
Adult & Community Music Education SRIG News

Volume 1 Issue 1 June 1999



Letter from the Chair

reetings, Members! Welcome to the first Adult and Community Music Education SRIG newsletter since our inaugural meeting held at MENC's Biennial Convention in Phoenix in March, 1998 (see descriptive article elsewhere in this newsletter). If you attended that inaugural session, you know what an exciting event it was for those of us committed to research that will provide a framework for quality and cohesive music education both throughout the life span and across the community.

While I have long been convinced that the provision of music learning and experiences at all life stages is essential to the success of music education at any one developmental level, I was recently excited about having my thoughts echoed through the voices of other music educators. This past April I served on the Commission of MENC's Vision 20/20: Future Directions for Music Education. The Commission members were assigned the task of addressing six key questions in music education related to research, technology, philosophy, instruction, and social contexts as they might be envisioned in the year 20/20. Six committees were formed, each addressing one of the six questions. Virtually every committee's final report identified lifelong learning as a key concern for music educators as we explore the possibilities and confront the challenges of the 21st century. (The Commission's deliberations will be developed into Vision Papers by six outstanding authors and presented at the Housewright Symposium on Music Education in September. The final work of the Symposium will then be presented at the MENC Convention in Washington, DC.)

In identifying lifelong learning as an overarching concern by the Vision 20/20 Commission, we are now

challenging ourselves as a profession to act on our heretofore verbal commitment to providing music experiences across the life span. Just as we have been concerned with the development of the musical lives of the young students in our classrooms, performance groups, and studios, we must proactively consider our responsibility of designing quality music learning experiences for adults starting with 18 and then throughout the adult life stages to correspond to continuing mental, physical, and aesthetic development. In addition, we must recognize that the current adult generation is crucial to the music education cycle, in that it teaches its own children values and skills, populates our audiences and community organizations, and determines and votes on arts legislation. In order to provide quality experiences for adults, it is clearly necessary to give as much attention to the learning characteristics of adults as we have given to music learning at younger life stages. We should use the guidelines and successes we have experienced as a profession for other age groups by applying them to the stages of adulthood. The profession needs to respond to the following points as an initial step in providing meaningful and quality learning experiences for adult populations:

- 1) adapt existing research in adult education and conduct original research with adult populations;
- 2) develop instructional methodologies for beginning and continuing music learning that are effective at various stages of adulthood;
- 3) develop age-appropriate instructional materials for beginning and continuing music learning that are effective at various stages of adulthood;
- 4) develop accountability and assessment tools that correspond to the needs of adults and that will guide us as educators of adults;
- 5) develop teacher education components that focus on providing quality experiences for adults.

In addition, we need to understand that our young students of today are the future "current generation of adults." We must structure life-relevant experiences for young students that foster the desire to continue to participate in music and prepare students for the characteristic self-direction and independence of the adult life stages.

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If we are to realize our Vision 20/20 as music educators, we also need to comprehend the complexities of the communities in which we will live in the 21st century, physically and "virtually," in order to both utilize and provide music resources and experiences for those with whom we share our lives. We must examine conceptions of communities, schools, teachers, and students as they are now defined and as they may be redefined in the future. It is important that we expand the scope of our roles in the community as facilitators of music learning and participation for all community members, and consider the professional roles that have yet to be identified.

I believe that members of the Adult Continuing and Community Music Education SRIG can make a substantial contribution in shaping the future of music education. Please consider the importance of research in developing strategies that will change the way we meet the needs of individuals throughout the life span and across the communities of the 21st century. I invite your expertise as researchers as well as your active participation in the ACME SRIG organization in our endeavor to contribute to the important changes necessary for meeting the challenges and seizing the opportunities of the next century.

Chelcy Bowles, Chair

Our Mission

The mission of the Adult Continuing and Community Music Education SRIG is to encourage and share research contributing to music education that fosters active involvement in the making, creating, and studying of music in the diverse and complex communities in which we live and across the life span through the understanding of the unique learning characteristics of adults.

Our Rationale

Music in adult and community life is an historic concern among music educators. ISME's inaugural meeting in 1953 convened under the title, "The Role of Music in the Education of Youth and Adults," and stressed methodology for school and adult music education, governmental activities, and the role of music in international understanding. Currently, ISME maintains a focus on adult and community music through its Commission on Community Music Activity.

