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Music curriculum for the new College of Great Falls

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The University of Montana

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THE MUSIC CURRICULUM FOR THE NEW COLLEGE OF GREAT FALLS

by

N. MILTON IVERSON

B.A. COLLEGE OF GREAT FALLS, 1955

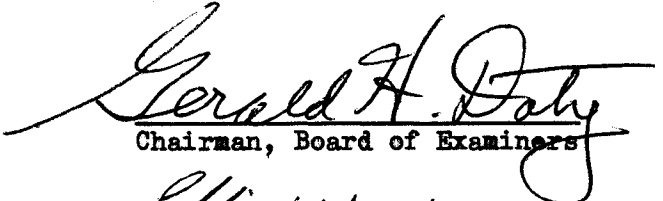
Presented in partial fulfillment of the requirements for the degree of

MASTER OF MUSIC

MONTANA STATE UNIVERSITY

1960

Approved by:


Chairman, Board of Examiners


Dean, Graduate School

AUG 18 1960

Date

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CHAPTER I

INTRODUCTION

The College of Great Falls is a standard four-year college, incorporated under the laws of the state of Montana, and empowered to grant diplomas and collegiate degrees since 1932.

The College of Great Falls is a co-educational Catholic college conducted by the Sisters of Charity of Providence under the supervision of the Roman Catholic Bishop of Great Falls. The college seeks to develop the integrated Christian character in striving to produce the supernatural man who in the words of the encyclical, Christian Education and Youth, "thinks, judges, and acts constantly in accordance with right reason illumined by the supernatural light of the example and teachings of Christ." Through such development the student is helped to attain his eternal destiny and contribute to the welfare of society.

In accordance with the above stated philosophy and objectives, the college promotes the intellectual, cultural, emotional, civic, professional, moral, and spiritual advancement of its students through spiritual and social activities, the school organizations, and particularly through the curriculum.¹

Curricula are planned to aid the student in obtaining a liberal arts education, in developing desirable traits, and in acquiring a professional knowledge to enable him to enter the fields of elementary and secondary education.

Students seeking the Bachelor of Arts degree with a major in music and are taking a course of studies to prepare them for public school teaching, must follow a prescribed curriculum. A total of thirty-seven semester hours in music are required to complete the major

¹College of Great Falls, General Catalogue, Great Falls: 1960-1962, p. 10.

requirements of the degree. The college strongly urges its graduates to go on for higher degrees and the music department is mindful of this and attempts to prepare the music students for graduate study in music.

I. THE PROBLEM

Until recently the College of Great Falls has had no regular music instructor for an appreciable length of time. Consequently there has been no revision of the music curriculum for several years. The curriculum must now be revised and brought into conformity with National Association of Schools of Music recommendations so that a sound program in music can be presented to the liberal arts students.

II. PURPOSE

The Bachelor of Arts music curriculum at the College of Great Falls serves three principle ends: (1) to provide appropriate music courses for the general music student, the non-music major; (2) to provide for the music needs of the prospective elementary teacher; and (3) to provide an intensive, extensive, disciplined training for the student who plans to make music his life's work.²

One of the very important functions of the College of Great Falls is the training of elementary teachers. Part of that training prescribed by the state department of public instruction and the

²National Association of Schools of Music, Report of the A.B. Committee of the National Association of Schools of Music. Urbana: 1956. p. 1.

College of Great Falls is one academic year of study of public school music. This requirement is met in the new curriculum.

III. DELIMITATIONS

This study has been confined to the various colleges and university units in the state of Montana.

It is concerned only with the baccalaureate degree programs with a major in music and the two year diploma program in elementary education.

The recommendations of the National Association of Schools of Music have been carefully observed and adhered to insofar as possible.

IV. METHOD OF PROCEDURE

The research for this study has been carried on through correspondence with the officers of the National Association of Schools of Music, personal interviews with heads of music departments, and correspondence with college music instructors and professors in the various colleges in Montana. Catalogues of all Montana degree and diploma granting colleges and university units, National Association of Schools of Music literature, and Montana state department of public instruction recommendations as they apply to music, have been carefully studied and incorporated into this study.

The end result of this study, which is a revised music curriculum for the new College of Great Falls, will be published in the general catalogue of the college. Information of a general nature, about the

music curricula of the various college music departments in the state, has also been included.

