Music Education in the United States: Contemporary Issues

Edited by
J. Terry Gates

THE ALABAMA PROJECT
Music, Society, and Education in America

PLEASE SEE APPENDIX III

The University of Alabama Press
Tuscaloosa and London
This book is dedicated to the many graduate music education students with whom I worked at Alabama. They knew how to care—about music, about their students, about each other.

J. Terry Gates, General Editor
Music education in the United States.

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Foreword

In 1982 the School of Music of The University of Alabama began to benefit from an endowed chair, the purpose of which was to bring students and faculty into substantive contact with internationally recognized authorities in music theory or composition performance, music history, and music education. A five-year rotation of these areas, with performance occupying two years of the rotation, was begun in the 1982–1983 academic year with Ross Lee Finney, composer, in residence. During the following year, the pianist Natalie Hinderas was based in Tuscaloosa.

The initial planning committee for the 1984–1985 music education year consisted of J. Terry Gates, chairman; Merilyn Jones, chairman of the program in music education; Mitzi Kolar, Robert Nicolosi, and Sheryl Cohen, faculty members in the School of Music; Elizabeth Meese, assistant dean of arts and sciences; and Dennis Monk, director of the School of Music. The committee began its work in early 1982. In the intervening years, Dr. Nicolosi, Dr. Kolar, and Dr. Cohen were replaced by Frederic Goossen, Carol Prickett, and Scott Bridges. Roosevelt O. Shelton was selected as coordinator of the project’s events.

In March 1983 Dr. Gates proposed that the endowment proceeds be used to support a series of three-week residencies, four symposia with presentations by additional experts, a concluding symposium, and a publication which would contain papers written by those invited for the residencies and symposia. It was proposed that each symposium focus on a different specialization but that all treat foundational areas of music education. The calendar as it actually took place appears below. It is substantially the same as that proposed by the committee in September 1983 and approved by the board of trustees in December of that year.

September 20–October 7, 1984: Charles Leonhard,
   University of Illinois at Urbana-Champaign.
   Symposium I—Professional Methodology—October 6–7
   Merilyn Jones, chairman, University of Alabama
   Charles Leonhard
   Gretchen H. Beall, University of Colorado
   Robert Glidden, Florida State University
   William Jones, Minneapolis, Minnesota
   Richard Graham, University of Georgia

November 1–19, 1984: Max Kaplan, sociologist, gerontologist, and
   music educator, Auburn, Alabama.
   Symposium II—Sociology of Music Education—November 16–17
   J. Terry Gates, chairman, University of Alabama
   Max Kaplan
The publication first proposed was a single book built around the symposium topics and containing papers written for it by the symposium members. Subsequently, a two-book plan was approved, with the second volume containing previously unpublished reports by twenty-six of the field's top experimental researchers. It was also decided that further papers would be solicited for the first book on certain topics not covered in Symposium I. Invitations to write on these topics were accepted by Amanda Penick, University of Alabama (on studio instruction) and Craig Kirchhoff, Ohio State University (on bands).

Music Education in the United States: Contemporary Issues, then, can be characterized as a foundational reference in music education. Sixteen major theorists and practitioners in the field of music education have contributed an essay on the topic of the symposium to which they had been invited, stating what issues confront the field currently and suggesting ways
that the field should meet the challenges of resolving these issues in the near future.

Each was asked to treat the topic in "presentation style" at the symposia but to write for the publication differently. This, then, is not a book of proceedings. Each section of *Music Education in the United States* was edited by the corresponding symposium chairman in consultation with the project headliners. The companion volume, *Applications of Research in Music Behavior*, edited by Clifford Madsen and Carol Prickett, contains the papers read at a March 1985 meeting in Fort Worth, Texas, five of which had been presented at Symposium III.

It is fair to say that the Alabama Project not only reached students and faculty at the University of Alabama, in and out of the School of Music; it also touched teachers and students in school systems in Alabama. Through the divisional convention of the Music Educators National Conference (MENC), its resources were offered to music educators of the Southeast. Auburn University's Department of Music presented a lecture series by the four project headliners. The residencies alone accounted for more than 130 presentations, speeches, clinics, addresses, and individual consultations, as well as many informal meetings. The symposia added more. In the publications, the University of Alabama offers to the field of music education a needed current repository of exemplary theoretical writing and experimental research reporting from the United States.

With thanks to those who made this rare experience possible, and with gratitude to those many who made it work, we commend these publications to our colleagues.

J. Terry Gates
Project Director and General Editor