MENC, throughout its history, has affirmed American music education's historic roots in the community, as well as the continuing role of music in adult and community education. In conference sessions, statements, and journal articles, members have been encouraged to recognize responsibilities beyond the

traditional school years. The 1931 Yearbook of the MSNC, for example, recorded a plea that music supervisors also be community musicians. The 1955 source book contained two chapters on music in adult and community education. The Tanglewood Symposium called for continuing music education to fulfill each individual's potential. In 1974, MENC published *A Program for Adult and Continuing Education in Music*, which listed self-realization, human relations, enrichment of family life, and improvement of occupational competence as adult music education objectives. MENC President Mary Hoffman identified the national theme of lifelong learning during her tenure; and the December 1992 issue of MEJ focused on music and the adult learner. In his address at the 1994 biennial meeting of MENC, Michael Mark challenged the research community to consider the opportunities and enriching resources associated with connecting school music more directly with community music. And in 1996, a key focus session at the national conference was organized around topics of music and adult learning.

Beyond the precedents within music education, contemporary trends in society and education generally incorporate issues of lifelong learning. The adult population is growing worldwide. With it, there is an emerging body of research that explores adulthood as a time of continuing growth, rather than stasis and decline. Quality-of-life concerns call for knowledge regarding the relationship of education to vitality, productivity, and general well-being. Advancing technology and changing career patterns (2 or 3 careers over a lifetime by the mid-21st century) demand continued learning, not only to acquire job-related skills, but also to enhance the creativity, problem-solving, and listening capacities that underlie social competence and individual growth. Changes in family structure and definition threaten cultural transmission and challenge educators to develop community learning models to preserve cultures, and to foster the valuing of cultural, ethnic, and age diversity.

The practice of education as age-segregated, institutionalized preparation of children for adulthood has come under increasing criticism in recent years. Theorists and practitioners have worked to connect schools more closely with society, and to promote relevance between the school years and life beyond school. Indeed, teaching students to become "lifelong learners" is a frequently stated goal of K-12 education. In this context, issues of adult and community music education may best be approached from the perspective of a lifelong learning continuum. For the continuum to be complete, music education opportunities through adulthood need to be developed with the same rigor, quality, and depth that characterize efforts for other age groups. Some principles of music learning may be similar for adults and children; however, the maturity of

adult learners requires techniques and strategies consistent with their needs and interests.

Adult and community music education, including professional development of music educators, is widespread. At present, however, adult music education is not grounded in knowledge of music learning through adulthood. A current example is the prolific international exchange in a community bands internet news group. Requests for assistance with "problems" often reflect dynamics typical of adult learning situations. Frequently, these could be approached more effectively through better understanding of adult learners.

Research in adult and community music education over the past several decades has laid the groundwork for the development of increasingly systematic efforts. However, there are unique methodological issues associated with researching adults, including subject mortality, generational differences within adulthood, convenience samples, and uncontrolled sociocultural influences. Consequently, music studies have tended to focus on topics such as levels of participation, preferred music and activities, and the link between school music and adult participation. There is now a need extend this research, and to apply the principles that have aided researchers of adults in other disciplines to address methodological challenges, so that the relationships among adult characteristics and music learning may be better understood.

The historic precedent of ISME's Commission on Community Music Activity, the seminal connection between American music education and the community, MENC's long-standing commitment to adult/community music, and the contemporary mandate for lifelong perspectives in education all argue for consideration of a focused research forum in adult and community music education. More importantly, however, the authors of this proposal believe that music education would richly enhance its aim of a musically literate society by establishing a SRIG to promote understanding of adult and community music education through wider dissemination of existing research, encouragement of continuing research, and ongoing professional interchange.

