

News, Notes & Comment

Recent and Forthcoming Scholarship

Robert Logan (Journalism, U Missouri, Columbia, MO 65205) has been invited to provide a biographical sketch of William Stephenson for a forthcoming special issue of *Mass Communication Review*, the journal of the Association for Education in Journalism and Mass Communication. The issue, edited by Diana Tillinghast (Journalism, San Jose State U), will be devoted to an overview of the lives of prominent communication theorists, such as Stephenson and Wilbur Schramm, who have recently died. Logan's sketch will focus on Stephenson's scientific ideas. A selected annotated bibliography may also be included.

Karen E. Dennis (Director, Nursing Research, Francis Scott Key Medical Center, 4940 Eastern Ave., Baltimore, MD 21224), "Patients' Control and the Information Imperative: Clarification and Confirmation," *Nursing Research*, 1990, 39, 162-166. *Abstract:* This study is a replication and extension of research on the types of activities which contribute to patients' sense of control during their hospitalization. The original research involving two samples, each consisting of 30 medical-surgical patients in a military medical facility, revealed that in addition to being informed, patients found control through fulfilling the patient role, being involved in decision-making processes, and directing interpersonal and environmental interactions. Through a similar use of Q-methodology, this sample of 30 adults, hospitalized with a greater diversity of medical-surgical diagnosis in a civilian medical center, demonstrated control-related perspectives that were similar to their military medical center counterparts. Information about diagnosis, treatment, and the lifestyle implications of the disease process was central to facilitating patients' sense of control. Data from the 90 subjects comprising all three subsamples across both studies were integrated through second-order factor analysis, a procedure unique to

Q-methodology. This analysis clarified and confirmed four types of patient control orientations: patient role fulfillment, health care decision making, personal integrity preservation, and global self-determination. [Dennis' paper is an extension and replication of her dissertation, and was the basis of her presentation at the 1989 Q conference.]

Q and Music Education

Two recent articles by Betty A. Hanley (Dept Art & Music Educ, U Victoria, P.O. Box 1700, Victoria, B.C., Canada V8W 2Y2) are based on her dissertation (University of Minnesota, 1987) and presentations which she made at the 1987 Q conference (see *OS*, October 1987, pp. 4-5). Due to the importance of these articles as the initial applications of Q in the music field, their abstracts, although lengthy, are reproduced below.

Educators attitudes to philosophies of music education. *Canadian Music Educator: Research Edition*, 1989, 31, 100-123. [This same article appeared in the 1988 volume of the same journal, but contained so many typographical errors that the editor elected to reprint it in its entirety.]

Testing the accuracy of a model outlined by Sam Reese (1976), this study used Q methodology to explore the attitudes towards music education in the schools held by groups of individuals engaged in various educational roles. Reese's description of four philosophical approaches to music education (music for fun, referentialism, absolute expressionism and formalism) was used to structure a 48 item instrument into a 12x4 design. School board members, music consultants, principals, high school music teachers and elementary school teachers (a total of 48 subjects) arranged the items twice, creating two Q sorts each: sort P representing current practice and sort I reflecting the ideal situation.

The analysis of variance of the data suggests that neither educational role nor musical background significantly affected subjects' attitudes toward music education, a finding which, although not generalizable to a different population, is surprising and worth further study. Factor analysis of sort P data produced four types (groups of subjects who share a similar

point of view): hedonic, referentialist, absolute expressionist, and also a previously unidentified type labelled subjectivist because its proponents believe music is more than just fun but consider that knowledge about music might reduce their enjoyment. Sort I data produced four types also, but not an exact match with sort P types: hedonic, subjectivist, absolute expressionist and formalist. In sort I, extrinsic valuation of music is eliminated in favor of a more intellectual approach: 35 subjects were absolute expressionists, and three formalists. A three dimensional model of attitudes to philosophies of music education emerges from an examination of the factor arrays and factor loadings for both sorts: a dichotomous extrinsic/intrinsic valuation and, within the latter, a continuum of belief ranging from emotional/subjective to intellectual/objective.

Q methodology allowed subjects to express their own reality, thus contributing to a refinement of the Reese model. The altered viewpoint in sort I provided an opportunity for subjects to compare actual and ideal situations and to indicate a considerable gap between the perceived and the ideal music classroom. The preferred ideal approach for most subjects including administrators is absolute expressionism. Unresolved is why it is apparently so difficult to implement this approach in the classroom.

"Music education students' attitudes to philosophies of music education: Implications for teacher education." *Canadian Music Educator: Research Edition*, 1989, 31, 124-150.

To further explore the ideas which educators hold about the meaning and value of music education and to inquire into the apparent dominance of aesthetic music education (absolute expressionism) in North America, the Q sort, *Attitudes to Philosophies of Music Education*, was administered to second, fifth year and graduate students (practicing music teachers) in music education. Results indicated that students without teaching experience did not believe that they had received aesthetic music education in the public schools and that many did not perceive that they were receiving it at the university level -- a finding incongruent with the literature and research which suggest that the aesthetic approach prevails in music education at the present time, and the responses of graduate students who claim to be providing their students with an aesthetic music education. In addition, although the model proposed in the

earlier study was generally vindicated, one of the types which surfaced in factor analysis did not closely match any of the five types identified in the earlier study. One explanation of the latter result is that university students move through levels of maturation and therefore their interpretation of experiences could differ from that of their teachers. Furthermore, when graduate students' understanding of aesthetic music education was compared with Reimer's description, the correspondence was not generally overwhelming. All groups nevertheless agreed that aesthetic music education was the ideal goal. Questions about teacher education necessarily arise.

Hanley's dissertation research is critiqued by Elizabeth Oehrle (Music Educ, U Natal, Durban, Natal, South Africa), "Educators' Attitude to Philosophies of Music Education: A Q Study," *Bulletin of the Council for Research in Music Education*, 1989, no. 100, 86-89. Following her summary of the dissertation, Oehrle criticizes various conceptual and non-Q features of the study, but concludes that "the author is to be commended...for making inroads regarding the difficult task of exposing attitudes concerning philosophies of music education through a Q study, a methodology which could be extremely beneficial to music educators."

Research in Progress:

(1) South African Apartheid

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This study focuses on attitudes about U.S. policy in South Africa as it exists among various subgroups within the U.S. The statements were drawn (then revised) from various articles