 5

CONCLUSIONS AND IMPLICATIONS

The topic of this study, a current contemporary phenomenon in music, raised many questions that were previously illustrated. It is my hope that this research has shed light on some of those questions.

Conclusions

I will discuss the conclusions by topic for ease of reference. Topics include student and band director reasons for trip participation, educational value, recreational and entertainment value, and benefits versus liabilities.

Student and Band Director Reasons for Trip Participation

First, why do students participate in band trips? From this research study, students travel mostly for non-music and non-educational reasons (see Figure 2). Surprisingly, most directors scheduled trips for non-music/non- education reasons as well. Reasons included recruitment and retention purposes, as a reward, to precipitate student bonding and to expose students to new places and performance opportunities. There was only one director who really listed what many would perceive as traditional educational reasons. That director was from School 5, the school that traveled to Europe, and he listed, “making connections to the historical

value of music and culture,” getting students interested in foreign composers, seeing where these composers came from and expanding their view of the world.”

Educational Value

Interesting to note, most directors ranked their trip high in terms of education when they did not schedule their trips for educational purposes. Parents, administrators, and the travel agent also ranked these trips high in terms of educational value. The travel agent might have ranked these trips high because of personal investment in his position. Also worthy of mention, the mean score of student educational ranking was 3.25, while that of School 5 students was 4.25. This disparity could be related to the fact that, due to circumstances beyond my control, there were only 8 participants for School 5. It could also be because the director’s reasons for planning the trip were focused around student education.

Also important to point out for this particular aspect of the research is that the lowest educational ranking came from the School 4 director at 2/2.5. He was referring to his trip to Florida. He ranked it low because it was a marching band trip and, in his opinion, was not musically sound. It is important to note, four of the five schools in this study had traveled to Florida at some point in time. Two of the schools travel to Florida regularly. It is my understanding that Florida is the travel destination of many traveling ensembles and most often is a marching band venue with performances in the amusement parks. This is noteworthy because the lowest educational score came from a director that was referring to his band trip to Florida and Disney World. It seems reasonable to assume that his trip was

typical of many Florida trips in terms of activities and performances as he scheduled it through a travel agent.

Recreation and Entertainment Value

In contrast to educational value of the trips, I asked all participants to rank them on how recreational and entertaining they felt trips were. Even though School 5 had the highest student ranking in education, there was very little difference in terms of individual school mean scores for recreational and entertainment rankings. Mean scores ranged from 4.55 to 4.85 (see Table 5). This indicates that most students felt that trips are very recreational and entertaining. This was true even if the reason for the trip was based on educational objectives. Simply put, students seem to have fun while learning something about music. Most band directors ranked their trips as being very recreational and entertaining as well. Most scores were 4's or 5's with School 5 being 2 to 5. School 5 also gave the most performances of any other participating school at 9 performances in 14 days. The travel agent felt that trips were a 3 in terms of recreational and entertainment value while parents scores ranged from 3 to 5. Administrators also ranked trips with scores ranging from 3 to 5. Basically, almost all participants feel that trips are moderate to very recreational and entertaining with a majority leaning toward very recreational and entertaining.

Benefits versus Liabilities

The results of this study indicate that the benefits of trip taking far outweigh the liabilities. The benefits of trip taking, in the view of the participants, include recruitment, retention, performance opportunities, education, travel opportunities, student bonding, and cultural benefits. In contrast, the major disadvantages of trip taking include teacher time, student affordability, and liability. Disadvantages not frequently listed also included perception that trips are only for fun, and student alienation if not participating in the trip. As one can clearly see, the benefits, which are many, indeed outnumber the few major disadvantages listed.

Implications

Implications for Music Education.

I have put together a model for trip taking, suggested by my data that, I believe, will help traveling ensembles reap the maximum benefits. First, trips can be educational if directors plan their trips around educational experiences. Educational destinations appear to be those outside of Disney World and amusement parks. Second, it is my opinion that bands that travel every other year will most likely see the most benefits for band enrollment. Statements made by many of the directors, especially that of School 3 reinforce this recruitment idea. Every year travel, from my interpretation of the director from School 4, cannot afford students enough fundraising opportunities, takes away from novelty of

travel, and if students cannot afford to go, can, from my point of view, have negative effects on enrollment and trip participation. Travel that occurs once during a student's high school career, in my opinion, does not seem to provide the same incentive to stay in a program in order to participate on the trip.