OFFICERS AND COMMITTEE MEMBERS

(Term extends through April of year indicated)

Chair: Chelcy Bowles, University of Wisconsin-Madison (2000)

Vice-Chair (Chair-Elect): Don Coffman, University of Iowa (2000)

Membership Chair: W. Dwayne Robertson, North Carolina State Principal Fellows Program (2000)

Division Chairs

<i>Eastern:</i>	Roy Ernst, Eastman School of Music (2002)
<i>North Central:</i>	Christina Shields, University of Wisconsin-Platteville (2000)
<i>Northwestern:</i>	
<i>Southern:</i>	David Sogin, University of Kentucky (2000)
<i>Southwestern:</i>	Cynthia Heidel, Ouachita Baptist University (2002)
<i>Western:</i>	Jeffrey Bush, Arizona State University (2000)

Nominating Committee (2000)

David Myers, Georgia State University (Chair)
Theresa Nazareth, South Lake Primary School, Western Australia

Deborah Rohwer, University of North Texas

Stephen Zdzinski, Wayne State University

All officers and committee members serve on the Advisory Committee.

SESSION AND MEETING ANNOUNCEMENT

The next meeting of the ACME SRIG will be at MENC's Biennial In-Service Convention in Washington, DC. The conference will take place March 8-11, 2000; exact day, time, and place of the meeting TBA.

Special guest for the session will be Dr. Stephen Brookfield, distinguished author and researcher in the field of adult education. Dr. Brookfield is the author of *Understanding and Facilitating Adult Learning* and *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking*, as well as numerous articles regarding critical thinking and reflection in adulthood. He is currently on the faculty of University of St. Thomas.

Report of Inaugural Meeting Phoenix, Arizona

The inaugural meeting of the Adult and Community Music Education SRIG was held at the MENC Biennial In-Service Convention in Phoenix on April 16, 1998. We were delighted that the session attracted an SRO crowd of 80 participants. Following a brief welcome and introduction, acting SRIG chair Chelcy Bowles presented the SRIG mission, rationale, and a brief history of the petition submitted to the Society of Research in Music Education for the establishment of the SRIG. She acknowledged David Myers as co-author of the petition and introduced the founding members of the SRIG who had signed the petition to SRME.

These initial proceedings were followed by the election of the Vice-Chair. Candidates on the ballot included Chelcy Bowles, Don Coffman, and David Myers; there were no nominations from the floor. Bowles and Myers removed themselves from the ballot, and Don Coffman was voted in unanimously as Vice-Chair and Chair-Elect, to assume the duties of the Chair in April, 2000.

The program for the session was entitled *An Emerging Agenda: Adult and Community Music*. David Myers presented opening remarks and moderated a panel of educators whose distinguished careers have included extensive experience with adult and/or community music education. Panelists included Don Coffman (University of Iowa), Judith Jellison (University of Texas at Austin), Janet Jensen (University of Wisconsin-Madison), and Michael Mark (Towson University). Each panelist addressed a strategic question based on his or her experiences with adult and/or community music, and then contributed suggestions for a research agenda for the SRIG and for the profession.

Following the panel discussion the meeting was adjourned.

Selected Papers/Presentations from the 1998 Phoenix Meeting

- Coffman, Don D. & Mary Adamek (University of Iowa, Iowa City). The contributions of wind band participation to quality of life of senior adults.
- Cooper, Thelma (Baylor University, Waco, TX). Adults' perceptions of piano study: Achievement, experiences, and interests.
- Smith, David S. (Western Michigan University, Kalamazoo). Lifelong general music: A longitudinal investigation of music in the elderhostel program.
- Standley, Jayne M. (Florida State University, Tallahassee), Carol Prickett, (University of Alabama, Tuscaloosa), & Judy Bowers. (Florida

State University, Tallahassee). Developmental and adaptive benefits of music for infants and seniors: An overview of research from both ends of life's spectrum.

Citations of related literature

From Don Coffman

Using "adult," "community," "elderly," and "senior citizen" I did an electronic search of the following journals via Ed Asmus' MESS website (www.music.utah.edu/MESS/) and then added a few more citations I had already collected, yielding 94 citations that more or less seem to be within the realm of the ACME SRIG. I won't guarantee 100% applicability or accuracy, but enjoy!