It is not the purpose of this study to criticize or recommend practices to any educational institution in the state of Montana. The information gathered has been used solely as a guide in formulating a realistic music curriculum for the new College of Great Falls.

CHAPTER II

PHILOSOPHY

The philosophy of the Bachelor of Arts degree emphasizes the value and basic importance of a broad education for all students, regardless of their eventual calling. The Bachelor of Arts curriculum is therefore formulated with a view to a continuing exploration of the various humanistic areas and scientific disciplines.¹

The above stated philosophy was presented by the Bachelor of Arts committee of the National Association of Schools of Music to the association in 1956. It was adopted at that time along with the course requirements, in the form of recommendations, for the Bachelors of Arts degree program in music. These recommendations stemmed from an earlier report called the "Cincinnati Report" and was formulated by leading music educators in the United States. The 1956 report was slightly revised in 1957 but the philosophy remains the same. The 1957 version seems to be the best authority available at this time in regards to the Bachelor of Arts music curriculum.

The state department of public instruction does not set down specific requirements leading to the Bachelor of Arts music degree. There are however music course requirements specified for the elementary teaching certificate.² These have been duly noted and included in the

¹National Association of Schools of Music, Report of the A.B. Committee of the National Association of Schools of Music. Urbana: 1956. p. 1.

²State Department of Public Instruction, Memorandum To College Music Instructors, Helena: 1960. pp. 1-3.

course requirements of the College of Great Falls. There are also state department of public instruction specifications as regards private music teachers seeking certification. These have also been noted and insofar as possible have been included in the curriculum.

The state department of public instruction is interested in a broad general background in music for the prospective music teacher. This background should include a knowledge of instrumental and choral music along with courses in elementary music education. The state department of public instruction is well aware of the danger of making "jacks of all trades" but as Dr. Alfred Humphreys, the state supervisor of music says, "we must be realistic about the kinds of work these people (music majors) will be performing."³

It is important for the college music educator in a liberal arts college to keep in mind the faculty needs of the elementary and secondary schools in his state. In the fall of 1959 there were thirty-five music positions open in the Montana public schools less than one month before the academic year got under way. This does not take into consideration the unfilled music teaching positions that may have gone wanting in the parochial schools of the state. It is inconceivable to imagine that all of these positions were filled before the opening of the school year in September. The largest number of schools needing

³Alfred Humphreys, Personal Correspondence, Helena: 1960.

teachers needed a man who could teach more than one field. Here is the crux of the problem and it would seem that the Bachelor of Arts music degree is, at least in part, an answer to the problem of the music teacher shortage in Montana.

CHAPTER III

MUSIC AT NORTHERN MONTANA COLLEGE

Northern Montana College at Havre, Montana has a four year teacher training program. It offers the Bachelor of Science degree in both elementary and secondary education. In addition to the Bachelor of Science degree, a two year program leading to a diploma in elementary education is also available.¹

At present there is no program leading to the Bachelor of Arts degree at Northern Montana College. Preparatory work of a Bachelor of Arts nature is offered in the freshman and sophomore years for students intending to transfer to other colleges to complete their Bachelor of Arts degrees.

A minor in music is available at Northern Montana College and a comprehensive music curriculum is available to aid the music student in preparing him for transfer to another college for degree completion. At present (1960) there are five music students minoring in the department at Northern Montana College.

The two year diploma program includes two courses in music education. The first of these is a course entitled Introduction to Music. This is a two credit course and is concerned with classroom materials for singing, rhythm, and listening. It is also designed to teach the prospective teacher to play simple melody and rhythm

¹Northern Montana College, General Catalogue, Havre: 1960-1961, pp. 10-29.

instruments. This course is intended primarily for primary grade teachers.

The second music course required for the diploma in elementary education is entitled Public School Music. It is a continuation of Introduction to Music Education and places emphasis on the music in the intermediate grades.

There is no course in music fundamentals, as such, offered in either the degree or diploma programs. This is in keeping with the suggestions laid down by the state department of public instruction. The above information is substantiated by the Northern Montana College Catalogue and by Dr. Wynne York, head of the music department.

The Bachelor of Science degree in elementary education at Northern Montana College, in addition to the two music courses already mentioned, requires three more courses in music. These include one quarter (three credits) of Music Appreciation, one quarter (one credit) of Piano in Class, and one quarter (one credit) of Voice in Class. This gives the degree student in elementary education a total of nine credits in music. The Bachelor of Science degree program, in fields other than elementary education, includes one quarter of Music Appreciation.

