**IME Chapter 6 Suggested Assignments**

Relates toChapter 6: **Suggested Assignments,** IME p. 135

1. Consider the following purpose statements chosen from historical studies and identify the research questions that would need to be asked to fulfill each respective purpose.
2. *Title:* Political Influences on Curriculum Content and Musical Meaning: Hong Kong Secondary Music Education, 1949-1997

*Purpose:* The purpose of this article is to examine the history of secondary school music education in Hong Kong, with emphasis on a period of major socio-political change: from 1949 to the transfer of Hong Kong’s political sovereignty from the United Kingdom to the People’s Republic of China in 1997. (Ho, 2000, p. 5)

1. *Title:* The Use of Creativity in Music Textbook Series, 1900-1950

Purpose: The purpose of this paper is to investigate the type of creativity included in U.S. music textbooks during the first half of the twentieth century. Did students have access to music creativity in music textbooks of the first half of the twentieth century, and if so, what was the nature and scope of the creative experiences presented in the textbooks? (Nelson, 2004, p. 129)

1. *Title:*History of Illinois School Band Association: 1924-1941

Purpose: The purpose of this study is to document the history of the Illinois School Band Association (ISBA) and the contests this organization sponsored between 1924 and 1941. It examines questions about the origin, leadership, rules and procedures, impact, growth, and decline of the organization. It also discusses how these findings can be used in modern practice. (Hash, 2008, p. 4)

1. Review a historical study of your choice. Identify the rationale, purpose statement and research questions, and critically analyze them.
2. In small groups, select two source readings from Michael L. Mark’s book, *Music Education: Source Readings from Ancient Greece to Today* (2013)*.* Choose one from Part 1 (Music Education in Earlier Times) and the other from a later period in Part II (Views of Music Education to 1950) or Part III (Views of Music Education after 1950). Compare sources in relation to authorship, time period, context of production, language and tone, and content.
3. Go to the Digital Collections at the Library of Congress website, and link to the Performing Arts page: https://www.loc.gov/collections/?fa=subject\_topic:performing+arts
4. Search for a photograph or image that is of interest to you. Use Prof. E’s questions from the second page of this chapter as prompts for examining it. Share your findings in class.
5. Find an artifact or oral record that may be used to begin a conversation about the history of music education (e.g., musical instrument, textbook, photograph, certificate, recording). Spend time with the artifact, looking or listening with intent, interrogating the evidence and forming questions around it. Bring to class and share findings.
6. Visit an archive on or near your campus. As a class, select a historical figure for study based on materials found in the archive. Work together to compose a historical portrait that helps the reader to engage with the life story of the individual. Consider how you could include visual and/or audio media to bring the narrative to life.
7. Compare articles written about the same historical topic. Use these guiding questions: What is the purpose of each study? What primary sources are used? What is unique about each author’s treatment of the topic? How are conclusions drawn? What did you learn about interpretation by doing this exercise?
8. American Music Education 1941-1946: Meeting Needs and Making Adjustments During World War II (Beegle, 2004)
9. Nationalism in United States Music Education during World War II (Goble, 2009)
10. Women Music Teachers as Military Band Directors during World War II (Sullivan, 2017)