

# Preparing Future Teachers of Music and Church Musicians for the WELS

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## OVERVIEW OF THE CURRENT MUSIC CURRICULUM Elementary program (4-year)

### 1. Courses required of all students, including those without a concentration in music

11 credits in General Education

Elements of Music 2 periods/week (2cr)

Vocal Skills 2 periods/week (1cr)

Choir 2 semesters (1cr)

Perception of Music 3 periods/week (3cr)

Lutheran Worship 2 periods/week (2cr)

Keyboard 2 semesters minimum (2cr)

Additional keyboard, choir, and band may be taken for credit or audit, but these credits do not apply toward the baccalaureate degree.

### 2. Courses required of students with a concentration in music

11 credits in General Education as specified above, plus

15 credits in music concentration

Theory of Music 1 3 periods/week (3cr)

Theory of Music 2 3 periods/week (3cr)

Choral Conducting 3 periods/week (3cr)

Keyboard 4 semesters minimum (4cr)

Elective course(s) 1 semester (2cr)

Choir participation is also required every semester, but credits earned do not apply toward the music concentration in the baccalaureate degree.

## OVERVIEW OF THE CURRENT MUSIC CURRICULUM STEP program - Music Major (5-year)

### Church Music Emphasis or Secondary Teaching Emphasis: Choral or Instrumental

11 credits in General Education as specified above, plus

42 credits in the STEP program

Theory (14cr)

Theory of Music 1 3 periods/week (3cr)

Theory of Music 2 3 periods/week (3cr)

Theory of Music 3 3 periods/week (3cr)

Arranging and Instr 3 periods/week (3cr)

Theory elective 2 periods/week (2cr)

Music History and Literature (6cr)

3 courses 3 semesters (6cr)

92 periods/week

Performance (14cr)

Choral Conducting 3 periods/week (3cr)

Keyboard 2 semesters (2cr)

Keybd/Voice/Instr 6 semesters (6cr)

Choir/Band	6 semesters	(3cr)
Electives (8cr)		
selection from a variety of courses		(8cr)

Credits in professional education include:

Church Music Emphasis  
 Music in the Lutheran Parish  
 Parish Music Practicum

OR

Secondary Teaching Emphasis  
 Teaching in the Secondary School: Music  
 Student Teaching in the Secondary School

### 1993 Parish Music Survey

This survey was conducted during January, 1993. One hundred schools were chosen in a systematic sampling from a listing of all WELS elementary schools. Churches without schools were not surveyed. Surveys were sent to the principal of each school. Ninety two surveys were returned, of which ninety-one were usable. This high rate of return provides results that can be considered with confidence as an accurate reflection of the elementary schools of the WELS, as reported by school principals. For some questions, these principals were asked to report the congregation's view. Whether these views are indeed those of the congregation is not substantiated by this survey. Only preliminary analysis of the results of the survey has been completed at this time.

## RESULTS

### SECTION ONE—STATUS

- How many teachers serve on your staff?  
 Mean: 4.8 teachers                      Range: 1-14 teachers  
 Half of the schools were served by 4 or fewer teachers, the other half were served by 5 to 14 teachers.
- How many teachers consistently include hymns and/or religious songs in planned devotions?  
 89% of teachers did so.
- How many teachers usually sing and/or play a keyboard instrument to lead children's singing during devotions?  
 86% of teachers did so.
- If one of your teachers does not sing or play, how does that teacher lead the children's singing during devotions? (more than one answer could be given)
  - The teacher plays another instrument in 5% of the schools.  
 (The guitar was used by 4 teachers, the flute by one teacher.)
  - Children play the accompaniment in 21% of the schools.
  - Taped accompaniments are used in 19% of the schools.
  - 13% of the schools indicated some other procedure:
    - 7% sang without accompaniment.
    - 4% do not regularly sing for devotions.
    - 1% joined another class for devotions.
    - 1% used stored, computerized accompaniments.
- How many of your classrooms have a music class?  
 87% of classrooms do so (possibly a bit higher due to the nature of the survey questions used).
- Who teaches these music classes? (multiple responses were possible)

- a. In 89% of the schools, classroom teachers teach music in at least one of the classrooms.  
In 48% of schools, classroom teachers teach all of the music classes.
  - b. In 37% of the schools, another teacher from a different classroom teaches music in at least one of the classrooms.
  - c. In 15% of the schools, a person who is not a classroom teacher in the school teaches music in at least one of the classrooms.
7. How many of your called LES teachers play organ for church services (regular or special) at least 4 times per year?  
31% of teachers do so.
8. Approximately, at what percentage of your church services (regular or special) is the organist a DMLC graduate?  
59% of services are played by a DMLC graduate  
A somewhat higher percentage of services in congregations with schools having more than 5 teachers (67% of services) were played by DMLC graduates than in congregations with schools having five or fewer teachers (55% of services).
9. How many persons serve as choir directors in your congregation?  
An average of 2 persons.
10. How many of the choir directors in your congregation are DMLC graduates?  
72% of the choir directors are DMLC graduates.