There was no indication given to this writer that any expansion of the music program at Northern Montana College is being contemplated in the immediate future.²

¹Wynne York, Personal Visit, Havre: 1960.

CHAPTER IV

MUSIC AT ROCKY MOUNTAIN COLLEGE

One of the important functions of Rocky Mountain College at Billings, Montana is the training of secondary teachers. In keeping with this purpose the college offers both the Bachelor of Arts and the Bachelor of Science degrees. There is no two year elementary diploma program at Rocky Mountain College.

The Bachelor of Arts music degree has two alternatives given. First the student can receive a major in music and secondly he can receive a major in music for teaching. The second degree is meant for those candidates who intend to qualify for the Montana secondary teaching certificate.¹

The principle difference between the two programs is that the major in music must have one semester of counterpoint and eight credits in applied music whereas the major in music for teaching need not take counterpoint but must complete the requirements in education as stipulated by the college and the state department of public instruction. In the second program, the major in music for teaching, the student need take but six semester credits in applied music.

Both of the major programs in music require a minimum of two years of theory and ear-training. A minor in music requires one year of theory but two years of study in this field of music are recommended. All music majors must participate every semester during their residence

¹Rocky Mountain College, General Catalogue, Billings: 1960-1961. p. 70.

in a musical organization. No credit toward the degree is allowed for this. A minimum of thirty-six semester hours is necessary to complete the requirements for the major of music in teaching. The candidate for the major of music (non-teaching) must present a minimum of thirty-seven semester hours for graduation.

The candidate for the Bachelor of Arts degree with a major in music must pass a proficiency examination in piano. He must also complete two years of college level foreign language or the equivalent which is four years of high school foreign language. This last requirement almost automatically dictates that the degree granted the candidate will be a Bachelor of Arts since the language requirement seems to be the principle difference between the arts and science degrees. This seems to hold true in all of the colleges studied by this writer.

At present (1960) there are seven students enrolled as music majors at Rocky Mountain College.² In addition to these music majors there are four music minors enrolled in the music program. All of the students enrolled as music majors are college freshman. All of the music minors are upper-classmen.

²Philip E. Turner, Personal Correspondence, Billings: 1960.

CHAPTER V

MUSIC AT CARROLL COLLEGE

Carroll College at Helena, Montana offers a program of courses in the liberal arts and sciences leading to the bachelors degree.¹ It offers major areas of study in many fields but none in the field of music.

The only music course offered on a regular basis, excluding choral, is music education for the classroom teacher.

The one music course offered is under the department of education. At the present time (1960) there is no music department at Carroll College.

¹Carroll College, General Catalogue, Helena: 1960-1962, p. 58.

CHAPTER VI

MUSIC AT EASTERN MONTANA COLLEGE OF EDUCATION

Eastern Montana College of Education at Billings, Montana grants the masters degree in education, the Bachelor of Science degree in elementary and secondary education, and the two year diploma in elementary education.¹ Since this paper is concerned only with music in the diploma and bachelors programs it will not be necessary to consider the Masters degree program.

The two year diploma program at Eastern Montana College of Education concerns itself with the training of elementary teachers for the elementary schools of the state of Montana. Each of the students enrolled in the diploma program is required to take one course in elementary school music education. This is a methods course that consists of the usual activities such as sight-singing, melody and rhythm instruments, piano chording and the teaching of rote songs. This course carries three quarter credits. The diploma candidate is encouraged to elect more courses in music than the one required.

The student matriculating at Eastern Montana College of Education can major in music. An adequate number of courses are offered to permit the music major to comply with the Montana state department of public instruction requirements. The course of studies, as outlined in the catalogue, would lead to the Bachelor of Science degree with a

¹Eastern Montana College of Education, General Catalogue, Billings: 1958. pp. 31-32.

major in music.² The Bachelor of Music degree is not offered.

The music major must present a total of eighteen quarter credits in theory for graduation. This includes ear-training and sight-singing. In addition he must also present two quarter credits in music appreciation, five quarter credits in music literature, one quarter credit each of piano, voice, woodwinds, brass, and percussion in class. He must also take three quarter credits in privately taught vocal or instrumental music. Six credits in band or choir or a combination of both are allowed towards the music major requirements. Courses in music education and music administration make up the balance of nine credits needed to complete the requirements of forty-eight for a major in music. Students following a music minor program must, in each area of study, earn three-fourths of the credit amounts required for a major.