Travel that occurs every other year allows students to have at least two years worth of fundraising to help alleviate a good portion of the financial burden that trip taking places on student and family. At least three to five fundraisers are needed to adequately provide opportunities for students to raise money for their trips. For the maximum percentage of students being able to pay for their trips through fundraising, as demonstrated by Schools 2 and 3, the price of trips should not exceed 500 to 600 dollars per student. Domestic travel that is anywhere from five to seven days should allow prices to stay within that range. Most schools travel during the school year over spring break allowing students to miss up to two days of class. From the data collected, I have surmised that this is the best time to travel offering an incentive for student participation. As the School 1 director mentioned students feel like they are getting their "money's worth" when some school is missed. Many of the directors that participated in travel during the school year had high participation levels except for School 4, which also traveled every year. Also, travel agents should be used to set up accommodations and activities. All the directors interviewed used them and seemed to place great value on their worth in assisting with travel preparations. There should be about four music performances for a trip that is five to seven days in length to maximize

the educational value. This is gleamed from all school data on this topic and leans toward higher numbers because of the high educational score School 5 received.

The most effective travel, in terms of recruitment and retention, should probably occur in the spring, which is when most directors schedule trips. in the spring for, what seem to me, to be obvious retention reasons. For instance, if a trip occurred in the fall, what prevents the student that stayed in band for the trip from dropping out after the trip was taken? If the trip occurs in the spring, most of the school year has already been completed and dropping band does not seem worth the effort. Finally, trips must be planned around educational objectives, however, recreational activities still must be scheduled and time for student socializing must be provided. This is important because a majority of students do not travel for music or education reasons. In order to clearly see what I have proposed, I have created a chart below (see Table 15).

Table 15 – Ideal Trip Scenario

<u>Destination</u>	Destinations that do not include amusement park and marching band performances i.e. Disney World
<u>Price</u>	Not to exceed \$500-\$600
<u>Length of Stay</u>	5 to 7 days
<u>Frequency of Travel</u>	Every other year.
<u>Fundraising Opportunities</u>	3 to 5 every year.
<u>Trip Objectives</u>	Educational
<u>Performances</u>	Approximately 3-4
<u>Days of missed school</u>	No more than 2
<u>Time of Year</u>	Spring
<u>Recreational Activities</u>	Numerous opportunities for students to relax and socialize in a safe controlled environment.

In essence, my research indicates students will have fun on trips no matter what is scheduled, provided they have some time to themselves to spend with friends. All trips can provide this; therefore trips should attempt to achieve educational objectives while assisting their recruitment and retention efforts. Trips do not have to be expensive and to exotic locations, in order to achieve educational and recruitment objectives.

Also, most disadvantages to trip taking such as the perception that trips are only for fun, cost and affordability, and student alienation if not participating can be avoided by scheduling trips according to Table 15. The perception that trips are only for fun could be eliminated or reduced if directors plan trips according to educational objectives. Cost and affordability can be taken care of through many fundraising opportunities and scheduling trips every other year for prices not to exceed 500 and 600 dollars. Student alienation if not participating, could be reduced or eliminated by reducing cost, scheduling every other year, and providing multiple fundraising opportunities that would enable more student participation. According to many participants safety can be increased by traveling with an appropriate number of chaperones and by staying within the United States. Consumption of the director's personal time is strictly an individual matter. Some directors feel that trip taking is taxing in that area, others do not.

Implications for Research

Clearly more research needs to be done on this issue, and I have just scratched the surface. This topic is a current issue that effects many band

programs and more information is needed to help directors, administrators, and parents make educated choices concerning ensemble travel.

The model I created from the data gathered (see Table 15) could be studied as well to test its feasibility, and to see if it could be applied effectively to band programs considering, or participating in, ensemble travel. Even small aspects of the table could be studied such as cost and destination, which would provide helpful and insightful data.

