

DISSERTATIONS IN PROGRESS

Betty Hanley, *Educators' attitudes to philosophies of music education--a Q study* (University of Minnesota).

This study is exploring the attitudes toward music education in the schools held by various groups of individuals involved in the educational process. The P set is composed of six persons from each of eight categories--elementary classroom teachers, elementary classroom teachers who teach music, elementary school music teachers, elementary school principals, high school teachers, high school music teachers, trustees, and music consultants--chosen primarily from school boards (districts) in Ontario, Canada. The Q sample is structured around (a) philosophical and (b) educational issues as expressed through four themes, or positions: (c) Hedonic (music should be pleasurable), (d) referentialist (the function of music is extra-musical, i.e., music refers to a story, idea, or emotion), (e) absolute expressionist (music provides rich, significant, and feelingful experiences intrinsic to it), and (f) formalist (music is a complex puzzle to be figured out). Sample statements include the following:

The more pleasure we get, the better the music (ac).... It is more important that children be happy during music class than that they learn something (bc).... Music has functions to perform in strengthening the moral fibre of the people (ad) In music education, the teacher is concerned with the student's aesthetic behavior (his capacity to respond to the emotional values and cognitive meanings of music) (be).... Understanding a musical work is primarily an intellectual task (af).

Each respondent will perform the Q sort twice: Once to represent his or her actual view (or actual practice, in the case of music teachers), and a second time to represent what would be considered an ideal situation.

Philosophies of music are apt to vary, in part, as a function of the person's musical background and role in the school system, and are ultimately relevant to such practical matters as funding, curriculum development, and success of the musical program generally. A goal of this study, therefore, is to raise the level of awareness among educators concerning the nature and value of music education by bringing conflicting opinions and hidden assumptions to the surface so that their consequences for daily decisions can be considered.

Betty Hanley can be reached c/o Box 849, Terrace Bay, Ontario P0T 2W0, Canada. Her spouse also authored a Q-based dissertation: Edward G. Hanley, *Male and female elementary school teachers' attitude and their perception of the other sex's attitude toward the women's liberation movement--a "Q" analysis*, Wayne State University, 1978 (*Dissertation Abstracts International*, 1978, 39A, 1868).

Erratum

In the summary of Stefan Deutsch's dissertation (*OS*, October 1984 issue), Technion-Israel Institute of Technology was mislocated in Tel Aviv, rather than in Haifa.

*...Solipsists declare
That no one else is there,
Yet go on writing--for others.*

*...Behaviorists affirm
That thinkers do not learn,
Yet go on thinking--undismayed.*

*...Subjectivists find
That it's all in the mind,
Yet go on sitting--on real chairs.*

*...Popperians deny
That we can verify,
Yet go on searching--for the truth.*

--Robert K. Merton