All music students whether major or minor are required to participate in band or choir each quarter during their residency.

There are at present thirteen students enrolled as music majors at Eastern Montana College of Education. In addition to these there are five students enrolled in the music minor program. All of these students are preparing for teacher certification in Montana.³

²Ibid, Billings: 1958, p. 52.

³George Perkins, Personal Correspondence, Billings: 1960.

CHAPTER VII

MUSIC AT WESTERN MONTANA COLLEGE OF EDUCATION

Western Montana College of Education at Dillon, Montana prepares teachers for the elementary and secondary schools of Montana. It offers advanced professional training leading to the Master of Education degree. Also the Bachelor of Science degree in elementary and secondary education, and the two year diploma in elementary education.¹

In the diploma program there are three music courses offered. These are, elementary school music, introduction to music (appreciation), and piano in class. All of these courses meet the state department of public instruction recommendations. According to the general catalogue of the college, the courses in elementary school music and piano in class, can be waived if the student has a considerable background in high-school music or private instruction. Introduction to music cannot be waived. The diploma candidate could take only one course in music and still fulfill the requirements.

The Bachelor of Science degree program with a major in music at Western Montana College of Education is concerned with two different curricula. The first is instrumental in nature and the second choral.²

The major in instrumental music must have a total of twelve quarter credits in theory, nine credits in music history, and nine credits in applied music. In addition to the areas mentioned above,

¹Western Montana College of Education, General Catalogue, Dillon: 1959-1960, pp. 47-48.

²Ibid, Dillon: 1959-1960, pp. 47-48.

the music major must also take one credit each of brass, woodwinds, and percussion in class. The music department permits six credits of band and choir participation (three of each) to be applied toward the requirements for a Bachelor of Science degree.

The candidate majoring in choral teaching must follow substantially the same program as outlined for the instrumental major. Naturally the choral major must take his applied music in voice. It was interesting to note that the choral major is also obliged to study brass instruments in class. Other than the differences mentioned, the two programs are the same.

Instrumental majors must earn a minimum of six credits on their principle instrument; choral majors earn a like amount in voice. Music minors must earn half of these amounts. All music majors and minors must pass a proficiency test on piano. Those found deficient must take up to three quarters on the instrument.

All students majoring in music must be members of the band or chorus every quarter during their four years of residency at the college. This requirement is waived during the quarter they are doing their practice teaching.

This writer does not have any information as to the number of music majors or minors at Western Montana College of Education.

CHAPTER VIII

MUSIC AT MONTANA STATE COLLEGE

The music department at Montana State College is a non-degree granting department and is under the division of Education.¹ In this capacity it is concerned with the music needs of elementary teachers and with the music major requirements of the Bachelor of Science degree candidates.

The education major in elementary teaching must have a full academic year (nine quarter credits) of basic music for the classroom teacher. In addition to the above he can also elect to take more music. This is encouraged by the division of Education.

There are three major programs available to the Bachelor of Science degree candidate in music at Montana State College. These are (1) instrumental, (2) instrumental and vocal, and (3) vocal.

The instrumental major must present a total of fifty-four quarter credits in music to complete the major requirements. This must include twenty-four credits in theory, two credits in instrumental repair, five credits (total) in strings, reeds, brass, and percussion in class, three credits in conducting, eight credits in music education methods, and three credits in music history. Nine credits of applied music are permitted towards the major in music of which at least six must be in private instrumental or vocal instruction. In the event the candidate

¹Montana State College, General Catalogue, Bozeman: 1960-1962, p. 125.

intends to teach he must take two more courses in music education (school music methods) amounting to seven credits. These two courses cannot be included in the major requirements but can be counted as education credit towards state certification.

The instrumental-and-vocal major must present fifty-five quarter credits in music for his major. The single extra credit received is for a course in voice in class. This is the only difference between the two programs.²

The vocal major must present fifty-one quarter credits in music to complete the course requirements for a major in music. None of the instruments in class courses are required of the vocal major. He must, however, take twelve credits of applied music. Nine of these twelve credits must be in private vocal instruction.

Music minors must take approximately one-half of the requirements of a major.

All music majors and minors must participate in band or choir each quarter while working toward the Bachelor of Science degree. A reasonable proficiency in piano is also necessary to graduate.