The effect of ensemble travel on recruitment and retention could be studied in depth in order to provide data on the actual effects of trip taking on enrollment in band. In my opinion, this data could be extremely useful to directors trying to determine whether they want their ensembles to travel.

In conclusion, I have found that everyone involved values trips, albeit for a variety of reasons, and that most participants believe recruitment and retention benefit from ensemble travel. If planned well, band trips can be educational to students in the program. This research has given me much insight into why travel has become so popular, how it can benefit a program, and how to get the most from travel with a band program.

APPENDICES

APPENDIX A

Band Trips: Benefits and Liabilities Form for Requesting Signature and Assent of Adult Participants

You are being asked to participate in Jamie Holcomb's thesis research interview about Band Trips under the supervision of Dr. Judy Palac. The purpose of this interview is to gather information about band trips from people closely associated with Band Trips. You are being asked to participate in an interview that will probably require 30-60 minutes of your time. Your participation is voluntary, you are free to choose not to participate, and you may refuse to answer certain questions or withdraw from participating at any time without penalty. You will also be asked for permission to make a tape recording of your interview. Your privacy will be protected to the maximum extent allowable by the law. Your name will not be identified in the study or the results. If you have any questions about this study, please contact the investigator, Jamie Holcomb by phone: (517) 323-6429 or email: holcom40@msu.edu. If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact, anonymously if you wish, Ashir Kumar, M.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, email: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI. If you choose to participate in an interview in person, by telephone, or by electronic mail, indicate your voluntary agreement to participate by responding to the interviewer's questions.

Do you agree to the procedures and voluntarily consent to participate in this project by granting an interview?

_____ Yes _____ NO

Do you grant permission for this interview to be tape-recorded?

_____ Yes _____ NO

Participant's name, printed: _____

Interview date: ____/____/____

Interview medium _____ direct meeting _____ telephone _____ e-mail

I voluntarily agree to participate in this study.

Participant's signature, if possible: _____

Appendix B

Band Trips: Benefits and Liabilities Informed Consent Form and Script for Requesting Informed Consent for Minors

You are being asked to give consent for your son or daughter to participate in Jamie Holcomb's thesis research survey about Band Trips under the supervision of Dr. Judy Palac. The purpose of this survey is to gather information about band trips from band students. You are being asked to consent to your son or daughter's participation in a survey that will probably require 10-15 minutes of your child's time. Your child's participation is voluntary, he or she is free to choose not to participate, and he or she may refuse to answer certain questions or withdraw from participating at any time without penalty. Your child's privacy will be protected to the maximum extent allowable by the law. Your child will not be identified by name in the study or the results. If you have any questions about this study, please contact the investigator, Jamie Holcomb by phone: (517) 323-6429 or email: holcom40@msu.edu. If you have questions or concerns regarding your child's rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact, anonymously if you wish, Ashir Kumar, M.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, email: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI. If you give consent for your child to participate, your child will still be asked to give his or her verbal assent at the time of the survey. A form for written consent will also be provided for your child to sign, and the survey will not proceed without written consent.

Do you agree to the procedures and voluntarily consent for your child to participate in this project by completing a survey?

_____ Yes _____ NO

Participant's name, printed: _____

Interview date: ____/____/____

I voluntarily agree for my child to participate in this study

Parent Signature

Appendix C

Band Trips: Benefits and Liabilities Form for Requesting Signature and Assent of Minor Participants

You are being asked to participate in Jamie Holcomb's thesis research survey about Band Trips under the supervision of Dr. Judy Palac. The purpose of this survey is to gather information about band trips from band students. You are being asked to participate in a survey that will probably require 10-15 minutes of your time. Your participation is voluntary, you are free to choose not to participate, and you may refuse to answer certain questions or withdraw from participating at any time without penalty. Your privacy will be protected to the maximum extent allowable by the law. You will not be identified by name in the study or results. If you have any questions about this study, please contact the investigator, Jamie Holcomb by phone: (517) 323-6429 or email: holcom40@msu.edu. If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact, anonymously if you wish, Ashir Kumar, M.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, email: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI. Your parent or guardian has already signed a consent form approving your participation, but you will not be able to participate unless you also indicate your willingness to participate by responding to the questions below and signing this form.

