

Toward Tanglewood II: Music as a Person-Centered Process

A&HM 5142-001

1 or 2 point option • CRN: 20462

Teachers College Columbia University

Professor Randall E. Allsup, moderator and Tanglewood representative

Conference dates: Friday, June 16 & Saturday June 17, 2006

Purpose

In commemoration of the 40th anniversary of the Tanglewood Symposium, the music program at Teachers College Columbia University will host “Toward Tanglewood II: Music as a Person-Centered Process.” This event is one of eight “conference satellites” or pre-planning sites slated to work on various educational issues in advance of the Tanglewood Symposium II, which will take place July 2007 at its anniversary site.

“Toward Tanglewood II: Music as a Person-Centered Process” will examine the meanings and practices of a person-centered music pedagogy. Conference attendees and invited speakers will work together to investigate this topic. What does it mean to teach music from person-centered perspective? What promise does such a pedagogy hold for the future of music education? What is its rationale, and has it changed over the years? What is and has been its challenges? A report of the TC conference will be summarized and presented to Tanglewood II participants and organizers in 2007.

Background

The original Tanglewood Symposium occurred July 23 – August 2, 1967 in the Western Massachusetts Berkshires. A historical event for the advocacy of music education, the conference invited composers, performers, educators, academics and representatives of corporations, foundations, and governments to chart a new course for music and music education. Its guiding theme, “Music in American Society” looked at three broad questions:

- What are the characteristics and desirable ideologies for an emerging postindustrial society?
- What are the values and unique functions of music and other arts for individuals and communities in such a society?
- How may these potentials be attained?

Deliberations ended with the “Tanglewood Declaration,” which called for the establishment of music as a core subject in the public school curriculum.

Seminar activities

“Toward Tanglewood II: Music as a Person-Centered Process” is designed to provoke critical inquiry and deep thinking regarding the challenges of a people-centered practice of music teaching. After each conference speaker’s presentation, time will be allotted for small group discussion and debate. Each breakout group will be asked to make a record of their discussions, and share their insights with the larger group. These notes will be collected and used as data for the eventual conference summary.

Toward Tanglewood II: Music as a Person-Centered Process
Conference schedule

Friday, June 16, 2006 Welcome: 9:00-9:30	Saturday, June 17, 2006 Welcome: 9:00-9:30
Registration, Continental breakfast and welcome Conference organizer and host: Randall E. Allsup, Teachers College	Continental breakfast and welcome Hal Abeles, Program Coordinator, Music and Music Education, Teachers College
History: 9:30-10:15	Applied Music: 9:30-10:15
“Reforms in the 60’s: Tanglewood, MMCP, and child-centered learning.” An interview with Lee Pogonowski Lee Pogonowski, Teachers College Interviewer: Marsha Baxter, The Crane School, SUNY Potsdam	“Learner-centered studio instruction” Hal Abeles and Jeanne Goffi-Fynn, Teachers College
Student Teaching: 10:15-11:00	Philosophy: 10:15-11:15
“The challenges of preparing and mentoring student teachers to teach in people-centered classrooms” Cindy Bell, Queens College, NY Nathalie Robinson, Hofstra University, NY	“Children as philosophers: centering inquiry” An interview with Megan Laverty Megan Laverty, Teachers College Interviewer: Randall E. Allsup, Teachers College
11:00-11:45	Early Childhood: 11:15-12:15
Breakout study groups	“What can young children teach us about people- centered classrooms?” Lori Custodero, Teachers College
11:45-12:15	12:15-1:00
Reports from study groups	Lunch
12:15-1:00	Policy: 1:00-1:45
Lunch	“The policies and practices of a people-centered curriculum: The problems of implementation.” Cathy Benedict, New York University
Musical Ensembles: 1:00-1:45	1:45-2:30
“The student-centered ensemble” Joseph Abramo, Monhagen Middle School, Mddletown, NY & Louis Hanzlik, The Atlantic Brass Quintet, Teachers College doctoral students	Breakout study groups
1:45-2:30	2:30-3:00
Breakout study groups	Reports from study groups
2:30-3:00	3:00-3:15
Reports from study groups	Break
3:00-3:15	The Future: 3:15-4:00
Break	Keynote: “Directions ahead: The future of person- centered music education” Lee Pogonowski, Teachers College
Technology: 3:15-4:30	
“The advantages (and disadvantages) of technology” Melissa Abramo, Teachers College doctoral candidate Gena Greher, University of Massachusetts Lowell	

Taking the Conference-seminar for Credit:

This one-time only conference will be offered through CEO&I (Center for Educational Outreach and Innovation). A seminar, facilitated by Professor Randall E. Allsup, will accompany the conference. The seminar may be taken for one or two points.