At present (1960) there are twelve music majors and twenty music minors enrolled at Montana State College.³

²Ibid, Bozeman, pp. 131-132.

³Creech Reynolds, Personal Correspondence, Bozeman: 1960.

CHAPTER IX

MUSIC AT MONTANA STATE UNIVERSITY

The school of music at Montana State University offers the Bachelor of Music and Master of Music degrees. In addition, the student with a pre-college background in applied music may elect to major in music for the Bachelor of Arts degree.

The Bachelor of Arts degree with a major in music is designed to develop musicianship and a scholarly insight into the art of music. This degree does not qualify a student for public school teaching in Montana. It does provide the background for the further pursuance of musical performance and scholarship. It also provides the possibilities of a teaching career in colleges or private insitutions.¹ The Montana State University catalogue does not list a Bachelor of Arts with a minor in music.

Students following the curriculum in elementary education are required to take two courses in music education in the elementary school amounting to six quarter credits. These courses are the usual music methods found in all of the Montana Colleges. Both of these methods courses conform to the Montana state department of public instruction recommendations for elementary teachers.

The candidate for the Bachelor of Arts degree with a major in music is required to present a minimum of fifty-seven quarter credits in music toward graduation. This program must include twelve credits

¹Montana State University, General Catalogue, Missoula: 1960-1961, p. 62.

of privately instructed applied music, six credits in music organizations, twenty-one credits in theory (including keyboard harmony, sight singing, ear training), and six credits in an introduction to music literature. The remaining twelve credits necessary to complete the music major requirements are electives and can be taken in music history, orchestration, composition, or counterpoint.

CHAPTER X

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC RECOMMENDATIONS

The prospective school-music teacher who is interested in receiving a broad liberal arts education should be encouraged to take the curriculum leading to the Bachelor of Arts degree in music. Many of his special needs as a future teacher can be included in this curriculum by taking a judicious choice of music electives and free electives.¹

No one, according to the Bachelor of Arts committee on curriculum for the National Association of Schools of Music, has seriously questioned the suitability of the Bachelor of Arts program for the training of teachers of certain areas of music in colleges and private schools. Questions have been raised with respect to the training of public-school music teachers. The Bachelor of Arts committee points out, however, the value of the Bachelor of Arts program as one of the avenues for the preparation of such teachers.

The Bachelor of Arts degree with a major in music is particularly appropriate for (1) the prospective candidate for the degree of Master of Arts or Ph.D. in music; (2) for those who are already skilled performers and who wish to combine a liberal arts education with a future performing career; (3) for those who have no avowed professional aims in music; (4) and as one of the possible avenues of preparation for

¹National Association of Schools of Music, Report of the A.B. Committee of the National Association of Schools of Music. Urbana: 1956. p. 1.

prospective teachers in colleges, Universities, and secondary schools, public or private. These four categories include, among others, prospective teachers, performers, composers, musicologists, music librarians, music critics, and publishers.

All students majoring in music, irrespective of eventual specialization, should devote the required number of semester hours outlined later in this study to certain common disciplines. In that way a curriculum can be devised that will assure all music majors an exposition to a broad and extensive field of music material.

The common curriculum should include a year of rigorous study of the history of musical literature, representing at least six semester hours; two years of theory including ear-training, representing ten to twelve semester hours, and a semester or two, if possible, of counterpoint, strict, free, or a mingling of both, according to the conviction of the staff, representing three to six semester hours. Other courses in score reading, keyboard harmony, orchestration, and conducting, totaling approximately nine semester hours.

Such a course presupposes that the music student is already familiar with the elements of notation, major and minor scales, and has a modest competence at the keyboard. In the event he does not possess these skills it will be necessary for him to take courses to rectify this lack. In addition, the prescribed studies for the music major should be preceded by a general introductory course in the literature and fundamentals of music. These may be and often are, waived by special examination.

The prescribed curriculum must be paralleled or followed by elective studies. Through these studies, after consultation with his advisor, the music teacher, composer, or performer will embark on the work which is most specifically relevant to him. The Bachelor of Arts curriculum should provide the basic education that will create the enlightened student.

Applied music, whether taken for credit or without credit is an integral part of any serious musical education. The student should be able to play the piano and sing readily at sight; he should have had some musical experience in group performance under exacting standards.