Do you agree to the procedures and voluntarily consent to participate in this project by completing a survey?

_____ Yes _____ No

Participant's name, printed: _____

Interview date: ____ / ____ / ____

I voluntarily agree to participate in this study.

Participant's signature: _____

Appendix D

Interview Questions - Travel Agent

1. What is the average cost for a school band trip per student?
2. What is the average cost for a school band trip to a foreign country per student?
3. What is the average cost for a domestic school band trip per student?
4. Have you noticed an increase in schools traveling abroad for band trips?
5. How many musical activities are usually scheduled during these trips?
6. How many non-musical activities are usually scheduled during these trips?
7. On a scale on 1-5 with 5 being the most and 1 being the least, how educational do you feel these trips are?
8. On a scale on 1-5 with 5 being the most and 1 being the least, how recreational do you feel these trips are?
9. What do you think is the single most important factor determining travel destinations for schools today?
10. What part of the year do most schools travel?
11. What part of the year is the least traveled by schools?
12. How often do schools normally schedule a band trip?
13. Have you noticed an increase in scheduling per school?

Appendix E

Interview Questions – Band Directors

1. How often do you take your band on major trips?
2. What is the average length of stay?
3. What are some of the destinations you will be traveling to or have traveled to recently?
4. What criteria do you use in selecting a location?
5. Do you use a travel agent of some sort to set up accommodations and activities?
6. What is the cost of the typical trip per person?
7. Do you or a booster organization provide students with fundraising opportunities to help pay for their trip?
8. About how many opportunities do you provide students to fund raise?
9. About how many students are able to pay for their trip through fund raising?
10. If a student can't afford to go on the trip, what do you do?
11. What percentage of your band participates in a major trip?
12. If you are traveling to a foreign country, how do you handle their laws regarding drinking ages and things that are restricted by age in the United States?
13. What are some of the activities you schedule during a trip?
14. What time of the year do you normally take trips?
15. Is your band excused from any days of regular class in order to participate on the band trip?
16. How long before you go on the trip do you begin planning for the trip?

17. Is class time used to discuss trip planning, fundraising, or any other trip concerns with your class?
18. Do you feel trip-planning takes away from class time?
19. Do you feel trip-planning takes away from time you normally delineate to other teacher duties?
20. What are your top 3 reasons for going on a trip?
21. What are the disadvantages of taking trips?
22. Do you feel taking trips is a strong recruitment/retention tool for your band program?
23. Do you see an increase in the number of students participating in band during the years in which you travel with the band?
24. What kind of feedback do you get from parents concerning trip taking?
25. Does your administrator express any concerns about the band participating in trips?
26. How many performances do you normally give during a trip?
27. On a scale of 1 to 5 with 5 being the most and 1 being the least, how educational do you think your trips are?
28. On a scale of 1 to 5 with 5 being the most and 1 being the least, how recreational and entertaining do you think your trips are?
29. Describe the ways in which you feel your trip is educational?
30. What are some of the most important things you take into consideration when planning a trip?

31. Do you feel many school band programs have begun taking trips on a regular basis?

32. In your own opinion, why do you feel this is the case?

Appendix F

Interview Questions – Parents

1. How do you feel about the band program taking trips?
2. What do you think about the location selected for the trip?
3. Do you think that everyone in the band can afford to go on the band trips?
4. Do you think that enough fundraising opportunities are provided for students to earn money towards their trip?
5. How do you feel about students traveling to foreign countries where the Country's laws, in terms of drinking age and other activities normally limited by age, are different from the United States?
6. What do you feel are the benefits to taking band trips?
7. What do you feel are the disadvantages to taking band trips?
8. Do you feel that much class time is taken up for trip planning?
9. Do you feel that the band taking trips is a strong recruitment/retention tool?
10. Do you think that there are more, less, or equal, safety concerns when traveling outside the United States versus within our own country?
11. On a scale of 1 to 5 with 5 being the most and 1 being the least, how educational do you think band trips are for students?
12. Why?
13. On a scale of 1 to 5 with 5 being the most and 1 being the least, how recreational and entertaining do you think band trips are for students?