## SECTION TWO—EXPECTATIONS

(percents may exceed 100% due to rounding)

1. Our congregation expects ALL teachers from DMLC to be able to sing and to play the keyboard in classroom devotions.  
12% strongly agree    31% agree    25% neutral    26% disagree    6% strongly disagree
2. Our congregation expects ALL teachers from DMLC to be able to teach their own music classes.  
10% strongly agree    50% agree    15% neutral    20% disagree    6% strongly disagree
3. Our congregation expects ALL teachers from DMLC to be able to lead their own class when scheduled to sing in church.  
17% strongly agree    41% agree    22% neutral    19% disagree    2% strongly disagree
4. How does your congregation feel about the current supply of DMLC-trained graduates who are able to serve as organists?  
13% need more organists    46% between adequate and need more    41% supply adequate  
0% between adequate and need fewer    1% need fewer organists
5. How does your congregation feel about the current supply of DMLC-trained graduates who are able to direct choirs?  
14% need more directors    33% between adequate and need more    50% supply adequate  
2% between adequate and need fewer    1% need fewer organists

### Some Preliminary Analysis of the Survey Results

#### STRENGTHS

- 1. A substantial majority of teachers consistently include hymns and/or religious songs in planned devotions.
- 2. A substantial majority of teachers include live music-making (singing and playing) as part of classroom devotions.
- 3. Students in a substantial majority of classrooms have music classes.
- 4. DMLC graduates are used as organists for a majority of services in WELS congregations with schools.

5. The majority of choir directors in WELS congregations with schools are DMLC graduates.

## CONCERNS

1. The number of teachers who do not consistently include hymns and/or religious songs in planned devotions.
2. The apparent change in expectation regarding the ability of teachers to sing and/or play the keyboard in classroom devotions.  
In a 1973 survey, the ability to sing for devotions and music classes was rated absolutely essential by 24% of respondents and important by another 56%. The ability to play for devotions and class music was rated absolutely essential by 24% and important by another 52%. Of note in the current (1993) survey is the extent of neutral and negative responses to the expectation that all graduates be able to sing and to play the keyboard in classroom devotions. It is possible that the coupling of singing and playing in the question may have been at issue in some responses. Some written comments indicated more expectation of ability to sing than of ability to play. Also, agreement with this expectation was less than agreement with expectations regarding music classes and leading singing in church.
3. The number of teachers who do not sing or play for classroom devotions.
4. A possible small decrease in the inclusion of music classes in WELS elementary schools over the past decade (cf. Wagner survey, 1983).
5. Mixed and possibly conflicting results regarding the use of classroom teachers to teach music classes. Over the past 20 years, the overall extent to which classroom teachers have been used to teach music classes has remained quite stable. During this same period, the extent to which congregations expect all teachers to be able to teach their own music classes appears to have declined. Although a majority of respondents (60%) in the 1993 survey agreed that all teachers from DMLC are expected to be able to teach their own music classes, 26% disagreed with this expectation. It also appears that the number of schools that use classroom teachers for ALL music classes has declined from 55% to 43% over the past decade.
6. The desire for DMLC to maintain at least current levels or, preferably, to train more organists.
7. The desire for DMLC to maintain at least current levels or, preferably, to train more choir directors.

## QUESTIONS TO CONSIDER

1. From your perspective, must Dr. Martin Luther College continue "to assist the student in developing the understandings, attitudes, and skills that are necessary for meeting the worship needs of the Synod's congregations, always keeping professional training in church music an integral part of teacher education." (DMLC Statement of Philosophy and Purpose)?
2. To what extent does the WELS expect Dr. Martin Luther College to train students:
  - a. to sing accurately, as individuals and as part of a group?
  - b. to play the keyboard (piano) for use in school devotions and music classes?
  - c. to conduct music classes in their own classroom?
  - d. to lead (prepare and conduct) their own class when scheduled to sing in church?
  - e. to serve as organists?
  - f. to serve as choir directors?
3. In view of the challenges to the success of music education at Dr. Martin Luther College articulated at this consultation, what issues need to be addressed by the college, by administrative units of the synod, or by others to provide the quantity and quality of classroom music teachers and church musicians that the WELS expects?