The Bachelor of Arts committee for the National Association of Schools of Music, had strong convictions as to the importance of group performance. This corresponds exactly with the convictions of every music department contacted during this study. All insisted upon the music majors and minors participating in musical organizations during their entire college career. In most instances only a token amount of credit for participation in these organizations was applied towards the requirements of the bachelors degree.

Applied music in the Bachelor of Arts program is not intended to train virtuosi. This could never be accomplished in four years.

There is considerable discrepancy among the colleges in the number of credits allowed in applied music. This is not peculiar to Montana institutions alone. The Bachelor of Arts Committee of the National Association of Schools of Music leaves the decision, concerning

the credit content of music majors, up to the judgment of the respective faculties since the alone are best qualified to know the needs of the individual student.

CHAPTER XI

THE CURRICULUM

This chapter contains the music curriculum as it will appear in the College of Great Falls general catalogue. It is a composite of the thinking of music educators in the state of Montana and the recommendations of the National Association of Schools of Music. The state department of public instruction recommendations have been diligently adhered to.

MUSIC

The objectives of the music department at the College of Great Falls are: to provide opportunities for liberal arts students to develop an understanding and appreciation of music as an element of the general culture; to provide, along with the department of education, a major in music leading to the Bachelor of Arts degree for the liberal arts students wishing to become teachers of public school music; and to provide the necessary courses in music to aid the elementary classroom teacher in her daily duties.

All music majors and minors must be members of the band, chorus, or Great Falls Symphony Orchestra every semester during the four years in attendance at the College of Great Falls. Participation in more than one organization is highly desirable.

All music majors and minors must demonstrate a reasonable proficiency at the piano. They should have the ability to read music

of the difficulty of chorales and to improvise simple accompaniments. The student deficient in piano must rectify this before graduation.

APPLIED MUSIC, DESCRIPTION AND FEES

In the Bachelor of Arts program one credit per semester in applied music is given for one half hour lesson per week plus a daily fifty minute practice period. All registrations in applied music must be approved by the music department. Rarely can a student in applied music carry more than one credit of private instruction per semester. Lessons missed by the instructor during the semester will be made up. Lessons missed by the student, except for illness, will not be made up. Fees vary so consult the music department in regard to costs.

MUSIC ORGANIZATIONS

CHOIR: any regular student at the college is eligible for membership in the college choir. Auditions are held at the beginning of each semester for the purpose of determining choir membership.

BAND: the college owns a limited number of instruments. These are available at a small rental. Prospective band members should bring whatever band or orchestral instruments they own. Membership in band is contingent upon a successful audition.

SYMPHONY ORCHESTRA: string and wind players are eligible for membership in the Great Falls Symphony Orchestra. This organization performs works from symphonic and chamber music literature in a series of concerts each year.

All class work missed by the student while the band, choir, or symphony orchestra is on tour must be made up during the current semester. Attendance at all concerts and rehearsals by the organization, of which the student may be a member, is mandatory.

REQUIREMENTS FOR GRADUATION

Students majoring or minoring in music are required to attend all concerts and recitals given at the college. Absence from concerts and recitals will be viewed as a grave breach of graduation requirements.

A senior recital is required of all music majors on their principle instrument. Pianists can satisfy this requirement by accompanying an instrumentalist.

A minimum of thirty-seven semester hours including music 131, 132, 141, 142, 201, 202, 203, 204, 205, (any four of class applied music) 270, 281, 282, 301 or 302, 338, 341, 351 or 451 is required for the music major. In addition the music major is required to take seven credits in applied music. Four of these seven credits can be in organization.

A minimum of twenty-two semester hours in music including 131, 132, 141, 142, 201, 202, 203, 204, 205, (any four of class applied music) is required for the minor in music.

No course meriting a grade of D may be applied towards a major or minor.

FRESHMAN

FIRST SEMESTER	HOURS
Music 131	3
Music 115	1
English 115 or 117	4
History 101	4
Theology 130 (Catholic)	3
French, German or Latin	3-5
Orientation	1
SECOND SEMESTER	
Music 132	3
Music 116	1
English 116 or 118	3
History 102	4
Fundamentals of speech	2
French, German or Latin	3-5

SOPHOMORE

FIRST SEMESTER	HOURS
Music 201	1
Music 215	1
Music 281	3
Psychology 100	3
Philosophy 200	3