Appendix G

Interview Questions – Administrator

1. How do you feel about the band program taking trips?
2. What do you think about the location selected for the trip?
3. Do you think that everyone in the band can afford to go on the band trips?
4. Is there anything in place to help students who can't afford to go on trips with the band?
5. How do you feel about students traveling to foreign countries where the Country's laws, in terms of drinking age and other activities normally limited by age, are different from the United States?
6. Does the school have any policies regarding foreign travel?
7. What do you feel are the benefits to taking band trips?
8. What do you feel are the disadvantages to taking band trips?
9. Do you feel that much class time is taken up for trip planning?
10. Do you feel that the band taking trips is a strong recruitment/retention tool for the band?
11. Do you think that there are more, less, or equal, safety concerns when traveling outside the United States versus within our own country?
12. On a scale of 1 to 5 with 5 being the most and 1 being the least, how educational do you think band trips are for students?
13. On a scale of 1 to 5 with 5 being the most and 1 being the least, how recreational and entertaining do you think band trips are for students?

14. As an administrator, what things do you take into consideration when determining whether the band can go on a trip or not?
15. Do you think taking trips is an important part of the band program at your school?
16. What do you feel are some important factors to take into consideration when selecting a destination for the trip?

Appendix H
Student Survey

1. What are your top 3 reasons for wanting to go on a band trip?

- _____
- _____
- _____

2. Do you consider trip taking to be a strong recruiting/retention tool for your classmates?

A. Yes B. No

3. On a scale of 1 to 5, with 5 equaling the most and 1 equaling the least, how educational do you think your trips are?

1 2 3 4 5

4. On a scale of 1 to 5, with 5 equaling the most and 1 equaling the least. How recreational and entertaining do you think your trips are?

1 2 3 4 5

5. Do you know of any students in the band who joined just to go on a trip?

A. Yes B. No

6. Do you know of students who take advantage of foreign laws regarding drinking age and other activities normally restricted by age in the United States, while on the band trip?

A. Yes B. No

7. Do you think the band trips are affordable for every student?

A. Yes

B. No

8. What is your single most favorite thing about going on band trips?

Appendix I

Student Qualitative Responses: Questions 1 & 8

100's SOCIAL

0100 Spending time with friends/socializing with friends
0105 Having fun with friends
0110 Bonding with friends/band members
0115 Spending time with friends overnight
0120 meeting new people
0130 making new friends
0135 Not being alone
0140 Meeting other musicians

200's TRAVEL

0200 Seeing new places.
0205 Going on vacation with friends
0210 traveling (going to and from)
0215 Going to a place you wouldn't normally go
0220 Change of scenery/something different
0225 Getting out of town
0230 Sightseeing
0235 The physical act of traveling
0240 Getting away from parents
0250 Getting away from school
0260 Getting out of /missing school
0270 The only opportunity to travel for student
0280 Location/Destination
0285 Location and Activities
0286 Weather
0287 Traveling with people other than family
0288 Getting away from daily routine
0289 Vacation
0290 Hotel Rooms
0291 Tourism
0295 Theme Parks
300's MUSIC
0300 Playing at new location
0305 Playing for new audiences
0310 Vacation with Instrument

0315 Playing Music
0320 Growing as a musician
0325 Performing
0330 Improving the Band
0335 Band Unity
0340 Enjoys Band
0345 Having fun while playing music
0350 Playing good music
0355 Good Playing Experience
0360 Playing new music
0365 Enjoys playing instrument

400's SCHOOL AND EDUCATION

0400 Represent School
0405 Learning about other cultures, places and people
0410 Learning made fun
0415 Educational
0420 Exposure to culture
0425 Learning in a new environment
0430 Learning Experience

500's PERSONAL

0500 Relaxation
0505 Independence
0510 Fun
0515 Doing something exciting
0520 Experience
0525 New Experience
0530 Memories
0535 Entertainment
0540 Buying things without having Identification checked
0545 Personal Reasons
0550 Wanting to contribute
0555 Good Opportunity
0560 Opposite Sex

600's FINANCIAL

0600 Reduced Cost of Trip

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