Journal of Research in Music Education
Bulletin of the Council for Research in Music Education
UPDATE: Applications of Research in Music Education
The Quarterly Journal of Music Teaching and Learning
The Southeastern Journal of Music Education
Music Educators Journal
Choral Journal
Instrumentalist
Jazz Educators Journal

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**Adult and Community Music Education
Special Research Interest Group**

MEMBERSHIP FORM

The mission of the Adult Continuing and Community Music Education SRIG is to encourage and share research contributing to music education that fosters active involvement in the making, creating, and studying of music in the diverse and complex communities in which we live and across the life span through the understanding of the unique learning characteristics of adults.

Membership conditions:

1. Any member of the Music Educators National Conference may be a member of the SRIG.
2. MENC members may become members by notifying the Chair or the MENC headquarters.
3. An MENC member may remain a member of the SRIG as long as MENC membership status is maintained or until a discontinuance notification is sent to the ACME Chair or the MENC headquarters.

Name _____

School affiliation _____

Address _____

Phone _____ Fax _____

E-mail _____

Return this form to:	W. Dwayne Robertson 1799 Mocksville Hwy. Cleveland, NC 27013
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**Adult and Community Music Education
Special Research Interest Group**

CALL FOR SERVICE

During the months the following our next meeting at the biennial MENC convention in Washington, DC, in March 2000, **chairs and committees** for the Adult and Community Music Education SRIG will be appointed by the new national Chair. We invite your active participation in the ACME SRIG by serving as an officer in the organization. Please indicate below any chair or committee positions in which you would be willing to serve and return the form to the national Chair-Elect, Don Coffman. (Please suggest those you feel may be interested in one of the positions on the reverse side of this sheet; include any contact information you may have for your suggestions.)

Membership Chair (Term: 2000 - 2002)

- Duties:
1. Maintaining a current and accurate membership list
 2. Making recommendations for membership development to the National Chair
 3. Maintaining records of terms of office for members of the Advisory Committee
 4. Writing a report on membership data and activities to be included in the National Chair's biennial report
 5. Serve on the Advisory Committee with the National Chair and Division Chairs

Division Chairs (Terms: **NW, SW, E** = 1998 - 2002/**S, NC, W** = 2000 - 2004)

- Duties:
1. Organizing Divisional meetings
 2. Organizing projects at the Divisional level
 3. Notifying Division members of relevant meeting and convention sessions
 4. Developing membership within the Division
 4. Writing a report Division activities data to be included in the National Chair's biennial report
 5. Serve on the Advisory Committee with the National Chair and Membership Chair

Nominating Committee (Term: 2000 - 2002)

Duties: On or before March 1st of the second year, present the names of two candidates to the current National Chair as nominees for the position of National Chair-Elect.

Ad Hoc (Term: 2000 - 2002) Duties: As needed or desired by the Advisory Council

Name _____

School affiliation _____

Address _____

Phone _____ Fax _____

E-mail _____

Please return this form to: Don Coffman, 2003 Voxman Music Building, The University of Iowa, Iowa City, IA 52242-1795

**Adult and Community Music Education
Special Research Interest Group**

NOMINATIONS FOR VICE-CHAIR

On or before March, 2000, the Nominating Committee will present the names of two candidates to the current National Chair as nominees for the position of Vice-Chair of the ACME SRIG. The duties of the Vice-Chair are listed below (please note that the Vice-Chair is also the Chair-Elect).

If you wish to present a name (yours or another) for consideration as a candidate, please fill in the information below and return the form to David Myers, Nominating Committee Chair. Additional nominations will be accepted from the floor at the SRIG Session at MENC 2000 in Washington, DC.

Duties of the Vice-Chair:

1. Serve as editor of the ACME SRIG newsletter
2. Collect and prepare information to be included in a semi-annual publication of the newsletter
3. Write a report on the activities of the National Vice-Chair to be included in the National Chair's biennial report
4. Serve on the Advisory Committee with the National Chair, the Membership Chair, and the Division Chairs
5. Assume the duties of the National Chair if the National Chair chooses to resign or is otherwise unable to carry out the duties
6. Assume the duties of National Chair for the 2002-2004 term.

Suggested Candidate*: _____

Any contact information you may have:

School affiliation _____

Address _____

Phone _____ Fax _____

E-mail _____

*Remember that you may nominate yourself

Please return this form to:	David Myers School of Music Georgia State University Atlanta, GA 30303-3083
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<p align="center">Adult and Community Music Education SRIG Membership Information 5/99</p>

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