SOPHOMORE

FIRST SEMESTER	HOURS
French, German or Latin	3
Elective (related minor)	4
SECOND SEMESTER	
Music 202	1
Music 216	1
Music 282	3
Theology 200 (Catholic)	3
Philosophy 150 (non-Catholic)	3
French, German or Latin	3
Elective (related minor)	4

JUNIOR

FIRST SEMESTER	
Music 203	1
Music 315	1
Music 270	2
Education 120	3
United States history or government	3-4
Mathematics	4-5
Philosophy	3
Elective (related minor)	4
SECOND SEMESTER	
Music 204	1

JUNIOR

SECOND SEMESTER	HOURS
Music 316	1
Music 301 or 302	2
Music 350	2
Education 324	3
Theology 330 (Catholic)	3
Mathematics	4-5
Philosophy	3
Elective (related minor)	4

SENIOR

FIRST SEMESTER	
Music 415	1
Music 205	1
Music 338	2
Music 341	2
Philosophy	3
Education 330	3
Physics (recommended)	5
SECOND SEMESTER	
Music 416	1
Music 351 or 451	2
Music 486	2

SENIOR

SECOND SEMESTER	HOURS
Theology 400 (Catholic)	3
Education 476	6
Physics (recommended	5

Music 350 and 486 may be applied towards the Education requirements for a standard teaching certificate.

Applied music 121-422 may be taken any semester.

MUSIC

110. INTRODUCTION TO MUSIC EDUCATION. (2) a study of melodic, harmonic and rhythmic elements of music designed for elementary classroom teachers. Beginning of methods.

111, 112. APPRECIATION OF MUSIC. (2-2) Appreciation of music as an element in general culture.

115, 116. (1-1) Choir, band, orchestra and ensemble. Open to all regular students by audition. Participation in organization is mandatory for all music majors and minors. Four of these credits may be counted towards the applied music requirements. This course may be repeated every semester that the student is in attendance.

121, 122. APPLIED MUSIC. (1-1) Individual lessons in Piano, organ, voice, wind and string instruments. One-half hour lesson per week, plus daily 50-minute practice period.

131, 132. HARMONY. (3-3) A study of harmony through diminished 7th

chords; introduction of twentieth century trends; four part writing.

141, 142. EAR TRAINING AND SIGHT SINGING. (2-2) Sight singing of diatonic melodies; melodic, harmonic, and rhythmic dictation; required in conjunction with 131, 132.

201. (1) BRASS INSTRUMENTS IN CLASS.

202. (1) WOODWIND INSTRUMENTS IN CLASS.

203. STRINGED INSTRUMENTS IN CLASS. (1)

204. PERCUSSION INSTRUMENTS IN CLASS. (1)

205. VOICE IN CLASS. (1)

215, 216. ORGANIZATION. (1-1) See 115-116.

221, 222. APPLIED MUSIC. (1-1) See 121.

248. PIANO FOR THE CLASSROOM TEACHER. (1) Piano method designed to acquaint the prospective teacher in use of the piano. I, IV, and V7 chords and their inversions.

270. KEYBOARD HARMONY. (2) Practical application of theory principles to the keyboard.

281, 282. HISTORY AND LITERATURE OF MUSIC. (3-3) Development and evolution of the art of music with special emphasis placed upon analysis, discussion, and illustration of all forms of musical composition.

Supplementary reading, listening and reports. Prerequisites: Music 131, 132 or consent of instructor.

301, 302. ORCHESTRATION. (2-2) Study of the instruments of the orchestra (band second semester) their technical peculiarities; practice in scoring for various combinations.

- 315, 316. ORGANIZATION. (1-1) See 115.
- 321, 322. APPLIED MUSIC. (1-1) See 121.
- 338, 339. COUNTERPOINT. (2-2) Modal counterpoint in two, three, and four voices.
- 341, 342. EAR TRAINING AND SIGHT SINGING. (2-2) Continuation of 142, to be taken in conjunction with 338, 339.
350. SCHOOL MUSIC. (2) A course in the techniques of procedure in teaching music reading, rhythmic activities, creative music and appreciation. A continuation of 110.
351. CHORAL CONDUCTING. (2) Techniques and practice in conducting choral groups.
355. HYMNOLOGY. (2) A study of the chief bodies of song in Christian worship, considered from the standpoint of historical background and musical value. Analysis of text material, melodic line, harmonic texture, part writing, and spiritual content.
375. INSTRUMENT REPAIR. (2) A course in the maintenance and repair of band and orchestral instruments.
- 415, 416. ORGANIZATION. (1-1) See 115, 116.
- 421, 422. APPLIED MUSIC. (1-1) See 121, 122.
451. INSTRUMENTAL CONDUCTING. (2) Baton techniques; practice with live groups.
460. MUSIC OF THE RENAISSANCE. (2) A study of music history with associated listening from 1400 to 1600.
461. MUSIC OF THE BAROQUE. (2) A study of music history with

associated listening from 1600 to 1750.