There are two primary aims for enrolled students. First, we will take an overview of the history of Tanglewood, the context in which it was conceived, and the writings it produced. We will compare our current state of music education with the questions posed 40 years ago, and take stock of what we have or have not accomplished. Secondly, through participation in the conference, we will examine the topic assigned to us: what is the meaning and practice of a persons-centered music pedagogy? An assembly of scholars from a diversity of musical backgrounds will share their interpretations. A culminating meeting with student attendees will look at their responses. Where do various theories and practice meet? What is possible? Where do challenges lie? What are the rewards for such a stance? A written analysis will be expected of student attendees.

Student papers will be part of the conference findings, and will be posted on the Tanglewood website.

Methods and Standards for Evaluation of Students

For students who attend this conference for credit, evaluation will be offered as Pass/Fail only. To earn the grade of "Pass," student must attend and take part in all seminar activities.

1 point option

Thursday, June 15, 2006

6:00 Introduction

6:30-8:00 History of Tanglewood, discussion of readings, expectations for conference.

Conference attendance: June 16 & 17.

Sunday, June 18, 2006

1:00- 3:00 Debriefing.

Choosing a writing topic.

2 point option

Thursday, June 15, 2006

6:00 Introduction

6:30-8:00 History of Tanglewood, discussion of readings, expectations for conference.

Conference: Friday & Saturday, June 16 & 17.

Sunday, June 18, 2006

1:00- 3:00 Debriefing.

Choosing a writing topic.

Thursday, June 29, 2006

6:00 – 8:00 Supervised study groups / discussion

Wednesday, July 19, 2006

1:00 – 4:00 Panel of findings

Bibliography

(The following books are on reserve in the library).

Documentary Report of the Tanglewood Symposium, 1968

edited by Robert Choate

fML 38 .S87T4 1967b c. 15

The Tanglewood Symposium: Music in American Society, 1968

Robert Choate

fML 38 .S87T4 1967a c.1

The Tanglewood Symposium: An Interpretative Report, 1968

Judith Murphy & George Sullivan

ML 38 .S87T4

ML 38 .S87T4, c.6

Tanglewood, 1976

Herbert Kupferberg

fML 200 .S .B5K86

MMCP Synthesis, 1971

Americole Biasini, Ronald Thomas, & Lenore Pogonowski

Oversize MT 1 .T55 c.2

Development of a Music Curriculum for Young Children, 1969

Americole Biasini & Lenore Pogonowski

Oversize MT 3 .U5B5

MMCP Interaction, Second Edition, 1976

Americole Biasini, Ronald Thomas, & Lenore Pogonowski

MT 1 .B57

MT 1 .B57 c.2

Comprehensive Musicianship: The Foundation for College Education in Music, 1965

MT 3 .U5C74 no.2 c.3

Comprehensive Musicianship: CMP3: Experiments in Musical Creativity, 1966

MT 3 .U5C74 No.3 c.4

New Challenges for Music Education, 1964

edited by Richard Werder

MT 3 .U5C3 1964

The Composer in the Classroom, 1965

R. Murray Schafer

MT 6 .S34

The New Soundscape, 1973

R. Murray Schafer

ML 38C7 .S29

How Musical is Man?, 1973

John Blacking

ML 3838 .B6

The Julliard Report on Teaching the Literature and Materials of Music, 1953

edited by William Schuman

MT 4 .N5J86 c.2

Leonard Bernstein's Young People's Concerts, 1962

Leonard Bernstein

Nurtured by Love, 1969

Shinichi Suzuki

MT 1 .S92

Grade of Incomplete

The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program

Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

Services for Students with Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. Specific needs will be happily discussed.