

**Music Education Interview (also on-line at
http://www.uni.edu/mishra/me_interview.html)**

React to Statement:

"The divorce of school music with musical life outside the schoolhouse walls seems undeniably connected with a taken for granted paradigm that sees school music as needing to advance a certain kind of music against (or as a "higher" alternative to) everyday kinds of musics and musicing. Music education, in the US at least, is clearly committed as a field more to 'music appreciation' than to turning all students on via formal instruction to a variety of options for actively engaging in music (beyond easily accessible commercial fare or what the home or ethnic community already offers) outside of school and throughout life. It might be claimed that the 'conservatory mentality' in which most music teachers are trained is responsible for what seems like a perceived need to bring 'good music' to the masses. But, as I get more and more familiar with the situation in Northern Europe, I find that conservatories, academies and universities seem quite open in their music teacher preparation to acknowledging other musics and the need or likelihood that music teachers should be competent beyond the classics." Response to MayDay listserv 11/17/02.