462. MUSIC OF THE CLASSICAL PERIOD. (2) A study of music history with associated listening from 1750 to 1827.

463. MUSIC OF THE ROMANTIC PERIOD. (2) A study of music history with associated listening from 1827 to 1900.

464. MUSIC OF THE TWENTIETH CENTURY. A study of contemporary music history with associated listening.

471, 472. SPECIAL PROBLEMS IN MUSIC. (credit to be arranged)

475. PSYCHOLOGY OF MUSIC. (2) Includes the acoustics of music; study of aptitude tests and associated material.

486. SCHOOL MUSIC. (2) The problems and methods in junior and senior high school, both vocal and instrumental; study of materials.

CHAPTER XII

MUSIC EDUCATORS NATIONAL CONFERENCE GLEANINGS

Music can and should contribute much to the humanities in a general liberal arts education. There is a need to strike a balance between the natural and social sciences. Music as one of the humanities can help bridge this gap. Knowledge of the material things in our twentieth century should be balanced by a knowledge and appreciation of man's non-materialistic accomplishments. Study in the humanities tends to develop a philosophy of values and proper perspective.¹

Who can say which courses in any field are right for all students. Certainly instructors in any liberal arts college must take a broad view and realize that they are not training specialists; this must be left to the specialized schools. Perhaps the tendency is to frighten the general student away from music as an element in his culture by sticking too closely to courses that are based solely on content and historical sequence.

Almost all colleges offer two types of courses for the general student body. These are usually courses in introductory music and participation in vocal and instrumental groups. These are fine as far as they go but all too often only the gifted are given an opportunity to perform under the exacting standards of most college instructors. Somehow the liberal arts colleges must make an effort to provide for the students of intermediate ability so that they are not denied their

¹Music Educators National Conference, Music In American Education, Chicago: 1955, pp. 129-131.

inherent right to music. Perhaps every liberal arts college music instructor should search his conscience to see if he is fulfilling his obligation as a teacher of the liberal arts. He is often times placed in a dilemma with administrators desiring top performing groups while he personally would very much like to reach more students with his music.

The Music Educators National Conference reveals that the liberal arts colleges curricula for the music major has made commendable growth during the last ten years. The obligation to the general student for his musical growth has not kept pace. It is from this vast group of general students that the concert listeners and school administrators are drawn. Liberal arts music instructors must concern themselves with these people.

CHAPTER XIII

CONCLUSION

All educational institutions in Montana, offering degrees and diplomas in elementary education, must teach some music. This is law. Because of this law, colleges must hire a music instructor. This in itself is good but to make it economically feasible to keep a music instructor it is necessary that he teach more students than just the elementary teaching candidates. This is perhaps the reason that most of the liberal arts colleges in Montana offer the Bachelor of Arts and Bachelor of Science music degrees.

In a state as sparsely settled as Montana it is not easy to maintain a strong school of music. It behooves all music educators and departments of music in Montana not to encroach upon the province of the very fine school of music at Montana State University. The granting of the Bachelor of Music degree should be confined to Montana State University. Likewise, graduate study in music can best be handled there. The department of music and the administration of the College of Great Falls is heartily in agreement with this tenet.

Some confusion among the liberal arts colleges in Montana could be eliminated if course offerings and course contents were standardized. This could be done quickly and efficiently if the various music educators involved could meet and discuss the problem. Such a seminar could be given official sanction and presided over by the state supervisor of music. General requirements for the bachelors degree with a major

in music could also be brought into line with the recommendations of the National Association of Schools of Music. These recommendations are reasonable and well thought out by experts in the field of music education and it seems sensible to conform to them.

College enrollment is expected to double within the next ten years. This will be both a burden and a blessing to most small colleges. The temptation will likely be one of more specialization and expansion. This is pleasant to anticipate but the music educator in a liberal arts college must not lose sight of the meaning of the words, "liberal arts".

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