VALUING MUSIC IN EDUCATION

A CHARLES FOWLER Reader

Edited with critical commentary by CRAIG RESTA

VALUING MUSIC IN EDUCATION

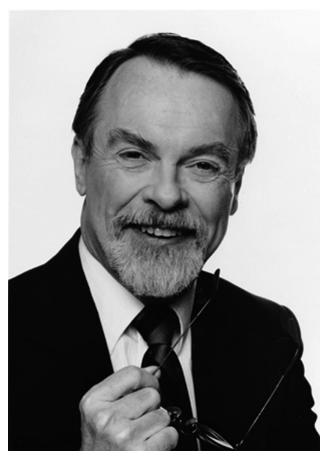


Photo and quote from the Charles B. Fowler Papers, Special Collections in the Performing Arts, University of Maryland, College Park.

"I was not satisfied as a teacher with merely passing on the culture. I wanted a role in creating it. The classroom is not just a place for learning about yesterday, but a laboratory for inventing tomorrow."

Charles B. Towler

Valuing Music in Education

A CHARLES FOWLER READER

Edited with Critical Commentary by Craig Resta





Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and certain other countries.

Published in the United States of America by Oxford University Press 198 Madison Avenue, New York, NY 10016, United States of America.

© Oxford University Press 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by license, or under terms agreed with the appropriate reproduction rights organization. Inquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

Library of Congress Cataloging-in-Publication Data
Names: Fowler, Charles, 1931–1995, author. | Resta, Craig, editor.
Title: Valuing music in education: a Charles Fowler reader / edited by Craig Resta.
Description: New York City: Oxford University Press, 2017. |
Includes bibliographical references and index.
Identifiers: LCCN 2016014890 (print) | LCCN 2016023430 (ebook) |
ISBN 9780199944361 (cloth: alk. paper) | ISBN 9780199944385 (pbk.: alk. paper) |
ISBN 9780199944378 (updf) | ISBN 9780190619787 (epub)
Subjects: LCSH: Music—Instruction and study—Social aspects—United States. |
Music—Instruction and study—United States—History. |
Arts—Study and teaching—United States.
Classification: LCC MT3.U5 F69 2016 (print) |
LCC MT3.U5 (ebook) | DDC 780.71—dc23
LC record available at https://lccn.loc.gov/2016014890

9 8 7 6 5 4 3 2 1

Paperback printed by WebCom, Inc., Canada Hardback printed by Bridgeport National Bindery, Inc., United States of America For Charles—who made us pay attention to music education; And Jay—who embodies it every day.

Contents

vii

Preface
Acknowledgments
Introduction
SECTION ONE MUSIC PEDAGOGY AND SCHOOLING 1. National Survey of Musical Performance
2. Music In Our Schools Day: An Opportunity to Take Stock
3. The Accountability Dilemma
4. Arts in the Schools: A Comprehensive View
5. High Schools of the Arts
6. Musical Achievement: Good News & Bad 35
7. A Look into the Crystal Ball
8. Music: A Basic Intelligence 47
9. The Shameful Neglect of Creativity 51
10. Academic Excellence in Teaching the Arts 57
11. Evaluation: Pros & Cons 63
12. Music in Our Schools: The First 150 Years
SECTION TWO ADVOCACY AND ARTS EDUCATION POLICY 13. Education in the Arts: Getting It All Together 75
14. The Role of the National Endowment (for the Arts)
15. A New Rationale for the Arts in Education 89

viii	Contents

16.	What's Wrong with Music Education?	95
17.	Funding for Arts Programs: The Total is Not So Bleak	99
18.	Arts Education: Does the Left Hand Know?	103
19.	Congress and the Arts: Getting With It	107
20.	Arts in Basic Education: A Fight for Life?	111
21.	Arts Policy in the U.S.: Do We Have One?	115
22.	Music for Every Child, Every Child for Music	123
23.	Arts Education Triple Jeopardy	131
	TION THREE ARTS, CULTURE, AND COMMUNITY The Smithsonian: Teaching our Musical Heritage	137 139
	Valuing Our Cultural Treasury	143
	The Community School Movement	149
27.	Senior Citizens' Symphony Brings Music to Children	153
28.	Public Universities—The New Cultural Centers	157
29.	Reaching Kids, Part I: How Symphonies Do It	161
30.	Reaching Kids, Part II: How Opera Companies Do It	167
31.	Whose Culture Should We Teach?	173
	TION FOUR MUSIC EDUCATION AND PROFESSIONAL REFORM The Music Educators National Conference (MENC): David Faces New Goliaths	179 181
33.	The Tanglewood Symposium Revisited	185
34.	Music in Our Schools: An Agenda for the Future	191
35.	Changing Schools Through the Arts	195
36.	The Lack of Professionalism in Higher Education	199
37.	The Lack of Professionalism in Higher Education—Continued	205
38.	Music Educators Meet—But Do They Miss the Point?	211
39.	Are Teachers of the Arts Good Enough?	219
40.	Educational Reform: Ferment in the Arts	227
41.	Teacher Overhaul: Can We Do It?	231

Сот	ntents ix
SECTION FIVE DIVERSITY AND PLURALISM IN ART EDUCATION	239
42. Poverty: An Ingrained Idea	241
43. Sex Bias in the Music Room	245
44. Special Treatment for the Gifted	249
45. More Arts for the Handicapped	253
46. Black Participation at the Kennedy Center: Goals are Set for Cultural Diversity	259
47. The Christmas Carol Hassle	263
48. Arts by the Handicapped	267
49. Older Americans—A New Resource of Creative Talent	271
50. The Many vs. the Few	275
BIBLIOGRAPHY	279
INDEX	283