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Music in Education

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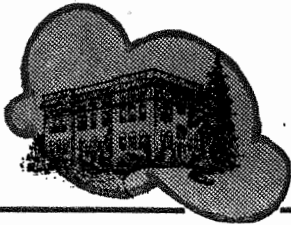
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George Fox College

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"The world also expects more from Friends than from other people; because you profess more. Therefore you should be more just than others in your words and dealings, and more righteous, holy, and pure in your lives and conversations; so that your lives and conversations may preach."

Journal, George Fox, 1679

Music In Education

The Place of Music in the Liberal Arts

American education has been slow to recognize the study of music as a liberal arts course. Colonial America gave small attention to music training. Perhaps the first attempt to improve church music was by the efforts of two Massachusetts clergymen, the Reverend John Tufts and the Reverend Thomas Walter, who provided texts for the "singing schools" and "musical conventions."

Lowell Mason, who is known for his hymn tunes, founded the Boston Academy of Music in 1833, and is credited with the first effort to provide a more complete musical education. Five years later, 1838, Oberlin College recognized music study, and Harvard followed their precedent in 1862.

The 1908 report on music education in the United States by Arthur L. Manchester concluded that stress on vocal music

was weakening general education and its relationship to music education. Nevertheless, music departments continued to be added to the college curriculum for twenty years later (1928), the report of the National Research Council of Music Education revealed that 85% of American Colleges permitted entrance credit in music.

Approximately 77.5% of colleges offer work in music granting credit toward a degree. This reluctant attitude toward recognizing music education undoubtedly stems from several factors. Two of the most pronounced probably are (1) the lack of objective standards for measuring musical accomplishment, and (2) the lack of established standards of formal attainment for music teachers.

Objective of Music Education at George Fox College

The college insists that music training should be open to all as a part of each student's personal development. For some time no extra charge was made for private instruction; however, in 1951 a modest fee was established to assist in caring for the overload of the music faculty salaries. Yet no student who, in the judgment of the music faculty, evidences musical ability is refused private instruction because of this fee.

Objectives vary in teaching music in accord with the general objectives of the institution which provides the training. Also the objectives of the individual student varies in accord with their ability and expected vocation or anticipated use of music training. However, there are two factors which largely determine the objectives of the music department of George Fox College: (1) It is a college which offers work in general education, and (2) it is a denominational school which largely serves the Society of Friends. Thus the curriculum of the department must be so organized that it will contribute to the integration of the general education program and also will train young people for usefulness in church music. More fundamental to departmental objectives than these two factors, music education must exist for and remain apart from secondary purposes.

How are the above objectives met? The contribution of the department to general education is made largely by courses in music literature and history which compliments the course offerings in the humanites. Courses designated to relate music to the church, in addition to those mentioned, include hymnology, conducting, choir, ensemble groups, and applied music. In a very vital sense, the great music of the Western World cannot be understood apart from the church, for such composers as Bach and Handel wrote expressly for the church. The department, then, in its desire to contribute to the church must train its students in the best music of each period in order to awaken within them their highest possible level of appreciation and performance.

Unique Aspects of George Fox College Music Department

1. 53% of the entire student body is enrolled in the department, either for courses or private instruction.
2. The department is housed in a separate unit, with studios, practice rooms, and a choir room. This permits maximum utilization of facilities, inasmuch as it does not interfere with the total college class program.
3. The forty-five voice a cappella choir is the focal point of the department. This organization has a long tradition with good standing. It has a strong hold on the student body which indicates its great tradition on the campus. The choir is a course designed to acquaint its members with great choral literature in addition to concert appearances.
4. Local recognition is given to the department and it is not nearly able to fill the invitations to present civic programs and furnish church music that continuously flow in. The Newberg Community Chorus of two hundred voices which presented the "Messiah" on December 14, chose three of its soloists from present college students and the fourth soloist was a graduate of 1952.

Offerings of the George Fox College Music Department

George Fox College offers the following music courses with these two objectives, (1) to enable students to undertake professional careers if they desire and prove competent, and (2) to be a great influence in promoting culture rather than an amusement or pastime:

Music Appreciation
Music Fundamentals
Sight Singing
Harmony I
Conducting
Applied Music
Piano Ensemble
Harmony II
Music History

Counterpoint
Public School Music
Form and Analysis
Reading and Conference
Chorus
A Cappella Choir
Instrumental Ensemble
Vocal Ensemble
Band

CALENDAR

January 26-30—First Semester Examinations.

February 2—Registration for Second Semester.

3—Second Semester Classes Convene.

8—Fourth Annual Gospel Quartet Festival,
Newberg High School Auditorium, 3:00
p. m. Sponsored by George Fox College
Singing Men.

26-28—Grade School Basketball Tournament.
Sponsored by GF Club.

February 15-June 1—Pledge Drive for Living Endow-
ment \$25 Club.

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