Change. Change happens. It is inevitable. Change is one of the major characteristics of modern society and we have no choice but to adjust and find ways to use it to our benefit. Music teachers continually adjust and adapt to change as it affects their profession in many ways. Often, they even influence and guide it. But there is also a constant in the lives of music educators: they must maintain the integrity of the music they teach and they must offer the highest possible quality of instruction as they keep up with technological, economic, and political changes that continually influence the schools and the processes of education.

This dialogue between two veteran music teachers is an example of music teachers’ responses to change. Any new music educator can easily find a veteran teacher who would comfortably fit in this conversation.

_Music Teacher A_  I remember when I was a new teacher. Thirty-five years ago we pretty much relied on ourselves to do things that technology does now. Our most advanced “audio-visual” equipment was tape decks, stereo record players, and slide projectors. We wrote out music by hand, we charted the marching band with paper and pencil, we kept track of our music library on index cards and we played “drop the needle” on long playing vinyl records. We were just beginning to use synthesizers and we taught electronic music with them. But we didn’t know that a flood of new technology was going to wash over our profession in the next few years.

_Music Teacher B_  Right—we didn’t know what was coming! A lot has changed and the job of teaching music is different from what it was then. When I was an undergraduate, Kodály, Orff and Dalcroze approaches hadn’t yet become popular in American education, and quality choral music for middle school students with changing voices was in much shorter supply than it is today. And as you say, it’s been a challenge to stay on
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The authors recognize in this book that while teaching music is a dream job for many musicians, there are also negatives that must be recognized and challenges yet to be met. We discuss historical events that have informed music education practices as well as current political and demographic changes and advances in technology. Today’s freshmen and sophomores need to understand the foundations, current practices, and future challenges that are part of our profession in order to prepare them to be effective participants and leaders, and to have active, satisfying careers as they enrich the lives of their students.

To the Professor

*Music Education in Your Hands* is a text for the freshman or sophomore course often called “Introduction to Music Education.” Why still another text for the young music education student when there are already satisfactory books available? Our intention was to create a book that differs from currently available texts by:

- presenting a balance of sound historical foundations with cutting edge research and thinking;
- providing content that is appropriate in level and length for a one semester introductory course;
- assisting both the instructor and the student with mastery of course topics through web-based quizzes, glossary and other teaching materials.

*Music Education in Your Hands* is meant to prepare students for the music education courses they will take next—the variety of methods courses that build on the foundational knowledge presented in this book. The book presents an overview of the music education profession that illuminates the many changes that music educators need to know about—technology, teaching methods, curricular evolution, legislation, and a range of societal needs from cultural diversity to evolving tastes in music. *Music Education in Your Hands* is not a how-to-do-it book. Rather, it encompasses a broad picture of the profession, from why music education exists in schools to a look at what the future may bring.

We present much of the material in the form of dialogue between undergraduate music education majors, or between an experienced teacher and a future teacher. These transcriptions of actual conversations present material in an interesting manner that students can easily relate to. We also emphasize opportunities in the greater community beyond the walls of the school that music teachers should be familiar with.
Music Education in Your Hands includes a website that is continually updated. Every chapter ends with a list of suggested topics for activities and critical thinking about the chapter, and a bibliography. Its 11 chapters fit a one semester course comfortably. We suggest that it be used sequentially, although you might wish to shuffle some of the chapters to meet your particular requirements.

To the Student

Welcome to your first course in music education foundations. In this book you will encounter the historical foundations of the profession of music education, current approaches to teaching all levels and courses of public school music, and provocative questions about the future of music education. You will actively explore each of these topics through engaging chapter activities, where you will reflect on your own personal music education and compare and contrast it with various models for teaching. The book and its website provide you with quiz questions for practice and comprehension, as well as many resources for topics you would like to know more about.

Each chapter contains actual dialogue among students who, like you, are enrolled in an introductory course in music education. You will find that these dialogues help orient you to the course topics in an inviting and relevant way. You will probably have similar conversations with your peers and with your professors during the course of this semester. As you begin Chapter 1, you will read why other students want to be music teachers, and you can add your voice to their statements.

The purpose of our book is two-fold: to introduce you to a comprehensive view of music education that will prepare you for future coursework in teaching techniques and methods, and to present a realistic view of the life of a music teacher, so that you will be able to make informed decisions about your chosen career path. We hope you enjoy our book and that it inspires you to become the best music teacher you can be.

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